2011-12 Program Assessment Update   **Department & Program**: Communication Disorders_____

Submitted by: _Jane Pimentel_____

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

2. **Strategy or method of measurement**: Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.

3. **Observations gathered from data**: The findings and analysis of those findings from the above strategies.

4. **Actions recommended based on observations**: Course (activities or content) or program changes recommended.

5. **Plan and timeline for taking action**: How the recommended actions will be implemented, and in what timeframe.

6. **Overall evaluation of progress on objective**: The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

Student Learning Outcome: Communication Disorders Major: Bachelor of Arts

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Know the causes, characteristics and consequences of the disorders of hearing, speech, language, and swallowing	Writing assignment comparing/contrasting two articles in neuroanatomy related to either speech, language, hearing, or swallowing Clinical research writing paper based on assigned neuropathology, neurogenic communication disorder and YouTube video clip	The writing assignments occurred for Seniors across their final year in the major. A. Students averaged 89% on this writing assignment (fall) B. Students averaged 96% on this writing assignment (spring) A progression of knowledge specific to communication disorders second to neurological damage is evident by the students. When students do not meet criteria (<74%); they met with the instructor/TA's and an individualized assistance plan was developed that they then had to meet (e.g., meet with study skills center to rewrite paper).	The SLO as stated here is too broad and hard to measure. A number of measurements across a number of courses address this SLO; primarily exams but also presentations, papers and projects. The SLO's for the undergraduates should be rewritten to align with Knowledge and Skill Competencies (accreditation) that are expected to be addressed in the undergraduate curriculum (e.g., "demonstrate knowledge of the neurological basis of communication disorders").	Plan: review current undergraduate major program SLO and align and/or replace with SLO's consistent with required competencies Timeline: develop SLO's and means to measure outcomes during spring 2013 to be implement AY 2013-2014	This SLO is integral to our program but encompasses too much. The measures chosen here do assess undergraduate students ability to convey this knowledge specific to neurological disorders in written form

Student Learning Outcome: Communication Disorders Master of Science Degree

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Students will use the products of technology in both scholarship and clinical applications	In clinical education students are taught use of technology for: Documentation (e.g., TreatWrite) Treatment (e.g., iPAd Apps, computerized acoustic voice analysis) Method of measurement is written ongoing narrative feedback with weekly meetings	Cumulative feedback is reviewed at midterm. If a deficit is noted in a single area (e.g., use of technology) targeted demonstration/practice occurs. If at midterm the student is achieving below a 2.7 they are placed on a Clinical/Professional Assistance Plan with established goals and monitoring by clinical faculty and the clinical director. In 2011-2012 2/25 graduate students required Clinical Assistance Plans.	The increased use of technology in clinical service delivery prompts the needs for a specific, separate learning outcome and a separate section devoted to technology evaluation on the "UPCD Clinical Skills Evaluation" form	We are moving to a new software based system for evaluating clinical performance across the graduate school experience. The plan is to have the software in place for fall 2013. Modifications to the evaluation tool will take place spring 2013 in UPCD Clinic Committee.	Technology is a growing area of skill development for speech-language pathologists. Evaluating outcomes of our instruction re: technology will better focus our efforts.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Helen Bergland at hbergland@ewu.edu, 359.4305, Hargreaves 103 in Undergraduate Studies.

Sample Assessment table showing one SLO for one program

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Embedded test questions from Cluster A courses randomly selected throughout AY 2011-2012.	(1.) Data were gathered from 5 Cluster A courses from course examinations (2.) Findings from 200 sampled tests indicate that 80% of students answered identified questions correctly	(1.) Consider use of a pre-test/post-test format to determine which areas are generally known to students at pre-test so more attention can be focused on unfamiliar areas.	Plan: develop pre-test over summer 2012 Implement during 2012-2013 AY	This SLO is still central to program mission.