Undergraduate Program Assessment

Department of Communication Disorders

Student Learning Objectives

• Students will be able to describe and discuss the biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases underlying normal speech, language and hearing processes.
• Students will demonstrate that they can apply knowledge of normal and pathological communication processes to the interpretation of clinical case studies of disordered populations.
• Students will be able to see the ability in people with disabilities, and show that they value the diversity of human communication and therefore can distinguish between disorders and differences.
• Students will demonstrate the fundamental writing skills required for professional written communication in speech-language pathology and audiology.
• Students will demonstrate knowledge of the scope of practice for the fields of speech-language pathology and audiology.
• Students who have demonstrated excellence in their undergraduate careers and who want to pursue further education should be able to gain admission to graduate programs in speech-language pathology or audiology.
• Students who do not enter graduate school should successfully compete for employment as speech-language pathology or audiology assistants.

Assessment tools

School-wide:
• Indirect: student surveys at the end of core courses (planned to extend to all courses); student reflection paper in “Evaluation of Learning Outcomes” course; exit survey.
• Direct: examples of student work in “Evaluation of Learning Outcomes” course.

Highlighted recent activities

School-wide:
• The SPHHS Curriculum Committee is developing a 1-credit course titled, “Evaluation of Learning Outcomes”. This year-long course offering will provide 1 credit per semester; grading will be on a letter basis. Students enrolled in the course will collect assignments, assignment instructions, and syllabi from each of their courses, and will write a reflection paper, using structured prompts, on their learning outcomes at the end of each semester. The results of the course will identify the overall curriculum areas of relative strength and weakness in helping students achieve these learning objectives.

Department of Communication Disorders:
• Two classes have been added for Fall 2009 that are intended to better prepare students for direct employment after completing the undergraduate program.