PROGRAM INFORMATION	Program	Speech-Language Pathology Assistant
	Submitted by:	Jennifer Schultz
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	cc7565d3-078a-4499-8623-03a234ef11ff
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The SLPA Advisory Board met twice reviewing program syllabi and outcomes. SLPA program faculty reviewed program outcomes and compared them to ASHA certification standards, Scope of Practice, and Assistants Code of Conduct and to SD SLPA responsibilities within and outside of the scope of practice. No changes were made to the program outcomes.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
	Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Syllabi for SLPA 112 Child Growth and Development and SLPA 115 Behavior Management were reviewed by 2 practicing SLPs and by the SLPA advisory board. Reviews were positive. The SLPA student member of the advisory board stated that both classes were beneficial to her as a student. She enjoyed the "build a baby" assignment in SLPA 112 and uses strategies from SLPA 115 in her work as a paraprofessional. No changes were made to course objectives or textbooks for the courses.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The competencies for SLPA SLPA 112 and SLPA 115 were reviewed by SLP subject matter experts and the advisory board, including a student representative. All course competencies were reviewed by the faculty member teaching the course prior to the semester. No changes were made to program or course competencies.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	Capstone	Yes
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes

	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self-Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	Yes
	Written Essays	Yes
	Written Reports	Yes
ALIGNED AND APPROPRIATE ASSESSMENTS	**Assessments used in the program are matched to the outcomes/competencies for the program.**	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	A new text was adopted for SLPA 230 Language Disorders and Intervention, for the fall 2024 semester because the previous textbook was published in 2016. In the new course, a quiz was developed for each unit. Each quiz contained a pool of questions with 10 questions presented randomly from the pool for each quiz attempt. Students were allowed to take the quiz as many times as needed to achieve mastery with all pool questions. This encouraged repeated review of the material. In the year-end course evaluation, a student wrote, "I think being able to take the quiz multiple times and having different questions was very beneficial to my learning." The comprehensive final exam was based on the quiz questions, with students averaging 85% on that exam (range 68.67% - 96.17%).
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Assessment projects that require students to create materials require students to show materials to instructors and discsuss how they are used in screening and treatment. This addresses the ability to apply coursework information to materials in clinical situations. Exam questions linking course content to SLPA Scope of Practice and the ASHA Assistants Code of Conduct require students to analyze clinical situations and apply rules and regulations to those scenarios.
INDUSTRY CERTIFICATIONS	**Explain any changes made or planned in the program based on assessment of industry certifications used in the program.**	ASHA certifies speech-language pathology assistants (C-SLPA). This is a voluntary certification. Students are informed of the certification availability, requirements, and process in SLPA 103 Career Seminar and SLPA 240 Clinical Fieldwork. Applicants must complete all degree, education, and experience requirements before taking the certification test, so we are not able to use test scores to assess student mastery of learning objectives or competencies. Faculty will continue to monitor the C-SLPA certification process and incorporate that certification in program assessment if possible in the future.
INTERNSHIPS/ CLINICALS	**How do you evaluate program competencies or learning objectives during internship/externship experiences?**	All SLPA II students complete SLPA 240 Clinical Fieldwork, an 8-week SLPA fieldwork experience under the direction of a licensed/certified SLP. Supervising SLPs complete midterm and final assessments of the SLPA student's clinical, interpersonal, and professional skills as demonstrated in the experience. SLPA program faculty complete a minimum of 1 site visit to observe the SLPA student providing clinical services and to interview the SLP and SLPA student about the clinical experience. At the end of the placement, students submit a client case study that requires them to collect case history and treatment information, implement treatment and collect data, and to summarize that information in written and oral form.

	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	Review of fieldwork evaluations indicated that students were successful with technical skills needed for entry-level positions as SLPAs. Faculty developed procedures to facilitate progress in fieldwork for high-risk students. These include weekly communication between the SLP supervisor and SLPA faculty member and weekly student/faculty meetings to address skill development needs. No curriculum changes based on internship evaluations were made.
ENROLLMENT	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	In Fall 2024, the SLPA program 10-day count was 85% exceeding the benchmark.
RETENTION	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	The Fall 2024 retention rate was 77%, meeting the benchmark.
GRADUATION	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	The Spring 2024 graduation rate was 77%, meeting the benchmark.
PLACEMENT	**Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.**	100% of 2023 graduates obtained employment as an SLPA.
STUDENT SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	Not addressed in this cycle.
ALUMNI SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	The benchmark was met. In the 2024 alumni satisfaction survey, 75% of respondents indicated they were very satisfied and 25% indicated they were satisfied with their overall career preparation they received in the SLPA program.

EMPLOYER SATISFACTION	**If this benchmark is not met, what strategy or strategies will be implemented to address this measure?**	The benchmark was met. In the 2024 Employer Satisfaction survey, 80% of repsondents indicated that their expectations were exceeded and 20% indicated their expectations were met for the technical preparation of SLPA graduates for successful employment.
PROFESSIONAL DEVELOPMENT	**What professional development activities have instructors in this program completed in the last year?**	All faculty members complete a minimum of 10 hours of continuing education every year to maintain state licensure and ASHA certification. Faculty members attend and present continuing education programs for SLPs at state and national conferences. In spring 2024 SLPA faculty attended the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) convention and co-presented a session on SLPA program development.
	How were these activities used to improve this program?	Information about updates in the field are incorporated into coursework where appropriate. Attendance at state and national meetings provides faculty with opportunities to network with other SLPA and CSD program directors, SLP supervisors, employers of SL
PROFESSIONAL ORGANIZATIONS	**Do faculty members belong to professional organizations associated with this program?**	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMEN- DATIONS	**What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?**	In the Fall 2023 Advisory Board meeting, faculty were enraged to provide instruction in classroom-based services. In Fall 2024, a new text was adopted, which emphasizes the use of curriclum materials in intervention, was adopted for SLPA 230 Language Disorders & Intervention. In the Fall 2024 course evaluation, students indicated that the readings were helpful, and the chapters were full of information. In the Fall 2024 Advisory Board meeting, the SLPA student representative stated that the organization of the text for SLPA 200 Intro to Audiology and Aural Rehabilitation was difficult to follow at times. The course instructor will review the textbook chapters and sequencing of topics in the course to reorganize the order in which they present the information in the course.
	Implementation Date	2025-08-15
	Indicate the personnel responsible for implementing the change(s):	Kara Stange
PROGRAM IMPROVEMENT PLANS AND BUDGET	**As you review this past year, what changes do you propose for the next school year that will affect the program's budget?**	A new screening instrument, the Battelle Developmental Inventory - 3 Screener, is recommended for SLPA 211 Screening & Assessment Processes.
	Cost	$1000