Eastern New Mexico University

Assessment Report

Program:

Health and Human Services Department: CDIS Program

Academic Year: 2014-2015

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Executive Summary

Summary: Each learning objective and outcome measure was carefully selected to provide information about the core competencies that we expect our students to acquire during their matriculation through the CDIS undergraduate program. In addition, graduate outcomes have been selected to aggregate data that we routinely collect from our courses at this level for self-study reports, program review, accreditation purposes, etc. An analysis of the assessment data indicated that the undergraduate and graduate outcomes were met during this year based on the current measures and data collection mechanisms. The majority of the data in this report was derived from the Undergraduate Knowledge and Skills Acquisition (KASA) form, which is the companion piece to the Graduate KASA.

The learning outcomes data was analyzed in three different ways. The first analysis focused on the eight foundational undergraduate learning objectives representing knowledge related to basic human communication and swallowing processes in a specific concentration (e.g., developmental, neurological, acoustic, etc.). Each learning objective was composed of several curricular-based learning outcomes and/or entry level competencies. The learning outcomes and/or competencies were measured in specific undergraduate courses based on the aggregate student performance on instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes and/or exams, etc.). The performance criteria used was 70% of total students meeting course specific, entry-level competency for the outcome measures using a recommended cut-off score of 75% or higher. Across all of the learning objectives, the average percentages for meeting entry-level competency ranged from 72% to 96.33%. The mean score was 89.60% with a standard deviation of 5.56.

The second analysis measured the learning outcomes associated with the curricular content of each specific course. In addition to analyzing the data based on the percentage of total students that met course specific entry-level competency for each outcome measure, the data was disaggregated by instructor, type of instructional delivery, and the length of the course. A descriptive statistical analysis was used to compare the results related to the variables listed above. The results of the analysis indicated that there were differences in performance when comparing instructional delivery methodologies and course length (e.g., 8 week online, 16 week online, 16 week in class, and 16 week asynchronous Mediasite).

A third type of analysis involved examining trend data over the past three years based on the percentage of students meeting competencies by course delivery type without regard for the length of the course. A visual analysis of the findings indicated that the greatest variability in performance occurs in the on-campus course sections with a 55% variability rating. The online courses showed less variability in performance with a 40% variability rating. The mediasite courses were not included in variability analysis due limited data covering only two years with only four opportunities for analysis. The above findings are consistent with previous assessment cycles and speaks to a continued concern related to creating consistency between on-campus and online instruction.

Impact of Assessment on the Program: The overall results of the assessment were positive in that the findings indicated a continued level of effectiveness in program design, curriculum development, instructional methodologies, as well as the assessment process. The results of the assessment demonstrated the value of the Undergraduate KASA as a mechanism for specifying key learning outcomes related to specific courses and specific program objectives. The continued incorporation of the learning objectives outlined in the KASA, will contribute to more focused instruction and the development of classroom based assessment tools and strategies for effective data collection. Additionally, the results of the assessment confirmed the need to continue an effort to insure comparable instructional rigor between on-campus classes and online classes including hybrid/Mediasite courses.

Recognized next steps for the program include:

Continued development of learning outcomes for required and elective courses in the CDIS major.

Revision of selected outcomes to meet the guidelines for general education and global diversity assessment reporting.

Continued analysis of performance variability between the different course delivery methodologies.

Continued revision and use of online assessment surveys for collecting assessment data.

Full implementation of earlier data collection to facilitate in-cycle curricular adjustments, rather than after the fact.

Review, revise, and restructure the assessment plan to address issues related to objectives numbering and formatting.

Eastern New Mexico
University Assessment
Report/Plan Academic Units
2013-2014

Eastern New Mexico University
Curricular Map of Undergraduate Student Learning Objectives and Outcomes

Measure = Intended student learning outcome	**Performance Criteria** = standard against which performance is assessed
Outcome = Result	**Action Taken** = Use of results to improve student learning

