

## Program Assessment: *Annual Report*

**Program(s): BS in Communication Sciences and Disorders**

**Department: Communication Sciences and Disorders**

**College/School: Doisy College of Health Sciences**

**Date: 08/21/2018**

**Primary Assessment Contact: Saneta Thurmon, & Dr. Elizabeth Blessing**

1. Which program student learning outcomes were assessed in this annual assessment cycle?

**PLO #1: Demonstrate an understanding of the marginalized status of individuals with disabilities.**

**PLO #3: Apply the principles of evidence-based research to understand typical speech and language development.**

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

**PLO #1:**

CSD 3200-Speech Science- Course project

CSD 4200-Audiology-Basic Audiometry final project

CSD 4300- Clinical Methods- creation of a diagnostic plan, lesson plan & SOAP note for a case study assignment

CSD 4500- Neurological Basis of Communication- case study, corresponding quiz & exam questions

**PLO #3:**

CSD 4300 Clinical Methods- select assignments and corresponding exam questions as well as oral and written experiential learning assignments in courses:

CSD-3400 Hearing Science-corresponding quiz and exam questions

CSD - 3700 Speech and Language Development-Analysis Project

CSD 4150- Survey of Speech and Language Disorders-Corresponding exam items and a group project.

Madrid student artifacts- N/A

3. How did you analyze the assessment data? What was the process? Who was involved?  
*NOTE: If you used rubrics as part of your analysis, please include them in an appendix.*

All PLOs: All undergraduate teaching faculty provided input toward learning outcomes to the undergraduate program director and department chair who analyzed the assessment data.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.  
*NOTE: If necessary, include any tables, charts, or graphs in an appendix.*

We set appropriate targets in terms of the actual learning outcome as well as the performance level; assessment is always a collaborative effort, involving all faculty; high quality of learning is being maintained

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

**PLO #1: Demonstrate an understanding of the marginalized status of individuals with disabilities.**

CSDI 3200 - Speech Science-Students applied explanation about the marginalized status of individuals with disabilities through the course project and corresponding exam questions.

CSDI 3400 – Hearing Science-Students-Students applied identification of characteristics of individuals with disabilities through exam and quiz questions.

CSDI 4300 - Clinical Methods-Students were actively engaged in simulated patient activities to create SOAP notes, assessment reports, and problem-solving proper treatment care of patients with identified disabilities.

CSDI 4500 – Neurological Bases-Students applied knowledge of the marginalized status of individuals with disabilities through a case study and in corresponding exam and quiz questions.

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**PLO #3: Apply the principles of evidence-based research to understand typical speech and language development.**

CSDI 4300 – Clinical Methods-Students problem-solved proper treatment care of patients with identified disabilities through the case study project.

CSDI 3400 – Hearing Science-Students applied the principles of evidence-based practice development on corresponding quiz and exam questions

CSDI 3700 – Speech and Language Development- Students were successful in applying the

principles of evidence-based practice development to understand typical speech and language development through the Analysis Project.

CSDI 4150 – Survey of Speech and Language Disorders-Students applied the principles of evidence-based practice development to understand typical speech and language development on corresponding exam questions and through a group project.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

In CSD 4300 students reported in the course survey and also in the CSD senior exit survey that they would like to engage in more clinical application and hands on activities. After this was reviewed two years ago, the course objectives of this course were adjusted to include more interactive problem solving. Students were engaged in simulated patient activities to create SOAP notes, assessment reports and treatment care plans of patients with identified disabilities. Students since then reported a high rating of satisfaction for these more hands on learning activities. We found that it is important to analyze the skills that students are expecting to learn from courses and to more appropriately align the course objectives with the students anticipated skill set.

***IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.***

## 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>			
<b>Program Learning Outcome (PLO #1):</b> 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>			
<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>