Department of Communicative Sciences and

Disorders, CLASS

# **ASSESSMENT PLAN: M.S. in Communicative Sciences and Disorders**

### Updated Date: Spring 2013

| PROGRAM MISSION |
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### The Department of Communicative Sciences and Disorders provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) |
| Students graduating with an M.S. in Communicative Sciences and Disorders will be able to:  |
| SLO 1 | screen, assess and treat individuals with a variety of communicative disorders across the lifespan; |
| SLO 2 | communicate and collaborate effectively with clients, families, and other professionals; |
| SLO 3 | evaluate and apply clinical research, recognizing the need for evidence to support best practices in clinical service delivery; |
| SLO 4 | consistently apply ethical professional standards, recognize and respect the limits of their professional preparation and clinical skills, and work effectively with other professionals; and |
| SLO 5 | demonstrate cultural competence and commitment to advocacy for persons with communicative disorders.. |
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| Year 1: 2012-2013 |  |
| 1. Which SLO(s) to assess
 |  #2, #4 |
| 1. Assessment indicators
 | Questionnaire to all students in major |
| 1. Sample (courses/# of students)
 | 68 students (39% of combined undergraduate /graduate enrollment) |
| 1. Time (which quarter(s))
 | Spring 2013 |
| 1. Responsible person(s)
 | Nidhi Mahendra / Elena Dukhovny / Marianna Wolff |
| 1. Ways of reporting (how, to who)
 | Report to CSD department faculty |
| 1. Ways of closing the loop
 | In response to questionnaire, release 2-year roadmaps for all student cohorts no later than June 21st, 2013, modify the timing and format of initial advising sessions and designate specific group and individual advising roles. These changes will be implemented effective Fall quarter 2013. |

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| Year 2: 2013-2014 |  |
| 1. Which SLO(s) to assess
 |  #2, #4 |
| 1. Assessment indicators
 | Follow-up questionnaire |
| 1. Sample (courses/# of students)
 | All students in CSD major |
| 1. Time (which quarter(s))
 | Spring 2014 |
| 1. Responsible person(s)
 | Nidhi Mahendra / Elena Dukhovny / Marianna Wolff |
| 1. Ways of reporting (how, to who)
 | Report to CSD department faculty |
| 1. Ways of closing the loop
 | Continue to adjust advising policies based on questionnaire and student registration outcomes |

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| Year 3: 2014-2015 |  |
| 1. Which SLO(s) to assess
 | TBD |
| 1. Assessment indicators
 |  |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
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| 1. Responsible person(s)
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| 1. Ways of reporting (how, to who)
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| 1. Ways of closing the loop
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| Year 4: 2015-2016 |  |
| 1. Which SLO(s) to assess
 | TBD |
| 1. Assessment indicators
 |  |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
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| 1. Responsible person(s)
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| 1. Ways of reporting (how, to who)
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| 1. Ways of closing the loop
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| Year 5: 2016-2017 |  |
| 1. Which SLO(s) to assess
 | TBD |
| 1. Assessment indicators
 |  |
| 1. Sample (courses/# of students)
 |  |
| 1. Time (which quarter(s))
 |  |
| 1. Responsible person(s)
 |  |
| 1. Ways of reporting (how, to who)
 |  |
| 1. Ways of closing the loop
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