

**UNDERGRADUATE MAJOR ASSESSMENT PLAN**  
COMMUNICATION DISORDERS AND SCIENCES  
DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL SCIENCES  
January 2017

## **I. Learning Outcomes**

Background: The Communication Disorders and Sciences (CDS) major is a pre-professional program leading to advanced study in speech language pathology or audiology. The core coursework is based on the 2014 Standard for Certification in Speech Language Pathology (ASHA, 2016). In particular, two aspects of Standard IV: Knowledge Outcomes apply to undergraduate curriculum (standards IV-A and portions of IV-B). While the standards are specific to students pursuing certification in speech language pathology, these courses are also relevant prerequisites for students entering doctoral programs in audiology.

In addition to listing outcomes based on these portions of the certification standard, we also outline learning outcomes related to broader goals relevant to student preparation.

- A. Standard IV-A: Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences through completion of one course in each area.
- B. Standard IV-B: Students will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- C. Students will understand and analyze the social impact of cognitive-communication disability on affected individuals and family members.
- D. Students will demonstrate the prerequisite speaking and writing skills to pursue graduate study and clinical training.
- E. Students will access, read, and analyze the utility of research and other relevant information as a precursor to applying evidence to guide clinical practice.

## **II. Assessment Methods**

Background: Outcomes will be assessed through data regarding a) successful completion of coursework in the sciences and statistics and CDS core courses as measured by a grade of C- or better, or P; and b) successful completion of specific assignments related to social impact, speaking and writing skills, and research/information as measured by passing scores on relevant areas of grading rubrics in specific courses.

Specific Assessments:

OUTCOME	AREA	MEASURE	
		COURSE COMPLETION	COURSE ASSIGNMENT
A	i. biological science ii. physical science iii. social/behavioral science iv. statistics	i. biology or human physiology ii. chemistry or physics iii. psychology, sociology, or cultural anthropology iv. Math 243 or other statistics course	
B	human communication processes/bases i. biological ii. neurological iii. acoustic iv. psychological v. developmental vi. linguistic vii. cultural  swallowing processes/bases* i. biological ii. neurological	i. CDS 442 ii. CDS 470 iii. CDS 443 iv. CDS 470 v. CDS 450 vi. CDS 450 vii. CDS 201  i. CDS 442 ii. CDS 470	
C	understanding and analysis of social impact		CDS 201 – written assignment requiring analysis of personal perspective and impact from a first person account (documentary film or biographical book)
D	i. speaking skills ii. writing skills – academic iii. writing skills - clinical		i. CDS 460 – class presentation ii. writing portion of rubric on one assignment in CDS 201(sophomore year) and CDS 462 (senior year) iii. CDS 431 – two clinical application assignments
E	i. accessing research/information ii. reading and analyzing research	i. EDLD 450	ii. CDS 462 – research analysis assignment

\*other areas of swallowing covered in graduate coursework

Assessment procedures: Relevant data will be collected from student records or, for individual assignments, instructor grade records. We anticipate developing a process through which data are collected and collated into a spreadsheet each term (as appropriate) to keep consistently updated records. The Director of Undergraduate Studies will have primary responsibility to oversee data collection.

### III. Assessment Processes

We will plan to analyze data related to the five learning outcomes on the following schedule:

Learning Outcome	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
A. sciences and statistics	X		revisit		
B. basic processes	X		revisit		
C. social impact		X		revisit	
D. speaking and writing		X		revisit	
E. research			X		revisit

### IV. Status, Outcomes, and Results

Following summary of the data each spring term, results will be shared with the CDS Program Director and presented in a regularly scheduled undergraduate curriculum meeting. This meeting is convened by the Undergraduate Director and attended by faculty who teach undergraduate courses. In this meeting, we will discuss the results, impressions from the data, and discuss options for any changes we may need to make to current assignments or student supports.

Following discussion by the undergraduate committee, a summary of results will be presented in the larger faculty meeting.

### V. Decisions, Plans, and Recommendations

The CDS program utilizes a strategic planning process that is discussed regularly at faculty meetings, and fully reviewed on an annual basis. If data from the assessment process reveal substantive changes to be made, the undergraduate committee will recommend items to be added to the strategic plan. These items would then be part of regular follow up on progress with the strategic plan. More minor issues of refining courses to optimize student success will be discussed mainly in the undergraduate curriculum meetings. The Undergraduate Director will be responsible for tracking implementation of changes and subsequent assessment.