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.
Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Degree Program</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly assignments, a project, final quiz</td>
<td>5</td>
<td>CSD</td>
<td><strong>Social aspects of information</strong>: 60% of students enter LIBR403 with a limited definition of plagiarism. The weekly assignments and final project emphasize the ethics of intellectual property, with plagiarism as a subset. Brief discussions throughout the course explain and define discourse communities as well as the specialized vocabulary within discipline, with particular attention to CSD. All students achieved mastery at 90% or above (resubmitting work that fell below that level) in order to earn a satisfactory grade in the course. All students passed the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Organization of information</strong>: 80% of students in LIBR403 are familiar with the terms scholarly or peer-reviewed publications. However, locating these sources and having confidence in their own identification abilities is a challenge. Locating academic articles, web sites, and books that meet the peer-review criteria is part of the first weekly assignment and is required for the final project. All students achieved mastery at 90% or above (resubmitting work that fell below that level) in order to earn a satisfactory grade in the course. All students passed the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Research Process</strong>: Students have varying abilities in the area of writing citations. The recent 6th edition of the APA manual provides fewer examples within the text. Fewer examples in the manual, shifts the focus towards the purpose and use of citations. All students are required to demonstrate a citation aptitude at the %90 level in order to pass the class. All students passed the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Research Process</strong>: The ability to evaluate and use online sources is essential for all academic work. The primary online research activities of LIBR402 are CSD web sites, such as ASHA and the National Institutes of Health. Students are not always able to differentiate between credible advocacy web sites, hosted by nationally recognized organizations, and personal grass-roots web sites. Both have a role, but the distinction is crucial in a research context. Students are required to complete an assignment evaluating web sites related to CSD, at the completion level of %90 or above. All students passed the course.</td>
</tr>
<tr>
<td>Assessment Measures</td>
<td>SLOs Assessed</td>
<td>Degree Program</td>
<td>Results</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CONTINTUED: Weekly assignments, a project, final quiz</td>
<td>5</td>
<td>CSD</td>
<td><strong>The Research Process:</strong> Students have varying abilities in the area of writing citations. The recent 6th edition of the APA manual provides fewer examples within the text. Fewer examples in the manual, shifts the focus towards the purpose and use of citations. All students are required to demonstrate a citation aptitude at the %90 level in order to pass the class. All students passed the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>The Research Process:</strong> The ability to evaluate and use online sources is essential for all academic work. The primary online research activities of LIBR402 are CSD web sites, such as ASHA and the National Institutes of Health. Students are not always able to differentiate between credible advocacy web sites, hosted by nationally recognized organizations, and personal grass-roots web sites. Both have a role, but the distinction is crucial in a research context. Students are required to complete an assignment evaluating web sites related to CSD, at the completion level of %90 or above. All students passed the course.</td>
</tr>
<tr>
<td>Assessment Measures</td>
<td>SLOs Assessed</td>
<td>Degree Program</td>
<td>Results</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Exams and labs in CSD 371 and CSD 353 | 1 (Acoustic bases of communication) | CSD | **CSD 371:**<br>On their mid-term exam (which is the exam on characteristics of simple and complex waves, sound travel, and decibels):<br><br>  - Total Graded Submissions: 79 submissions<br>  - 73 out of 79 students (92%) earned an 83% or better on the mid-term.<br>  - Average Score: 130/142 (92%)
  - High Score: 142/142 (4 students)
  - Low Score: 107/142 (75%)
  - Median: 129/142 (90%)<br><br>**CSD 353:**<br>Performance on speech acoustics exam:<br><br>  - 49 out of 75 students (65%) earned an 83% or higher on the speech acoustics exam<br>  - Average Score: 41.8/50 (83.6%)
  - Median: 43/50 (86%)
  - High Score: 50/50 (1 student)
  - Low Score: 28.5/50 (1 student)
  - Performance on two lab assignments:<br>  - 73 out of 75 students (97.3%) earned an 83% or higher across two speech acoustics labs |