**Department:** Communication Sciences and Disorders

**Assessment Coordinator:** Kimberly Peters

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| Pedagogical    | 1. students will demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (ASHA SLP Certification Standard IV-B). | **In CSD 353:** To improve student learning in the area of speech acoustics, an additional lab was developed and completed by students on speech acoustics.  
**In CSD 371:** To improve student understanding of the decibel, two in-class labs were added to the course during which students worked in groups on their decibel problem sets and the instructor moved from group to group to address individual questions. In addition, questions that came up consistently among groups were reviewed during a an additional class time. | The Assessment Committee (the entire faculty of CSD) noted that students enrolled in CSD 353 (Speech Science) and CSD 371 (Hearing Science) have historically struggled with concepts related to the acoustics of sound production and concepts related to characteristics of sound, specifically decibels and how decibels are derived.  
**In CSD 353:** 49 out of 75 students (65%) earned an 83% or higher on 5 questions pertaining to speech acoustics:  
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:  
73 out of 75 students (97.3%) earned an 83% or higher across two speech acoustics labs. | With an additional lab and more TA support in CSD 353, students should earn higher grades on their speech acoustics lab and exam questions pertaining to speech acoustics.  
In CSD 371, students should earn higher scores on their decibel exam (at mid-term) and should earn higher scores on their lab assignment related to decibels. |
In CSD 371: On the lab assignment that measured student understanding of characteristics of simple and complex waves, sound travel, and decibels: 73 out of 79 students (92%) earned an 83% or better. Average Score: 130/142 (92%) High Score:142/142 (4 students) Low Score:107/142 (75%) Median: 129/142 (90%)

| Curricular | 1. students will demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (ASHA SLP Certification Standard IV-B). | Content related to auditory anatomy and physiology was moved from CSD 352, Anatomy and Physiology of the Speech Mechanism to CSD 372, Hearing Disorders. 1 credit was added to the Hearing Disorders Class to allow sufficient time to cover the ASHA required content. | The assessment committee observed that students taking CSD 352 (Anatomy and Physiology) often did not have a good understanding of anatomy and physiology of hearing. In CSD 352, that course content occurred at the end of the quarter, and could not be covered in great detail. | Students will demonstrate a better understanding of anatomy and physiology of the hearing mechanism in subsequent courses (CSD 371, Hearing Science; CSD 462, Audiometric Testing; CSD 486, Infants and Children with Hearing loss; CSD 463, Aural Rehabilitation). |
| Curricular | 5. students will demonstrate information literacy by demonstrating knowledge of the social aspects of information, the organization of information, and the research process. | Faculty who teach undergraduate writing labs in CSD collaborated to agree on a more standard curriculum and share ideas about writing lab content and pedagogy. | The assessment committee noted that students do not consistently generalize content that is covered in the library course to their writing courses in the department and that content taught in the writing labs was not consistent across faculty members. | Student writing skills should improve across courses; students should generalize information from their writing courses to other content courses in CSD. |