

**Doisy College of Health Sciences  
Saint Louis University  
Academic Program Assessment Plan**

<b>Academic Degree Program</b>	<b>Bachelor of Science</b>
<b>Academic Department</b>	<b>Communication Sciences and Disorders</b>

PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work	Timeline (any 12 month period is acceptable)
PLO #1	Demonstrate an understanding of the marginalized status of individuals with disabilities.	<p>CSDI 4200 – Audiology-Basic Audiology tests corresponding quiz questions and a final project</p> <p>CSDI 3200 – Speech Science projects and corresponding exam questions</p> <p>CSDI 4300 – Clinical Methods Creation of a diagnostic</p>	D	<p>CSDI 4200 – An average of 85% of students will achieve a ranking of “<b>introductory</b>” or <b>higher</b> using corresponding assessment rubric.</p> <p>CSDI 3200 – An average of <b>85%</b> of students will achieve a ranking of “<b>reinforce</b>” or <b>higher</b> using corresponding assessment rubric.</p> <p>CSDI 4300 and 4500 – An average of <b>85%</b> of students</p>	<p>Data Collection/ Designated Faculty member</p> <p>Initial Data Analysis/Under-graduate Program Director</p>	<p>Program faculty will further analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).</p>	<p>Every academic year that ends in an <i>even</i> number.</p>

		plan, lesson plan, and SOAP note for a case study  CSDI 4500 – corresponding exam and quiz questions		will achieve a ranking of <i>“mastery”</i> using corresponding assessment rubric.			
PLO #2	Identify how students’ actions can impact their professional decisions with ethical consequences.	CSDI 1000 – Introduction to CSD Corresponding exam and quiz questions  CSDI 4150 – Survey of Speech and Language Disorders Corresponding exam questions  CSDI 4300 – Clinical Methods Class project on a case study of a client with an ethical dilemma		CSDI 1000 – An average of 85% of students will achieve a ranking of <i>“introductory” or higher</i> using corresponding assessment rubric.  CSDI 4150 – An average of <b>85%</b> of students will achieve a ranking of <i>“reinforce” or higher</i> using corresponding assessment rubric.  CSDI 4300 – An average of <b>85%</b> of students will achieve a ranking of <i>“mastery”</i> using corresponding assessment rubric.	Data Collection/ Designated Faculty member  Initial Data Analysis/Undergraduate Program Director	Program faculty will further analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).	Every academic year that ends in an <i>odd</i> number.
PLO #3	Apply the principles of evidence-based	CSDI 3700 - Speech and Language			Data Collection/ Designated Faculty	Program faculty will further	Every academic year that ends in