Undergraduate Learning Objective #1

Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *biological* bases

Gen Ed. Competency? X No _ Yes
Accreditation Objective? X No _ Yes

Measure(s)	Performance Criteria	Population/Timeline
100.1) From production through auditory reception, detail all structures and functions required to produce and perceive speech. Students must specifically identify respiratory, phonatory, resonatory, and articulatory components including variations produced in coarticulatory and connected speech contexts with longer linguistic units.	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	100.1) CDIS 300, AY 2014-15
100.2) Develop and implement an oral-motor assessment protocol		100.2) CDIS 300, AY 2014-15
100.3) Relate anatomical structure (e.g., dentition, occlusion) and function (e.g. extension, retraction) to place, manner, and voicing descriptors for normal phoneme development/production		100.3) CDIS 311, AY 2014-15

Results

Outcome(s)	Action(s) Taken	Timeline for Action(s)
100.1) An average of 74.11% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.1) AY 2014-15
100.2) An average of 86.78% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.2) AY 2014-15
100.3) An average of 90.43% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.3) AY 2014-15

Undergraduate Learning Objective #2		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *neurological* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
200.1) Identify and explain functions for cranial nerves	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	200.1) CDIS 421, AY 2014-15
200.2) Differentiate structures within and functions of neurological systems		200.2) CDIS 421, AY 2014-15
200.3) Identify and list functions for UMN and LMN systems		200.3) CDIS 421, AY 2014-15
200.4) Explain the blood supply of the brain and brain stem		200.4) CDIS 421, AY 2014-15
200.5) Identify lobes and their functions		200.5) CDIS 421, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
200.1) An average of 88.84% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.1) AY 2014-15
200.2) An average of 91.68% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.2) AY 2014-15
200.3) An average of 87.84% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.3) AY 2014-15
200.4) An average of 90.64% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.4) AY 2014-15
200.5) An average of 94.34% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.5) AY 2014-15

Undergraduate Learning Objective #3		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *acoustic* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
300.1) Create and analyze waveforms for frequency, amplitude, and periodicity	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	300.1) CDIS 400, AY 2014-15
300.2) Spectrographically analyze and identify selected vowel and consonant sounds		300.2) CDIS 400, AY 2014-15
300.3) Analyze voice samples for jitter, shimmer, mean harmonics-to-noise ratio, voicing, and pitch spectrographic analysis		300.3) CDIS 400, AY 2014-15
300.4) Define formant and describe the manner in which variations in physiology affect formant frequencies		300.4) CDIS 400, AY 2014-15
300.5) Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry)		300.5) CDIS 342/446*, AY 2014-15
300.6) Analyze and interpret audiometric Results		300.6) CDIS 342, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
300.1) An average of 88% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.1) AY 2014-15
300.2) An average of 92% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.2) AY 2014-15
300.3) An average of 95.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.3) AY 2014-15
300.4) An average of 81.20% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.4) AY 2014-15
300.5) An average of 86.80%* of total students met this outcome at ≥ 75%	Continue plan unchanged	300.5) AY 2014-15
300.6) An average of 86.80% of total students met this outcome at ≥ 75% *Includes data from 342 only as 446 (practicum) had no enrollment	Continue plan unchanged	300.6) AY 2014-15

Undergraduate Learning Objective #4		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *psychological* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
400.1) Integrate basic principles of cognitive psychology into intervention contexts 400.2) Integrate basic principles of behavior modification into intervention contexts 400.3) Address multiple learning styles in therapeutic contexts	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	400.1) CDIS 441, AY 2014-15 400.2) CDIS 441, AY 2014-15 400.3) CDIS 441, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
400.1) An average of 90% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.1) AY 2014-15
400.2) An average of 93.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.2) AY 2014-15
400.3) An average of 92% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.3) AY 2014-15

Undergraduate Learning Objective #5		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *developmental* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
500.1) Describe how theories of speech and language development explain the emergence of communication 500.2) Construct a chart of developmental milestones to include auditory skills, speech development, language development, cognitive development, psycho-social emotional development, gross/fine motor development, and play skills development	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	500.1) CDIS 330, AY 2014-15 500.2) CDIS 330, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
500.1) An average of 90.22% of total students met this outcome at ≥ 75%	Continue plan unchanged	500.1) AY 2014-15
500.2) An average of 90.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	500.2) AY 2014-15

