

RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM
Institution: University of Rhode Island

Program: Communicative Disorders
Degree: B.S.
Chair: Jay Singer
Academic Year Plan: 2007/2009

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Demonstrate basic understanding of human communication processes across the lifespan.			
2. Critically examine information from various sources.			
3. Identify the nature of a communication disorder.	Students will demonstrate competence in those Knowledge and Skills Assessment (KASA) competencies that are associated with the nature of communication problems. See attached format.	Curricular mapping; review of syllabi for relevant course work. Students learn about the nature of communication disorders of speech, language and hearing in required courses CMD 260, 261, 454, 465, 493 and may acquire additional information in elective courses, internships or directed readings.	1. CMD 260, 261, 454, 465, and 493 are all required courses that along with written exams, complex texts and group learning activities focus on content and skill building activities (e.g., identifying hearing disorders and developing proficiency in hearing screening). 2. An exit survey instrument has been developed and implemented.
4. Demonstrate appropriate oral and written communication skills.			
5. Demonstrate knowledge of the ASHA Code of Ethics.			
6. Demonstrate knowledge of the scope of practice for audiologists and speech-language pathologists.			

RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM
Institution: University of Rhode Island

Program: Communicative Disorders
Degree: B.S.
Chair: Jay Singer
Academic Year Plan: 2007/2009

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM
Institution: University of Rhode Island**

Program: Communicative Disorders
Degree: B.S.
Chair: Jay Singer
Academic Year Plan: 2007/2009

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
2.				
3. 70% of students will achieve an acceptable level of performance in these relevant courses as demonstrated by a grade of C+ or better. Further, 75% or more of students will indicate on the newly-developed survey instrument that they have achieved satisfactory knowledge of the nature of communication disorders.	1. A majority of the graduating seniors who returned their exit surveys indicated that they perceive their knowledge re: the nature of communication disorders to have been satisfactory. Others noted their perceived lack of this information was disappointing and of concern to them as they graduated. Several specifically indicated that the information they have re: speech and language (not hearing) disorders has been gleaned from elective internship experiences and not from the required CMD 260/261 course work. Analysis of the curriculum indicated that CMD 260 serves as a communication disorders survey and does not focus in much depth/breadth on specific speech and language disorders. 2. We continue to collect data re: students' grades for CMD 260/261 and monitor the number of students our C+ criterion eliminates from the major.	Two recommendations emerged from our interpretation of these data. 1. Our criteria for entry into the department needs to be monitored. 2. Curricular mapping as well as students' perceptions revealed that few required undergraduate courses address speech and language communication disorders in sufficient depth and breadth as a prerequisite for graduate speech and language disorders courses. Provision of more information to undergraduates, specifically focusing on speech and language disorders via new course work should be considered. Better monitoring of the internship experiences may also be helpful.	The department has proposed new, more stringent entry requirements for undergraduates into the major with the hope that 85% of students will achieve the C+ or better in the relevant courses. A proposal for a new course to address communication disorders at the undergraduate level will be prepared and submitted to the college's curriculum committee in fall, 2007. A faculty member will be assigned to systematically monitor the undergraduates' internship assignments as well as work to increase the proportion of undergraduates who avail themselves of this elective opportunity.	Implementation of a new undergraduate course focused on providing information about the nature of communication disorders will not likely be implemented until fall, 2008. Thus, assessment of differences in the perceptions of graduating students will probably not be accomplished until 2009-2010. In the mean time the faculty will devote increased attention and time in the discussion of the undergraduate program to determine how information about communication about disorders can be infused into already-existing course work. This topic was discussed at a one-day retreat held in May, 2007. Survey of undergraduate students' grades in 260/261 will be carefully monitored re: admission and counseling of students to determine potential increase in viability of students for graduate admission.
4.				
5.				
6.				

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM
Institution: University of Rhode Island**

Program: Communicative Disorders
Degree: B.S.
Chair: Jay Singer
Academic Year Plan: 2007/2009

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
7.				