

Doisy College of Health Sciences Program-Level Assessment Plan



Program: Communication Sciences and Disorders Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): B.S.
 Department: B.S. CSD (as of July 1, 2021 Speech, Language & Hearing Sciences)
 Date (Month/Year): 8/2021 College/School: **Doisy College of Health Sciences**
 Primary Assessment Contact: Saneta Thurmon

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.	Program Target	Assessment Methods		Use of Assessment Data	Timeline (any 12-month period is acceptable) <u>Example:</u> <i>Academic years ending in an odd number</i>
				Student Artifacts (What)	Evaluation Process (How)		
1	1.) Demonstrate an understanding of the marginalized status of individuals with disabilities.	Mapping of this outcome will be addressed at 3 levels:	CSDI 1000 – An average of 85% of students will achieve a ranking of “introductory”	CSDI 1000: An average of 92% of students achieved a ranking of “introductory” using the corresponding	CSDI 1000-will utilize an instructor-designed standardized rubric that has been in place since the current instructor began	CSDI 1000-instructor reviews overall data after the assignment is completed [this is one of the last	Academic years ending in an odd number

	<p>Introductory - CSDI 4200</p> <p>Reinforced in CSDI 3200</p> <p>Mastery in CSDI 4300</p>	<p>or higher using corresponding assessment rubric.</p> <p>CSDI 4200 – An average of 85% of students will achieve a ranking of “introductory” or higher using corresponding assessment rubric.</p> <p>CSDI 3200 – An average of 85% of students will achieve a ranking of <i>“reinforce” or higher</i> using corresponding assessment rubric.</p>	<p>rubric.</p> <p>CSDI 4200</p> <p>An average of at least 85% of students in CSDI 4200 scored 90% or better on quizzes, tests and a group assessment exercises</p> <p>CSDI 3200:</p> <p>At least 80% of the students in CSDI 3200 scored 80% or better on exams, quizzes, and group assignments.</p> <p>In CSDI 4300 94% of students achieved a ranking of <i>“mastery”</i> of case study projects.</p>	<p>teaching the course. The rubric has been shown to be a reliable data source for 6 years. Process: evaluate skill levels on the project in terms of content (80% of the grade) and mechanics (20% of the grade).</p> <p>CSD 3200: Exam quiz questions were presented in multiple choice and true/false format.</p> <p>CSDI 4200:</p> <p>Questions were presented in multiple choice and true/false and short answer format.</p>	<p>projects that students submit each semester] as well as aggregated scores to see if the assessment is still appropriate. Also, the instructor reviews where students have previously lost points on the rubric and goes over the rubric in detail prior to the assignment being turned in for credit.</p> <p>CSDI 4200-Basic Audiology – Audiology Student grades and answers are reviewed by the instructor to determine error patterns. -Basic Audiology tests, corresponding quiz questions and a group assessment exercises</p> <p>CSDI 3200 – Corresponding exam/quiz questions, and assignments to</p>	
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			CSDI 4300 – An average of 85% of students will achieve a ranking of “ <i>mastery</i> ” using corresponding assessment rubric.		CSDI 4300: Students were evaluated using corresponding assessment rubric for diagnostic plan, lesson plan and SOAP for assigned Case study	consolidate concepts. CSDI 4300 – Clinical Methods Creation of a diagnostic plan, lesson plan, and SOAP note for a case study	
2	2) Identify how students’ actions can impact their professional decisions with ethical consequences.	Mapping of this outcome will be addressed at 3 levels: Introductory - CSDI 1000 Reinforced in CSDI 4150 Mastery in CSDI 4300	CSDI 1000 – An average of 85% of students will achieve a ranking of “ introductory ” or higher using corresponding assessment rubric. CSDI 4150 – An average of 85% of students will achieve a ranking of “ <i>reinforce</i> ” or <i>higher</i> using corresponding assessment rubric.	CSDI 1000 - 100% of the students achieved a ranking of introductory using the corresponding assessment rubric. CSDI 4150 - 90% of students achieved a ranking of “reinforce” using the corresponding assessment rubric. In CSDI 4300 100% of students achieved	CSDI 1000 - item analysis on exam #1 and quiz #1	CSDI 1000 – Introduction to CSD Corresponding exam and quiz questions-if item analysis shows that <85% of students get ethically related questions incorrect, the instructor goes back and re-teaches the content. CSDI 4150 – Survey of Speech and Language Disorders Corresponding exam and quiz questions. This was the first time this assignment was given due to a shift to project-based learning rather than quizzes and tests.	Academic years ending in an odd number