Undergraduate Learning Objective #6		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *linguistic* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
600.1) Differentiate the parameters of speech and language according to form, content, and use as well as phonology, morphology, syntax, semantics, and pragmatics	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	600.1) CDIS 330, AY 2014-15
600.2) Transcribe normal speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis		600.2) CDIS 310, AY 2014-15
600.3) Transcribe normal language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index)		600.3) CDIS 332, AY 2014-15
600.4) Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms		600.4) CDIS 311/332*, AY 2014-15
600.5) Compose Results detailing results of sample		600.5) CDIS 332, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
600.1) An average of 87% of total students met this outcome at ≥ 75% 600.2)	Continue plan unchanged	600.1) AY 2014-15
An average of 91.50% of total students met this outcome at ≥ 75% 600.3) An	Continue plan unchanged	600.2) AY 2014-15
average of 95.67% of total students met this outcome at ≥ 75% 600.4) An	Continue plan unchanged	600.3) AY 2014-15
average of 91.5%* of total students met this outcome at ≥ 75%	Continue plan unchanged	600.4) AY 2014-15
600.5) An average of 92.86% of total students met this outcome at ≥ 75% *Includes data from two courses	Continue plan unchanged	600.5) AY 2014-15

Undergraduate Learning Objective #7		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of basic human communication and swallowing processes including their *cultural* bases		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
700.1) Describe impact of and modifications necessary for successful interactions with diverse multicultural clientele 700.2) Describe impact of and modifications necessary for successful assessment with diverse multicultural clientele	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	700.1) CDIS 441, AY 2014-15 700.2) CDIS 454, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
700.1) An average of 96% of total students met this outcome at ≥ 75%	Continue plan unchanged	700.1) AY 2014-15
700.2) An average of 96.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	700.2) AY 2014-15

Undergraduate Learning Objective #8		
Knowledge Outcome: CDIS undergraduate students will demonstrate knowledge of disordered communication at the pre-professional level		Gen Ed. Competency? X No _ Yes Accreditation Objective? X No _ Yes
Measure(s)	**Performance Criteria**	**Population/Timeline**
800.1) Transcribe disordered speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis; relate to developmental norms	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	800.1) CDIS 311, AY 2014-15
800.2) Relate anatomical structure (e.g., dentition, occlusion) and function (e.g., hyper/hypo) to pattern of error		800.2) CDIS 311, AY 2014-15
800.3) Transcribe disordered language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index); relate to developmental norms		800.3) CDIS 332, AY 2014-15
800.4) Describe common etiologies and characteristics of speech and language disorders		800.4) CDIS 311/332*, AY 2014-15
800.5) Explain basic differences in delay vs. disorder vs. difference in speech and language profiles		800.5) CDIS 311/332*, AY 2014-15
800.6) Relate type of hearing loss to anatomical structure and function		800.6) CDIS 342, AY 2014-15
800.7) Discriminate and describe amplification systems		800.7) CDIS 434, AY 2014-15
800.8) Discriminate and describe communication methods for deaf and HOH individuals		800.8) CDIS 434, AY 2014-15
800.9) Match amplification and communication method to client need based on type and degree of loss in conjunction with communication profile		800.9) CDIS 434, AY 2014-15
800.10) Discriminate and explain various intervention models for addressing speech and language disorders		800.10) CDIS 441, AY 2014-15
800.11) Use elementary principles of EBP to justify decision making process		800.11) CDIS 441, AY 2014-15
800.12S) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Speech)		800.12S) CDIS 454, AY 2014-15
800.12L) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Language)		800.12L) CDIS 454, AY 2014-15

Undergraduate Learning Objective #8 (Cont.)		
Measure(s)	**Performance Criteria**	**Population/Timeline**
800.13) Complete syllable shape, positional, and place/manner/voice analysis; identify error types (SODA), pattern of error, intelligibility index, and phonetic inventory	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)	800.13) CDIS 454, AY 2014-15
800.14) Integrate and analyze findings from case history (social, educational, medical, etc.), oral motor structure and function, articulatory and phonological assessments, receptive/expressive language in all parameters (syntax, morphology, semantics, pragmatics, narrative, problem solving, etc.), auditory skills, literacy, dynamic assessment, cultural/linguistic variables		800.14) CDIS 454, AY 2014-15
800.15S) Compose Results detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP (Speech)		800.15S) CDIS 454, AY 2014-15
800.15L) Compose Results detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP (Language)		800.15L) CDIS 454, AY 2014-15
800.16) Apply the ASHA COE to case-based situations		800.16) CDIS 441, AY 2014-15
800.17) Explain scope of practice, legal policy, etc.		800.17) CDIS 441, AY 2014-15
800.18) Complete clinical observations as assigned		800.18) CDIS 441L, AY 2014-15
800.19) Complete clinical application assignments		800.19) CDIS 441, AY 2014-15
800.20) Prepare an informational session on communicative disorders		800.20) CDIS 441, AY 2014-15
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
800.1) An average of 92.71% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.1) AY 2014-15
800.2) An average of 88.14% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.2) AY 2014-15
800.3) An average of 92% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.3) AY 2014-15

