

**Department of Communication Disorders & Sciences**

**Year 4 Assessment Report, October 15, 2022**

**Non-Accredited Programs Only**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will demonstrate knowledge of anatomic, physical, and physiological bases of speech, language, and hearing
2. Students will demonstrate knowledge of linguistic variables related to normal development of speech and hearing.
3. Students will demonstrate basic knowledge of the nature, evaluation, and treatment for various communication disorders including pediatric language and phonology disorders, augmentative & alternative communication as well as hearing impairment.
4. Students will demonstrate knowledge of basic principles for clinical evaluation and treatment of communication disorders.
5. Students will demonstrate competence in basic communication skills including speaking and writing (undergraduate learning goals)

**Overview of Measures/Instruments**

<p align="center"><b>SLO(s)</b></p> <p align="center"><i>Note: Measures might be used for more than 1 SLO</i></p>	<p align="center"><b>ULG*</b></p>	<p align="center"><b>Measures/Instruments</b></p> <p align="center"><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p align="center"><b>How is the information Used?</b></p> <p align="center"><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1. Students will demonstrate knowledge of anatomic, physical, and physiological bases of speech, language, and hearing</p>		<p>Mean score on Basic Science section of new updated undergraduate Written Comprehensive Exam which is administered in the CDS Seminar capstone course in the spring of each year.</p> <p>Mean rating on Alumni Survey re: basic science. Assessment Coordinator and Chair coordinate electronic collection annually.</p> <p>Mean rating on UG Exit Survey re: basic science. Assessment Coordinator collects electronically from seniors prior to graduation annually</p>	<p>Target- Mean score above 75% Results- 64%, Not Met. First administration of new more challenging updated comp exam.</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in this area. Results- Anatomy- 100%, Met Acoustic Properties/Speech Sci- 100%, Met</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area on the UG exit survey. Results- Anatomy- 100%, Met Acoustic Properties/Speech Sci- 100%, Met</p>

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>2. Students will demonstrate knowledge of linguistic variables related to normal development of speech and hearing.</p>		<p>Mean score on Normal Development section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.</p> <p>Mean rating on Alumni Survey re: normal development. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p> <p>Mean rating on UG Exit Survey re: normal development. Assessment Coordinator collects electronically from seniors prior to May graduation annually</p>	<p>Target- Mean score above 75% Results- 70%, Not Met First administration of new more challenging updated comp exam.</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in this area. Results- Normal speech-language development- 100%, Met</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Normal Phonological Development- 100%, met Normal Language Development- 100%, met</p>
<p>3. Students will demonstrate basic knowledge of the nature, evaluation, and treatment for various communication disorders including pediatric language and phonology disorders as well as hearing impairment</p>		<p>Mean scores on Phonology and Child Language sections of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.</p> <p>Mean rating on Alumni Survey re: disorder preparation. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p> <p>Mean rating on UG Exit Survey re: competence in disorder areas. Assessment Coordinator collects electronically from seniors prior to May graduation annually.</p>	<p>Target- Mean score above 75% Results- Phonology Disorders= 84%, Met Child Language Disorders=74%, Not Met AAC 97% Audiology/AR= 55%, Not Met</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in these disorder areas. Results-100%</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Phonology Disorders= 100%, Met Child Language Disorders=100%, Met AAC = 100%, Met Audiology/AR= 100%, Met</p>
<p>4. Students will demonstrate knowledge of basic principles for clinical evaluation and treatment of communication disorders.</p>		<p>Oral Case Presentation and Paper about client they shadowed and co-treated in CDS 3900. Course instructor each term share with chair/assessment coordinator.</p> <p>Mean rating on Alumni Survey re: clinical preparation. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p> <p>Mean rating on UG Exit Survey re: clinical competency. Assessment Coordinator</p>	<p>Target- Mean above 85% Result= 90% Met</p> <p>Target- More than 85% of alumni agree or strongly agree about clinical preparation. Results-100%</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area.</p>

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		collects electronically from seniors prior to May graduation annually	Results- Apply clinical treatment principles -100% Develop independent learning strategies- 100% Investigate efficacy of dx and tx procedures- 100%
5. Students will demonstrate competence in basic communication skills including speaking and writing  <b>(undergraduate learning goals)</b>	W S	Mean Writing Grade on Diagnostic Report Draft 1 and Revised Final version of Diagnostic Report in CDS 4600 Capstone Course.  Mean Oral Case Presentation grade in CDS 4600 Capstone Course.  Mean rating on Alumni Survey re: written communication and oral interaction. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on UG Exit Survey re: written and oral communication skills. Assessment Coordinator collects electronically from seniors prior to May graduation annually.	Target- Mean above 85% Result= 91% Result= 94%  Target- Mean above 85% Result= 95%  Target- More than 85% of alumni agree or strongly agree about oral and written communication. Results-100%  Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Clinical writing 100% Oral communication in clinic 100% Academic writing in courses 100% Oral communication in courses 100%

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

### **Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending? (Standard of Performance Partially Met)

We noticed a trend in our undergraduate exit student survey responses. On a question that asked about areas that you would like to learn about that you did not- 88% of seniors reported wishing they had some exposure to the adult/medical side of our field as an undergraduate. The CDS Assessment and Curriculum committee reviewed the recommendations from the American Speech Language Hearing Association about the undergraduate curriculum, which also recommends exposing undergrads to communication disorders “across the lifespan”. Based on both of these things, we proposed a new undergraduate course, CDS 4500 Introduction to Medical Speech-Language Pathology, that is being offered for the first time this fall semester (Fall 2022) with very positive feedback from students so far.