			<p>CSDI 4300 – An average of 85% of students will achieve a ranking of “<i>mastery</i>” using corresponding assessment rubric.</p>	<p>a ranking of “<i>mastery</i>” using corresponding ethical dilemmas for professionals.</p>	<p>CSDI 4150-item analysis on mock exams and answer keys was used to determine if criterion was met.</p> <p>CSDI 4300: Students were evaluated using corresponding assessment rubric for ethics case study project considering ASHA code of ethics for Speech-Language Pathologist and Audiologist.</p>	<p>CSDI 4300 – Clinical Methods Class project on a case study of a client with an ethical dilemma</p>	
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<p>3</p>	<p>3.) Apply the principles of evidence-based research to understand typical speech and language development.</p>	<p>Mapping of this outcome will we addressed at 3 levels: Introductory - CSDI 2000 and 2400 Reinforced in CSDI 3400 and 3700 Mastery in CSDI 4150 and 4300 and 4400</p>	<p>CSDI 2400- An average of 85% of students will achieve a ranking of “<i>introductory</i>” or higher using corresponding assessment rubric CSDI 3400: An average of 85% of students will achieve a ranking of “<i>reinforce</i>” or <i>higher</i> using corresponding assessment rubric. CSDI 3700 – An average of 85% of students will achieve a ranking of “<i>reinforce</i>” or <i>higher</i> using corresponding assessment rubric.</p>	<p>CSDI 2400: 93% of students achieved a ranking of “introductory” or higher using the corresponding rubric CSDI 3400 CSDI 3400 Over 85% of students scored 90% or better on quizzes and tests CSDI 3700: 90% of students achieved a ranking of “reinforce” using the corresponding assessment rubric.</p>	<p>CSDI 2000: Students achieved mastery of 85% or higher on exam with corresponding questions related to articulation and phonological development CSDI 2400: The course instructor evaluates student papers against a rubric. CSDI 3400: The instructor/GA will grade each project individually with an answer key and will provide feedback to each student in writing and/ or discuss errors made. CSDI 3700 The instructor will grade each project individually with a key that she developed and will provide feedback to each student in writing on their projects. The</p>	<p>CSDI 2000- Phonetics: Phonetics weekly citation form speech and disordered speech transcription assignments, monthly quizzes and three exams--all with corresponding questions on typical vs. disordered speech CSDI 2400: Students are provided individualized feedback. If patterns of misunderstanding are identified, the instructor will revisit concepts within the semester. CSDI 3400: Instructor will evaluate error patterns on tests to determine areas in coursework where material needs to be reinforced CSDI 3700 - Speech and Language Development</p>	<p>Academic years ending in an odd number</p>
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4	<p>4) Apply the principles of evidence-based practice to identify acceptable treatment methodologies.</p>	<p>Mapping of this outcome will we addressed at 3 levels: Introductory - CSDI 2000 Reinforced in CSDI 4150 Mastery in CSDI 4200</p>	<p>CSDI 2000 - An average of 85% of students will achieve a ranking of <i>“introductory” or higher</i> using corresponding assessment rubric.</p> <p>CSDI 4150 – An average of 85% of students will achieve a ranking of <i>“mastery” or higher</i> using corresponding assessment rubric.</p>	<p>CSDI 2000 Students achieved mastery of 85% or higher on exam with corresponding questions related to transcribing citation form and disordered speech as well as clear, expanded identification of all vowels and consonants in the English language</p> <p>CSDI 4150 - 95% of students achieved a ranking of mastery using the corresponding assessment rubric.</p>	<p>CSDI 2000 Students were evaluated corresponding test questions on vowel and consonant sound productions and transcription of sounds in words and sentences from both citation form speech and disordered speech; students were also evaluated on the speech mechanism as well as understanding of phonological disorders</p> <p>CSDI 4150 artifacts are test #2 and test #3 plus a fact sheet that covers a specific speech-language disability or difference. The entire tests cover different speech-language disorders and their treatment. A key is used to measure if T/F, MC and short</p>	<p>CSDI 2000 – Phonetics-- will be evidenced with both citation form speech and disordered speech transcription assignments related to both articulation and phonological disorders; exam with sound, syllable, and word analyses related to the International Phonetic Alphabet for English</p> <p>CSDI 4150 No one has ever scored below criteria on this project. I feel like it is because I go over the expectations and the rubric ahead of time in great detail and depth and I meet with students 1:1 if they want to in order to review their project before they turn it in for final grading. This is voluntary on the students’ part. Students also perform at mastery level according to the rubric because</p>	<p>Academic years ending in an odd number</p>
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			<p>CSDI 4200 An average of 85% of students will achieve a ranking of “<i>mastery</i>” using corresponding assessment rubric.</p>	<p>CSDI 4200: Over 90% of students achieved a ranking of “<i>mastery</i>” on the corresponding case study class project.</p>	<p>answer questions have been answered correctly. Item analysis is always conducted to note any patterns of errors.</p> <p>CSDI 4200 SP 20 Students were evaluated using corresponding assessment rubric for their case study. Students are assigned or choose a pathology that causes damage to the auditory system, and use current evidence to discuss mechanisms of damage to the auditory system as well as manifestation of auditory symptoms, treatment recommendations, and treatment outcomes. considering the best use of evidence based practice for professionals.</p>	<p>they are provided an in depth study guide to complete plus I offer 1:1 or 2:1 study sessions prior to every exam. These are voluntary on the students’ part.</p> <p>CSDI 4200 – Audiology SP20: Due to the extremely high quality of greater than 99% of the students who take advantage of a rough draft review that optional, this review will be required starting SP21</p>	
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Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.)

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.