

**Department of Communication Disorders & Sciences**

**Year 2 Assessment Report, October 15, 2020**

**Non-Accredited Programs Only**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will demonstrate knowledge of anatomic, physical, and physiological bases of speech, language, and hearing
2. Students will demonstrate knowledge of linguistic variables related to normal development of speech and hearing.
3. Students will demonstrate basic knowledge of the nature, evaluation, and treatment for various communication disorders including pediatric language and phonology disorders, augmentative & alternative communication as well as hearing impairment.
4. Students will demonstrate knowledge of basic principles for clinical evaluation and treatment of communication disorders.
5. Students will demonstrate competence in basic communication skills including speaking and writing (undergraduate learning goals)

**Overview of Measures/Instruments**

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
1. Students will demonstrate knowledge of anatomic, physical, and physiological bases of speech, language, and hearing		<p>Mean score on Basic Science section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.</p> <p>Mean rating on Alumni Survey re: basic science. Assessment Coordinator and Chair coordinate electronic collection annually.</p> <p>Mean rating on UG Exit Survey re: basic science. Assessment Coordinator collects electronically from seniors prior to graduation annually</p>	<p>Target- Mean score above 75% Results- 82%, Met</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in this area. Results- Anatomy- 90%, Met Acoustic Properties/Speech Sci- 90%, Met</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area on the UG exit survey. Results- Anatomy- 90%, Met Acoustic Properties/Speech Sci- 90%, Met</p>

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>ULG*</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>2. Students will demonstrate knowledge of linguistic variables related to normal development of speech and hearing.</p>		<p>Mean score on Normal Development section of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.</p> <p>Mean rating on Alumni Survey re: normal development. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p> <p>Mean rating on UG Exit Survey re: normal development. Assessment Coordinator collects electronically from seniors prior to May graduation annually</p>	<p>Target- Mean score above 75% Results- 90%, Met</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in this area. Results- Normal speech-language development- 100%, Met</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Normal Phonological Development- 100%, met Normal Language Development- 100%, met</p>
<p>3. Students will demonstrate basic knowledge of the nature, evaluation, and treatment for various communication disorders including pediatric language and phonology disorders as well as hearing impairment</p>		<p>Mean scores on Phonology and Child Language sections of Written Comprehensive Exam. Chair administers multiple-choice exam in January each year.</p> <p>Mean rating on Alumni Survey re: disorder preparation. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p> <p>Mean rating on UG Exit Survey re: competence in disorder areas. Assessment Coordinator collects electronically from seniors prior to May graduation annually.</p>	<p>Target- Mean score above 75% Results- Phonology Disorders= 85%, Met Child Language Disorders=77%, Met AAC 82% Audiology/AR= 76%, Met</p> <p>Target- More than 85% of alumni agree or strongly agree about undergraduate preparation in these disorder areas. Results-100%</p> <p>Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Phonology Disorders= 100%, Met Child Language Disorders=90%, Met AAC = 90%, Met Audiology/AR= 100%, Met</p>
<p>4. Students will demonstrate knowledge of basic principles for clinical evaluation and treatment of communication disorders.</p>		<p>Oral Case Presentation and Paper about client they shadowed and co-treated in CDS 3900. Course instructor each term share with chair/assessment coordinator.</p> <p>Mean rating on Alumni Survey re: clinical preparation. Assessment Coordinator and Chair coordinate electronic collection annually in March.</p>	<p>Target- Mean above 85% Result= 94%</p> <p>Target- More than 85% of alumni agree or strongly agree about clinical preparation. Results-100%</p>

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		Mean rating on UG Exit Survey re: clinical competency. Assessment Coordinator collects electronically from seniors prior to May graduation annually	Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Apply clinical treatment principles -100% Develop independent learning strategies- 100% Investigate efficacy of dx and tx procedures- 100%
5. Students will demonstrate competence in basic communication skills including speaking and writing  <b>(undergraduate learning goals)</b>	W S	Mean Writing Grade on Diagnostic Report Draft 1 and Revised Final version of Diagnostic Report in CDS 4800 Capstone Course.  Mean Oral Case Presentation grade in CDS 4800 Capstone Course.  Mean rating on Alumni Survey re: written communication and oral interaction. Assessment Coordinator and Chair coordinate electronic collection annually in March.  Mean rating on UG Exit Survey re: written and oral communication skills. Assessment Coordinator collects electronically from seniors prior to May graduation annually.	Target- Mean above 85% Result= 87%  Target- Mean above 85% Result= 95%  Target- More than 85% of alumni agree or strongly agree about oral and written communication. Results-100%  Target- More than 85% agree or strongly agree about undergraduate preparation in this area. Results- Clinical writing 100% Oral communication in clinic 100% Academic writing in courses 100% Oral communication in courses 100%