Results (Cont.)		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
800.4) An average of 91.58%* of total students met this outcome at ≥ 75%	Continue plan unchanged	800.4) AY 2014-15
800.5) An average of 91.86%* of total students met this outcome at ≥ 75%	Continue plan unchanged	800.5) AY 2014-15
800.6) An average of 91.20% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.6) AY 2014-15
800.7) An average of 91.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.7) AY 2014-15
800.8) An average of 90.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.8) AY 2014-15
800.9) An average of 91% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.9) AY 2014-15
800.10) An average of 82.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.10) AY 2014-15
800.11) An average of 72% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.11) AY 2014-15
800.12S) An average of 93.83% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.12S) AY 2014-15
800.12L) An average of 93.83% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.12S) AY 2014-15
800.13) An average of 92.17% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.13) AY 2014-15
800.14) An average of 95.83% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.14) AY 2014-15
800.15S) An average of 95.83% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.15) AY 2014-15
800.15L) An average of 95.83% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.15) AY 2014-15
800.16) An average of 81% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.16) AY 2014-15
800.17) An average of 90.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.17) AY 2014-15
800.18) An average of 77.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.18) AY 2014-15
800.19) An average of 80% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.19) AY 2014-15
800.20) An average of 93.33% of total students met this outcome at ≥ 75% *Includes data from two courses	Continue plan unchanged	800.20) AY 2014-15

Eastern New Mexico University
Curricular Map of Student Learning Objectives and Outcomes
By Individual Course and Type of Instructional Delivery

Measure = Intended student learning outcome **Outcome** = Result				**Performance Criteria** = standard against which performance is assessed **Data Sources** = methodologies for collecting outcomes data
Color Key:	FALL	SPRING	SUMMER	**Data Collection Format:** Assessment Data Surveys

CDIS 144 Introduction to ASL

Measure(s)	Data Sources	Performance Criteria
CDIS 144.001) Acquire a working knowledge of foundational ASL signs, fingerspelling, and numbers.	Quiz/Exam/Skills performance	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
CDIS 144.002) Demonstrate beginning receptive/expressive signing skills and ASL interpreting.	Quiz/Exam/Skills performance	
CDIS 144.003) Demonstrate basic knowledge about ASL as a language related to linguistic structure and function.	Quiz/Exam/Skills performance	
CDIS 144.004) Demonstrate basic knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance).	Exam/Paper/Essay	
CDIS 144.005) Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural oppression.	Exam/Paper/Essay	**Population/Timeline** CDIS 144, AY 2014-15
CDIS 144.006) Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural advancements related to technology.	Exam/Paper/Essay	
CDIS 144.007) Demonstrate basic knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community.	Exam/Paper/Essay	Gen Ed. Competency? __No X Yes

