

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

**UNDERGRADUATE ASSESSMENT PLAN
(2009-2014)**

| Goal | Objectives | Courses / Activities | Measures / Criteria | Program Evaluation and Revision Procedures |
|------------------------------|--|--|---|--|
| I. Knowledge | <ol style="list-style-type: none"> 1. Understand normal speech, language, hearing, communication and swallowing 2. Understand the nature (etiology and/characteristics) of communication disorders and its relationship to other disabilities 3. Understand the relevance of cultural diversity and globalism and their impact on communication disorders | 302, 303, 304, 314, 305, 405, 411, 412, 424, 429 | Exams, in-class assignments (incl, written, class presentations, group projects, etc.), homework, use of rubrics, grade of "C" or better in courses | <p>Objectives are assessed and reported annually; the next assessment will take place in 2011; there will be ongoing evaluation and revisions will be made as necessary</p> <p><i>Note: Formative assessment involves mid-semester faculty report of at-risk students to the Academic Standards Committee. Students are encouraged to meet with the instructor of record and are referred for tutoring and other academic support to ensure success in the course.</i></p> |
| II. Critical Thinking | <ol style="list-style-type: none"> 1. Obtain and organize information that reflects theoretical and clinical knowledge for communication sciences and disorders* 2. Critically analyze a selected body of literature in communication sciences and disorders | All SLP undergraduate courses | Exams, in-class assignments (incl, written, class presentations, group projects, etc.), homework, use of rubrics, grade of "C" or better in courses | <p>Objectives are assessed and reported annually; the next assessment will take place in 2011; there will be ongoing evaluation and revisions will be made as necessary</p> <p><i>Note: Formative assessment involves mid-semester faculty report of at-risk students to the</i></p> |

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| | <p>3. Evaluate the credibility of sources (e.g., practice guidelines, research articles, clinical reports, etc.) for conducting relevant research and for engaging in evidence based clinical practice (EBP)</p> <p>4. Engage in problem solving; specifically, be able to analyze, synthesize, evaluate, and apply information relevant to communication sciences and disorders</p> | | | <p><i>Academic Standards Committee. Students are encouraged to meet with the instructor of record and are referred for tutoring and other academic support to ensure success in the course.</i></p> |
| <p>III. Communication Skills</p> | <p>1. Demonstrate good writing skills across the discipline, including in research papers, literature reviews, clinical reports, lab reports, and so forth using APA style</p> <p>2. Demonstrate good verbal-oral skills for presenting information relevant for communication sciences and disorders</p> | <p>All SLP undergraduate courses</p> | <p>Exams, in-class assignments (incl, written, class presentations, group projects, etc.), homework, use of rubrics, grade of "C" or better in courses</p> | <p>Objectives are assessed and reported annually; the next assessment will take place in 2011; there will be ongoing evaluation and revisions will be made as necessary</p> <p><i>Note: Formative assessment involves mid-semester faculty report of at-risk students to the Academic Standards Committee. Students are encouraged to meet with the instructor of record and</i></p> |

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| | 3. Collaborate effectively with others on in-class and out-of-class projects to understand and experience first-hand the importance of working on teams in communication sciences and disorders | | | <i>are referred for tutoring and other academic support to ensure success in the course.</i> |
| IV. Observation Skills | <ol style="list-style-type: none"> 1. Describe aspects of language in typically developing, school-age children 2. Appropriately describe the particular aspect/s of a communication disorder for which treatment is being administered 3. Identify a variety of clinical techniques/strategies for improving an individual's communication abilities 4. Identify problems that arise and offer possible solutions | 305, 329, 405, 429 | Exams, in-class assignments (incl, written, class presentations, group projects, etc.), homework, use of rubrics, grade of "C" or better in courses | <p>Objectives are assessed and reported annually; the next assessment will take place in 2011; there will be ongoing evaluation and revisions will be made as necessary</p> <p><i><u>Note:</u> Formative assessment involves mid-semester faculty report of at-risk students to the Academic Standards Committee. Students are encouraged to meet with the instructor of record and are referred for tutoring and other academic support to ensure success in the course.</i></p> |

*Communication Sciences and Disorders is an umbrella field of study that includes the professions of audiology, **speech-language pathology**, and the speech, language, and hearing sciences.