We developed a new undergraduate comprehensive exam which was administered for the first time in the spring of 2022. Results were lower than past comprehensive exam results and will be discussed below. Currently we have the same exit interview questions that we ask to both undergraduate and graduate students. We plan to revise both of the exit surveys this year to focus on the learning goals and program goals that are specifically addressed within the graduate versus the undergraduate program and take out items on each that are not relevant for the students at the different levels.

Other areas the curriculum and assessment committee will be discussing is looking at how the changed sequence for CDS 2800/2500 (Speech Science and Anatomy), and for (CDS 4300/4350) is impacting student learning. The sequence of these courses were changed a few years ago and we would like faculty and student input as well as review of student learning data to consider whether to retain the new sequence or go back to the original sequence of instruction.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

The curriculum and assessment committee in CDS developed a new undergraduate comprehensive exam in the fall of 2021 and spring of 2022 which was administered for the first time in April 2022. Scores were lower than on the past comprehensive exam. We believe the lower scores are related to the nature of some of the new questions and not tying results of the exam to a grade or other impact on the student. The standard of performance, which is that 75% of senior students will answer the IV-G questions correctly with a 75% accuracy, was met for only 3/12 content areas at the end of the senior year. Seniors met criteria on the following topics: Phonology, AAC and Clinical Teaching. Seniors did not meet criteria on the following topics: Diagnostics and Treatment, Neurology, Audiology, Aural Rehabilitation, Phonetics, Language Acquisition, Anatomy and Physiology, Speech and Hearing Science, and Language Disorders. The exam was trialed this year and no incentive was placed on performance (e.g., grade) which may have skewed the results. The exam questions will require specific analysis to determine if the questions need further refinement (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate. The faculty reviewed the overall results from the Learning Outcomes Assessment, paying particular attention to these questions, at our fall faculty retreat. Other indicators of student learning from courses, the exit survey of seniors, and the alumni survey all indicate that student learning outcomes are being met.

Not specifically related to curriculum or learning outcomes in CDS, we continue to refine and develop minor guides that give students alternative options for graduate school and careers if they decide that speech pathology or audiology is not for them or if they are unsuccessful at getting into one of those graduate programs.

We have met and continue to meet the learning outcomes of the undergraduate program. Based on our self-study and strategic planning process, we are going to 1) investigate curricular options

related to bachelor’s level work in the field required by other countries for possible international recruiting at the undergraduate level; 2) formed a partnership with Trinidad, to include faculty obtaining licensure to work in Trinidad, which will provide a study abroad/therapy abroad opportunities for undergraduates; 3) offer additional undergraduate courses to introduce students to acquired communication disorders with regards to medical speech pathology 4) utilize the CDS undergraduate capstone course to a greater degree in undergraduate assessment data and analysis, 5) begin to look at direct and early admit options to use for recruiting at the undergraduate level

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

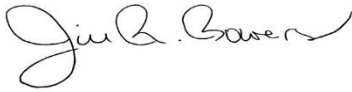
<b>History of Annual Review</b>		
<b>Date of Annual Review</b>	<b>Individuals/Groups who Reviewed Plan</b>	<b>Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)</b>
Spring and Summer	Department chair, faculty committee chairs	Systematically gathered data across all program goal areas, including student learning and summarized in a self-study that included review of data trends for 1, 3,5, or 10 years.
August 16, 2022	All faculty at all-day faculty meeting	Faculty reviewed and discussed data, revised and updated SWAT statements, and gave input to goals in each area, include student learning goals and curriculum committee focus, for the strategic plan.
Sept each Wednesday	All faculty in department committees reviewed	Curriculum, Clinic, Recruitment & Advisement, and Autism Center, all reviewed goals in their areas for the strategic plan and discussed which items to focus on first during the fall and spring terms this year.

**Dean Review & Feedback**

1. The SLOs are clear, seem well-suited to departmental curricular and program-specific goals to provide students with knowledge and help them to prepare for careers in communication disorders and sciences.
2. The language of the University Learning Goals “Writing and Critical Reading” and “Speaking and Listening” are embedded into the SLOs. The assessment would benefit from each ULG being listed in the column next to the SLO or written into the language of the SLOs so that’s evident that CDS is also assessing the ULGs of critical thinking, quantitative reasoning, and responsible citizenship.
3. In the column, “measurements and instruments,” we recommend utilizing course assignment assignments with specific courses listed. Data from exit surveys or alumni surveys do not adequately measure student learning.

4. In the "How is the information used" column, write the % of students who you believe will meet the mean scores about X%. Further, remember to write the number of students in results vs. solely the percentage so that it is clear if goals were met or not met.

Overall, the plan appears ready for data collection. Let us know if we can assist with program assessment as you begin the process.



10/31/22

Dean or designee

Date

**Academic Affairs--Review & Feedback: B.S. Communication Disorders & Sciences**

The SLO plan demonstrates a clear set of measures for assessing what students learn (content areas, for instance, through a revised comprehensive exam) and what students (including graduating seniors and recent alumni) feel they need to learn in order to be better prepared for career paths. The program meets regularly and uses its assessment data for making significant curricular changes, including course development and sequencing. The creation of the course Introduction to Medical Speech-Language Pathology is the fruit of responding to the expressed needs of graduating seniors and the American Speech Language Hearing Association's current recommendations on curricular offerings.



Suzie Park, VPAA Office

2022-11-11