

DEPARTMENT OF COMMUNICATION DISORDERS
Undergraduate Program Assessment Yearly Report
B.S. in Communication Disorders
AY 2007-2008
December 2008

I. PROGRAM GOALS: Educate students and prepare them for graduate professional education in speech-language pathology

In keeping with university and college mission statements, the undergraduate program of the Department of Communication Disorders is committed to:

- a) Providing students with a broad knowledge base in the liberal arts and in normal and disordered human communication and the ability to begin to apply this knowledge in the diagnosis and treatment of individuals with communication disorders;
- b) Providing students with the clinical potential necessary for diagnosis, treatment, and referral of individuals with communication disorders;
- c) Providing students with a basic understanding of the range of professional issues and responsibilities which are needed to function competently and professionally as speech-language pathologists according to accepted ethical and professional standards;
- d) Providing students with the ethical responsibility for lifelong learning, the skills necessary to act as independent learners and the ability to develop a personal program of continuing education;
- e) Supporting faculty in their endeavors to transmit knowledge;
- f) Supporting faculty in their endeavors to advance knowledge;
- g) Supporting faculty in their endeavors to apply knowledge;
- h) Assuring the integrity of the curriculum through maintenance of rigorous standards;
- i) Assuring the integrity of the curriculum through maintenance of high expectations for student learning and performance;
- j) Providing a wide variety of services to the community;
- k) Achieving diversity in the student body and faculty.

The faculty of the Department of Communication Disorders completed in the Fall of 2004 its annual review of the program goals relative to students, faculty, and the program and determined that no revisions were warranted. These goals were included in the self-study the department submitted in February 2005 as part of its application for re-accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The appropriateness of the goals was affirmed by the CAA's again granting full eight-year accreditation status to the department in March 2006 and accepting our two subsequent annual reports, submitted in December 2006 and February 2008 (new format). Our third annual report was submitted in December 2008.

During the past year, however, we revised our assessment plan. Using the outcomes developed for the program in 2005 as a result of a Hedrick grant, we combined the outcomes and matched them to the courses in which they are typically assessed. Since the program is pre-professional, we are preparing

students to enter a graduate program in communication disorders. If they are admitted to our master's program, students must achieve these outcomes prior to completion of the master's program. As a result, multiple options are presented to students to assist them in achieving each outcome.

During the next year, we plan to reassess our benchmarks. We hope to correlate our students' performance on each benchmark with their admission to graduate school and success in graduate school subsequent to admission.

II. ASSESSMENT OF PROGRAM'S STUDENT LEARNING OUTCOMES:

Not every student learning outcome must be assessed every year. However, it is expected that at least one-third of the outcomes will be assessed each year, allowing for assessment of all outcomes within a three-year cycle. It also is important to use more than one assessment measure for each outcome.

Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
Students must demonstrate knowledge of basic human communication processes in an acoustic context	CD 241 (Freshman/Sophomores): Proficiency Measures via Exam Questions and Projects	75% or greater on selected questions/projects	76% Passed <ul style="list-style-type: none"> 16 of 21 passed 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate the ability to access information.	CD 315: (Juniors or Seniors) Literacy Project	80% or greater on project	100% passed <ul style="list-style-type: none"> 1st attempt: 16/16 passed (100%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate knowledge of basic human communication processes in psychological context	CD 325: In-class writings; comparing and contrasting of two theories via written work and oral debate	80% accuracy on cumulative writings, debate preparation and oral debate	100% passed <ul style="list-style-type: none"> 1st attempt: 8/8 	Instruction was successful. Felt that this application was a helpful tool in assessing these skills
Students must demonstrate knowledge of basic human communication processes in developmental/life span context	CD 325: Proficiency measurement	80% accuracy	100% passed <ul style="list-style-type: none"> 1st attempt: 7/8 2nd attempt: 1/8 	Instruction was successful. Student basically has to repeat the proficiency quiz until it is passed with 80% accuracy.
Students will demonstrate knowledge of articulation disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	CD 422 (Juniors): Proficiency measures via exam questions.	80% or greater on selected questions	100% passed <ul style="list-style-type: none"> 1st attempt: 25/28 passed (89%) 2nd attempt: 3/28 passed (11%) 	The instructional experience is adequately preparing students to meet or exceed benchmark. Individual tutoring provided to students who did not meet the benchmark on the 1 st attempt. Instructional plans for the next offering will be modified to strengthen focus on target areas.
Students will demonstrate knowledge of basic human communication and swallowing processes including their biological and neurological bases	CD 429: Pre-CD majors (sophomores): Proficiency measures via exam questions	75% or greater on selected questions	68% (17/25) passed <ul style="list-style-type: none"> 5 of the 8 who did not pass were not admitted to the undergraduate program 	The instructional experience is adequately preparing students to meet or exceed benchmark and to be ready for upper level coursework in the major. The few who did not pass the

			<ul style="list-style-type: none"> The 3 of 8 who did not pass but were admitted to the program were referred for remediation 	<p>proficiency measure but were admitted to the program were referred for remediation and re-testing.</p> <p>Instructional plans for the next offering will be modified to strengthen focus on target areas.</p>
Students will demonstrate knowledge of etiology of hearing disorders, including the impact on speech and language	CD 460 (Juniors): Class Projects and Exam questions		<p>100% passed</p> <ul style="list-style-type: none"> 1st attempt: 27/27 passed 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate knowledge of the principles and methods of prevention as related to hearing.	460 (Juniors): Proficiency Measures via Exam Questions and Projects	80% or greater on selected questions and projects	<p>100% Passed</p> <ul style="list-style-type: none"> 1st Attempt: 27/27 passed (100%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate knowledge of the principles and methods of assessment for hearing, including the impact on speech and language.	Proficiency Measures via Exam Questions and Projects	80% or greater on selected questions and projects	<p>100% passed</p> <ul style="list-style-type: none"> 1st Attempt: 27/27 passed (100%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate knowledge of the characteristics of hearing disorders, including the impact on speech and language.	CD 463 (Seniors): Class projects and Exam Questions	80% or greater on selected questions and projects	<p>100% passed</p> <ul style="list-style-type: none"> 1st attempt: 16/16 passed 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate knowledge of the principles and methods of intervention for hearing disorders.	CD 463 (Seniors): Proficiency Measures via Exam Questions and Projects		Did not assess in Spring 2008	
Students must demonstrate knowledge of basic human communication processes in a linguistic context and a cultural context.	Performance in ENG 475, ENG 478, or CD 483	C or greater	<p>100% passed</p> <ul style="list-style-type: none"> 1st attempt: 17/17 passed (100%) 	For those students who take linguistics in the ENG department, we have no way of measuring their learning beyond the course grade.

III. Assistance Needed with Assessment: None needed at this time.

