Annual Departmental Assessment Report

Department or Program: Communication Disorders and Sciences – PhD Program  
Academic Year of Report: 2020-2021  
Department Contact Person for Assessment: Samantha Shune, Program Director

Section 1: Learning Objectives Assessed for this Report
We assessed our goals related to the following areas in our assessment plan this year:

Learning Objective #1 (LO1)
CDS doctoral students must demonstrate competence in scholarly, scientific writing by the end of their second year of study.

Learning Objective #2 (LO2)
CDS doctoral student must demonstrate competence, including cultural competence, in designing and implementing a research study by the end of their fourth year of study.

Learning Objective #3 (LO3)
CDS doctoral students must demonstrate competence in conducting teaching in an inclusive and culturally responsive manner by the end of their fourth year of study.

Section 2: Assessment Activities
To assess the above outcomes, the Program Director, in conjunction with the individual PhD student advisors and Director of Clinical Education, reviewed the program plans and performance on the following assessment activities for each eligible student (i.e., students who have met the timing criteria listed in the third column of the table below).

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment Name</th>
<th>Assessment Timing</th>
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<tr>
<td>LO1 CDS doctoral students must demonstrate competence in scholarly, scientific writing by the end of their second year of study.</td>
<td>1. Comprehensive Paper (criteria met as determined by the advisor and program committee)</td>
<td>1. Completion of the Second Year of Study</td>
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| LO2 CDS doctoral student must demonstrate competence, including cultural competence, in designing and implementing a research study by the end of their fourth year of study. | 1. Preparation of Manuscript (criteria met as determined by the advisor)  
2. Pre-Dissertation Project Competencies (criteria met as determined by the advisor) | 1. Completion of the Fourth Year of Study  
2. Completion of the Fourth Year of Study |
| LO3 CDS doctoral students must demonstrate competence in conducting teaching in an inclusive and culturally responsive manner by the end of their fourth year of study. | 1. Clinical Supervision (criteria met as determined by student feedback and Director of Clinical Education feedback)  
2. Design/Teach CDS Course (criteria met as determined by student feedback and instructor of record feedback) | 1. Completion of the Fourth Year of Study  
2. Completion of the Fourth Year of Study |

The program plans for 6 doctoral students across 3 research advisors were reviewed by the Program Director for LO1 and LO2 (based on timing in program, the plan for 1 student was not reviewed). All six student had
successfully met the criteria for LO1.1 and LO2.2 and five students had successfully met criteria for LO2.1 with the fifth student in progress of meeting the objective (and is currently in their fourth year). The Program Director also reviewed feedback from students and supervisors of record (either Director of Clinical Education or the course instructor); all six students met criteria for LO3.1 and LO3.2. Across all learning objectives, some students required increased supports for successful demonstration/completion; these supports were provided on an individualized basis as needed and developed collaboratively between the advisor and PhD student (or advisor and supervisor as record for LO3).

In addition to the direct feedback described above, doctoral students meet regularly with their advisors and at least yearly with the Program Director to provide feedback regarding program experience, concerns and any supports needed, and development of the above competencies.

Section 3: Actions Taken Based on Assessment Analysis
The current results have been shared with all faculty members who work with doctoral students. While the majority of students meet the criteria outlined for each objective within the timeframe expected, based on informal feedback, there appears to be differences across advisors regarding the operationalization of the criteria and expectations. The doctoral program committee will be meeting this summer to review our PhD handbook in order to better ensure consistency in requirements across students.

Section 4: Other Efforts to Improve the Student Educational Experience
We are engaged in multiple efforts currently to improve the student educational experience, currently centered around anti-racism actions. These include developing a consistent, wholistic mentorship program; developing and implementing an internal bias reporting system (for the purpose of improving program climate for students); and increasing opportunities for financial support, particularly for BIPOC students.

Section 5: Plans for Next Year
In the next academic year, we will be re-assessing all of the learning outcomes described above, using the methods described above. We also anticipate continuing to engage in our anti-racism actions, with a targeted focus on creating an inclusive climate for students within the program and across the greater campus community. Based on our work this summer, we will make curricular and competency requirement modifications as needed. There should be no budgetary implications of these proposed actions as these are activities we regularly engage in. However, we will continue to seek funding opportunities to grow our mentorship programs and opportunities for financial support to improve the student educational experience.