Department:  Department of Communication Sciences and Disorders

Assessment Coordinator:  Barbara Mathers-Schmidt

Departmental Mission:  The mission of the Department of Communication Sciences and Disorders is to provide the highest quality student-centered learning environment where undergraduate and graduate students develop the knowledge, clinical skills, and life-long learning skills to prepare them for professional careers and advanced study in speech-language pathology and audiology. The faculty and staff are dedicated to:

- Fostering critical thinking, inquiry, and communication skills.
- Promoting an understanding of social, political, ethical, and multicultural issues that impact learning, research, and clinical-service delivery in local communities and throughout the world.
- Providing supervised clinical experiences where students have multiple opportunities to provide high quality care to diverse clientele.
- Creating opportunities for students to understand and engage in research related to normal and disordered communication.
- Encouraging and supporting civic engagement and leadership on campus and in the broader community.
- Supporting access to degree programs that meet ongoing critical needs in Washington State.

Department Student Learning Outcomes:  Upon graduation, (Department or Program) majors will be able to:

1. demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
2. demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: articulation; fluency; voice and resonance (including respiration and phonation); receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities; hearing, including the impact on speech and language; social aspects of communication; communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).
4. demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
5. demonstrate knowledge of standards of ethical conduct.
6. demonstrate information literacy by demonstrating knowledge of the social aspects of information, the organization of information, and the research process.
7. demonstrate effective written communication and effective use of resources when submitting clinical reports.
8. demonstrate mastery of effective communication when writing about areas of inquiry.
9. demonstrate oral and written communication skills, teamwork, and meaningful community service while engaged in service-learning.

Student Learning Outcomes Assessed This Year:

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<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
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<tbody>
<tr>
<td>Course grades in CSD 352, 353, 371, 450</td>
<td>2</td>
<td>Course medians and ranges were reviewed along with # of students performing at C+ and below (below “mastery” level). Students also show weakness in moving to more sophisticated synthesis, organization and analysis of idea, information, theories. We will consider how to emphasize this more in the core natural science courses.</td>
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<td>Exit Survey</td>
<td>2</td>
<td>Satisfaction with academic engagement and rigor “skill development” (1-5 scale) ranged from 3.7 (apply scientific principles and methods) to 4.0 (critically evaluate information) to 4.3 (working effectively with technology appropriate for your field). Students acknowledged that coursework emphasized synthesis and organization of ideas/information into new, more complex interpretations and relationships (3.4 on 1-4 scale)</td>
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<td>CSD 361 project grades, exam grades, course grades, service-learning evaluation (community organization feedback and parent feedback)</td>
<td>9</td>
<td>Enhanced student performance on exams, high quality service-learning project execution and reflection, exceptionally positive community feedback supported the quality of the activity and related learning. The project will be repeated next year with adjustments made in preliminary parent education about the nature of the project, value of the information, and importance of timeliness in responding to requests for parent input.</td>
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Changes based on assessment findings:
We will continue to discuss how to identify and support students who do not perform at B-level or better. Academic advising and tutoring will be offered. While students acknowledge that coursework emphasizes higher level cognitive processes, applying these skills to learning about basic human communication processes, including their biological, neurological, and acoustic bases is not apparent in some of the lab work and essay examination responses. We will consider how to incorporate more emphasis on higher level thinking and expression into the core courses.