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>Results</th>
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<tbody>
<tr>
<td>Course grades in CSD 354, 356, 373</td>
<td>2</td>
<td>Course medians and ranges were reviewed along with # of majors performing at C+ and below (below “mastery” level). These students met with advisors winter quarter to review performance, needs, plan of study, and graduate school entrance requirements.</td>
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<tr>
<td>Course grades in CSD 251, 361, 372, 451, 486, 488</td>
<td>3</td>
<td>Course medians and ranges were reviewed along with # of majors performing at C+ and below (below “mastery” level). The vast majority of majors is performing at mastery level and is realistic about meeting the academic requirements for applying to graduate school in audiology or speech-language pathology. Roughly 30% earned C level grades in CSD 372, showing weakness in synthesizing and applying information in clinical projects.</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. The majority of students are
demonstrating mastery of knowledge and skills that will serve as the foundation for learning at the graduate level. The majority of students are achieving grades that will allow them to apply to graduate school in speech-language pathology or audiology (minimum GPA of 3.0). The “non graduate track” students need to be supported with advising. We are discussing adding additional advising appointments and adding career placement information on the department web page.