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

### **Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

We are doing a trial of offering Audiology in the spring of junior year and Aural Rehabilitation in the fall of senior year for traditional (3 or 4 years in the major) students in response to student feedback. The courses have been offered for years during the fall and spring of senior year. Some students reported really enjoying Audiology in this sequence and would have applied to graduate school in Audiology if they would have had the courses one or two semesters earlier in the program in time to fill out grad school applications in the fall of senior year. The challenge is that when the Audiology and Aural Rehabilitation courses were offered in the fall and spring of senior year, transfer students

and traditional students had the same sequence of classes (with Audiology first and Aural Rehabilitation second). With the new plan we are trialing, the traditional students will have Audiology first spring of junior year and Aural Rehabilitation second during the fall of their senior year. Transfer students have to take 2000-level classes in CDS in their first year at EIU and the 3000/4000 level courses the second year. Therefore, the transfer students therefore will now have Aural Rehabilitation and the Audiology. We will ask both groups of students about ease of learning in the sequence when this trial year is over.

Similarly, we are trialing a reversed sequence of courses at the sophomore level as well. This decision was made because Physics of Sound is only being offered once per year in the fall now because of reduced enrollments. In the past, our sophomores were advised to take the CDS 2500 Anatomy class in the fall of sophomore year, and take the required Biology Anatomy Course at the same time. Following this detailed look at body structure, CDS 2800 Speech Science was offered which looked at the function of the speech and hearing systems and acoustic output and input. Students were advised to take this class, the same semester as the Physics of Sound requirement. Based on student input, it is awkward and challenging to take the CDS 2500 Anatomy in the same term as Physics of Sound (since both classes were fall only), and then take CDS 2800 the same term as the Bio Anatomy class in the spring. From a CDS standpoint, having Speech Science first, they will learn about the broad systems and acoustics before drilling down to details of muscles and structures. We will ask the students and faculty involved in this new order of courses about their learning and teaching experience. If it is positive overall, we will make the change permanent.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Learning outcomes remain high and goals are being consistently met.

Not specifically related to curriculum or learning outcomes in CDS, we continue to refine and develop minor guides that give students alternative options for graduate school and careers if they decide that speech pathology or audiology is not for them or if they are unsuccessful at getting into one of those graduate programs.

We have met and continue to meeting the learning outcomes of the undergraduate program. Based on our self-study and strategic planning process, we are going to 1) investigate curricular options related to bachelor's level work in the field required by other countries for possible international recruiting at the undergraduate level; 2) investigate new study abroad/therapy abroad opportunities for undergraduates; 3) revise the undergraduate exit survey to be more specific to some areas of the CDS program goals as well as learning outcomes; 4) utilize the CDS undergraduate capstone course to a greater degree in undergraduate assessment data and analysis, 5) pass and implement a minor to increase ease and flexibility of moving into or out of the major as well as giving another path for non-majors to get courses required for graduate school application in speech pathology or audiology.

The biggest concern in the program is reduced undergraduate enrollment numbers.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

<b>History of Annual Review</b>		
<b>Date of Annual Review</b>	<b>Individuals/Groups who Reviewed Plan</b>	<b>Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)</b>
January 9, 2020	All faculty at full-day CDS retreat and strategic planning meeting	Reviewed recent of data, including graduate and undergraduate student learning outcomes, at the department retreat and did initial brainstorming for 5 year strategic plan by discussing strengths and weakness
Spring and Summer	Department chair, faculty committee chairs	Systematically gathered data across all program goal areas, including student learning and summarized in a self-study that included review of data trends for 3,5, or 10 years.
August 12, 2020	All faculty at all-day faculty meeting	Faculty reviewed and discussed data, revised and updated SWAT statements, and gave input to goals in each area, include student learning goals and curriculum committee focus, for the strategic plan.
Sept each Wednesday	All faculty in department committees reviewed	Curriculum, Clinic, Recruitment & Advisement, and Autism Center, all reviewed goals in their areas for the strategic plan and discussed which items to focus on first during the fall and spring terms this year.
October 7, 2020	All faculty reviewed and approved CDS strategic plan	The strategic plan includes revising the undergraduate exit survey and expanding measures from the undergraduate capstone class.

**Dean Review & Feedback**

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Dean or designee

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Date