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, majors in Communication Sciences and Disorders will be able to:

1. demonstrate knowledge of the principles of biological sciences, physical sciences, statistics, 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.

Western GUR Student Learning Outcomes:

- #2: Analyze and interpret information from varied sources, including print and visual media
- #8: Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities.
- #11: Understand and assess the impacts of interactions among the individual, society, and the environment.
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<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
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<tbody>
<tr>
<td>Exams, papers, projects and presentations in required undergraduate CSD courses</td>
<td>1,2,3</td>
<td>Faculty will summarize student performance relative to the SLO’s in each of their undergraduate courses. Information will be presented to the Chair as requested per a rotating schedule: <strong>SLO 1</strong> (biology, neurology, acoustics of communication processes)—CSD 352, 353, 371, 450; <strong>SLO 1</strong> (psychological, developmental, linguistic, cultural bases of communication)—CSD 354, 356, 373; <strong>SLO 2</strong>—CSD 251, 361, 372, 451, 486, 488; <strong>SLO 3</strong>—CSD 451, 457, 458, CSD 462, CSD 463, 486. The Chair summarizes responses for the department, together with other data, in the annual assessment discussion. Action plans based on assessment findings will be determined. Action plan implementation and documentation will be reported in the following year.</td>
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<tr>
<td>Exams, papers, projects, and presentations (CSD 251, 356, 361, 373, 401, 450, 457, 458, 459, 462, 463)</td>
<td>4</td>
<td>Faculty will summarize student performance and report this to the Chair as requested. These data will be summarized, shared, and acted upon as described above.</td>
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<tr>
<td>Quiz, weekly assignments, and project in LIBR 403</td>
<td>5</td>
<td>Faculty will summarize student performance and report this to the Chair as requested. These data will be summarized, shared, and acted upon as described above.</td>
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<td>Assignments and final papers/reports in CSD 401 (writing lab) and CSD 457(Clinical Processes)—WP courses</td>
<td>5, 6, 7</td>
<td>Faculty will summarize student performance relative to the SLO’s annually. These data will be summarized, shared, and acted upon as described above.</td>
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<td>Group assignments and group projects, including service-learning projects, across the curriculum</td>
<td>8</td>
<td>Faculty will summarize student performance relative to the SLO’s annually. These data will be summarized, shared, and acted upon as described above.</td>
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<td>Senior Exit Survey</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Students will self-report satisfaction with their skill and knowledge, as measured by their performance, relative to each SLO. These data will be summarized, shared and acted upon as described above.</td>
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