	<p>research to understand typical speech and language development.</p>	<p>Development Analysis project</p> <p>CSDI 3400 - Corresponding quiz and test questions requiring students to synthesize discipline-specific concepts and/or theories from multiple sources to address complex problems</p> <p>CSDI 4150 – Survey of Speech and Language Disorders Corresponding test items requiring students to synthesize discipline-specific concepts and/or theories from multiple sources to address complex problems. Additionally, students will complete a group project requiring them to synthesize information from a variety of sources</p>		<p>CSDI 3700 – An average of <b>85%</b> of students will achieve a ranking of “<i>reinforce</i>” or <i>higher</i> using corresponding assessment rubric.</p> <p>CSDI 3400 - An average of <b>85%</b> of students will achieve a ranking of “<i>reinforce</i>” or <i>higher</i> using corresponding assessment rubric.</p> <p>CSDI 4150 – An average of <b>85%</b> of students will achieve a ranking of “<i>reinforce</i>” or <i>higher</i> using corresponding assessment rubric.</p> <p>CSDI 4300 - An average of <b>85%</b> of students will achieve a ranking of “<i>mastery</i>” using corresponding assessment rubric.</p>	<p>member</p> <p>Initial Data Analysis/Undergraduate Program Director</p>	<p>analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).</p>	<p>an <i>even</i> number.</p>
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		<p>to address either clinical practice, assessment, or theory as it relates to a current trend in communication sciences and disorders.</p> <p>CSDI 4150 -Survey of Speech and Language Disorders Complete a fact sheet regarding specific speech and language disorders or syndromes supported by textual evidence from three primary sources. - 80% of students will be successful in completing the assignment used to asses learning outcomes</p> <p>CSDI 4300 – Clinical Methods Apply ICF Framework Analysis within Diagnostic Report for assigned case</p>					
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		study  CSDI 4300 – Clinical Methods Completion of a case study class project to demonstrate knowledge of evidence-based practice					
PLO #4	Apply the principles of evidence-based practice to identify acceptable treatment methodologies.	CSDI 2000 – Phonetics Assessment will be evidenced via an assignment specific to treatment methodologies and Evidence Based Practice..  CSDI 4200 – Audiology-Basic Audiology completing a case study assignment		CSDI 2000 - An average of <b>85%</b> of students will achieve a ranking of “ <i>reinforce</i> ” or <i>higher</i> using corresponding assessment rubric.  CSDI 4200 -An average of <b>85%</b> of students will achieve a ranking of “ <i>mastery</i> ” using corresponding assessment rubric.	Data Collection/ Designated Faculty member  Initial Data Analysis/Under-graduate Program Director	Program faculty will further analyze and discuss assessment data and determine action plan(s) at designated program meeting(s).	Every academic year that ends in an <i>odd</i> number.

### BS-CSD Program Assessment Rubrics<sup>1</sup>

**\*\*IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who are able to function at the “*reinforce*” level must also be able to perform at the “*introduce*” level. Likewise, in order for students to propose solutions (the “*master*” rating), they must be able to perform at both the “*introduce*” and “*reinforce*” levels.

<b>BS-CSD</b>			
Program Learning Outcome (PLO #1): Demonstrate an understanding of the marginalized status of individuals with disabilities.			
<b>Unacceptable</b>	<b>Introduce**</b>	<b>Reinforce**</b>	<b>Master**</b>
<ul style="list-style-type: none"> <li>Does not demonstrate an understanding of the marginalized status of individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Explain about the marginalized status of individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of marginalized status of individuals with disabilities to a case study.</li> </ul>
<b>BS-CSD</b>			
Program Learning Outcome (PLO #2): Identify how students’ actions can impact their professional decisions with ethical consequences.			
<b>Unacceptable</b>	<b>Introduce**</b>	<b>Reinforce**</b>	<b>Master**</b>
<ul style="list-style-type: none"> <li>Does not identify how students’ actions can impact their professional decisions with ethical consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies professional decisions of the SLP.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between professional and unprofessional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Applies professional decision-making skills by identifying the consequences of actions on a case study.</li> </ul>

<b>BS-CSD</b>			
<b>Program Learning Outcome (PLO #3):</b> Apply the principles of evidence-based research to understand typical speech and language development.			
<b>Unacceptable</b>	<b>Introduce**</b>	<b>Reinforce**</b>	<b>Master**</b>
<ul style="list-style-type: none"> <li>Does not apply the principles of evidence-based research to understand typical speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies developmental sequences for speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>Applies the principles of evidence-based research to understand typical speech and language development.</li> </ul>	<ul style="list-style-type: none"> <li>Applies the principles of evidence-based research to understand typical speech and language development on a case study.</li> </ul>

<b>BS-CSD</b>			
<b>Program Learning Outcome (PLO #4):</b> Apply the principles of evidence-based practice to identify acceptable treatment methodologies.			
<b>Unacceptable</b>	<b>Introduce**</b>	<b>Reinforce**</b>	<b>Master**</b>
<ul style="list-style-type: none"> <li>Does not apply principles of evidence-based practice to identify acceptable treatment methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>Defines the components of evidence-based practice</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>Applies principles of evidence-based practice to identify acceptable treatment methodologies on a case study.</li> </ul>