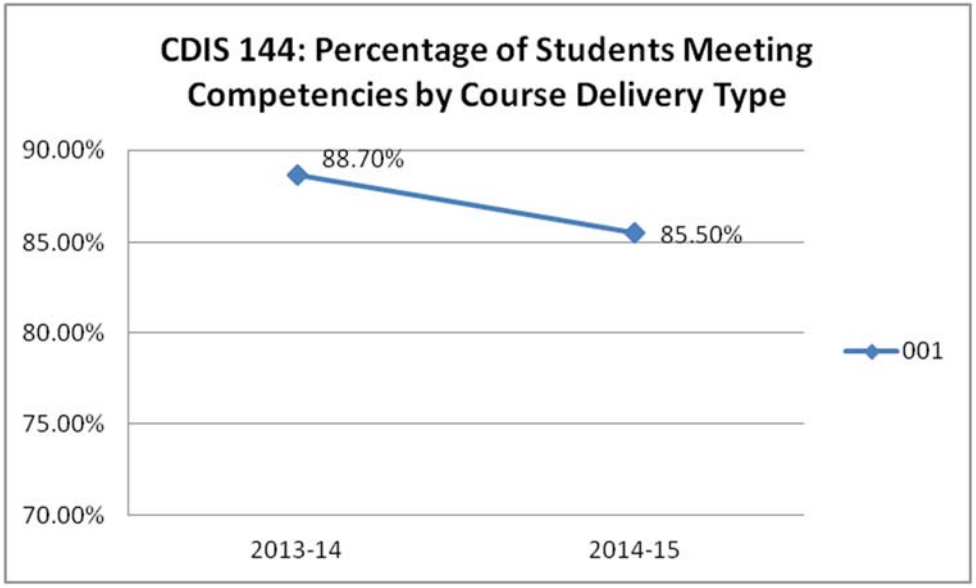
CDIS 144 Learning Outcomes Analysis: Aggregate Data – All students

nstructor	Delivery	Weeks	144.001	Dev. Score	Z-Score	Instructor	Delivery	Weeks	144.002	Dev. Score	Z-Score
Gray	001	16	86.00	-0.75	-0.1503	Gray	001	16	83.00	-1.00	-0.2970
Gray	002	16	90.00	3.25	0.6511	Gray	002	16	80.00	-4.00	-1.1882
Gray	001	16	91.00	4.25	0.8514	Gray	001	16	85.00	1.00	0.2970
Gray	002	16	80.00	-6.75	-1.3523	Gray	002	16	88.00	4.00	1.1882
		Sum	347.00					**Sum**	336.00		
		Mean	86.75					**Mean**	84.00		
		Variance	24.92					**Variance**	11.33		
		St Dev.	4.99					**St Dev.**	3.37		

DIS 144 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**144.003**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**144.004**	**Dev. Score**	**Z-Score**
Gray	001	16	83.00	2.25	0.5173	Gray	001	16	77.00	-6.50	-0.8189
Gray	002	16	80.00	-0.75	-0.1724	Gray	002	16	80.00	-3.50	-0.4410
Gray	001	16	85.00	4.25	0.9772	Gray	001	16	95.00	11.50	1.4489
Gray	002	16	75.00	-5.75	-1.3220	Gray	002	16	82.00	-1.50	-0.1890
		Sum	323.00					**Sum**	334.00		
		Mean	80.75					**Mean**	83.50		
		Variance	18.92					**Variance**	63.00		
		St Dev.	4.35					**St Dev.**	7.94		

CDIS 144 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**144.005**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**144.006**	**Dev. Score**	**Z-Score**
Gray	001	16	67.00	-14.75	-1.4177	Gray	001	16	83.00	-8.25	-1.1201
Gray	002	16	90.00	8.25	0.7929	Gray	002	16	100.00	8.75	1.1880
Gray	001	16	88.00	6.25	0.6007	Gray	001	16	88.00	-3.25	-0.4412
Gray	002	16	82.00	0.25	0.0240	Gray	002	16	94.00	2.75	0.3734
		Sum	327.00					**Sum**	365.00		
		Mean	81.75					**Mean**	91.25		
		Variance	108.25					**Variance**	54.25		
		St Dev.	10.40					**St Dev.**	7.37		

CDIS 144 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**144.007**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg.**	**Dev. Score**	**Z-Score**
Gray	001	16	83.00	-7.50	-0.9449	Gray	001	16	80.29	-5.21	-1.2621
Gray	002	16	85.00	-5.50	-0.6929	Gray	002	16	86.43	0.93	0.2248
Gray	001	16	100.00	9.50	1.1969	Gray	001	16	90.29	4.79	1.1584
Gray	002	16	94.00	3.50	0.4410	Gray	002	16	85.00	-0.50	-0.1210
		Sum	362.00					**Sum**	342.00		
		Mean	90.50					**Mean**	85.50		
		Variance	63.00					**Variance**	17.07		
		St Dev.	7.94					**St Dev.**	4.13		


CDIS 144: Percentage of Students Meeting Competencies by Course Delivery Type
90.00%
85.00%
80.00%
75.00%
70.00%
88.70%
85.50%
2013-14
2014-15
001

CDIS 243 Survey of Communicative Disorders

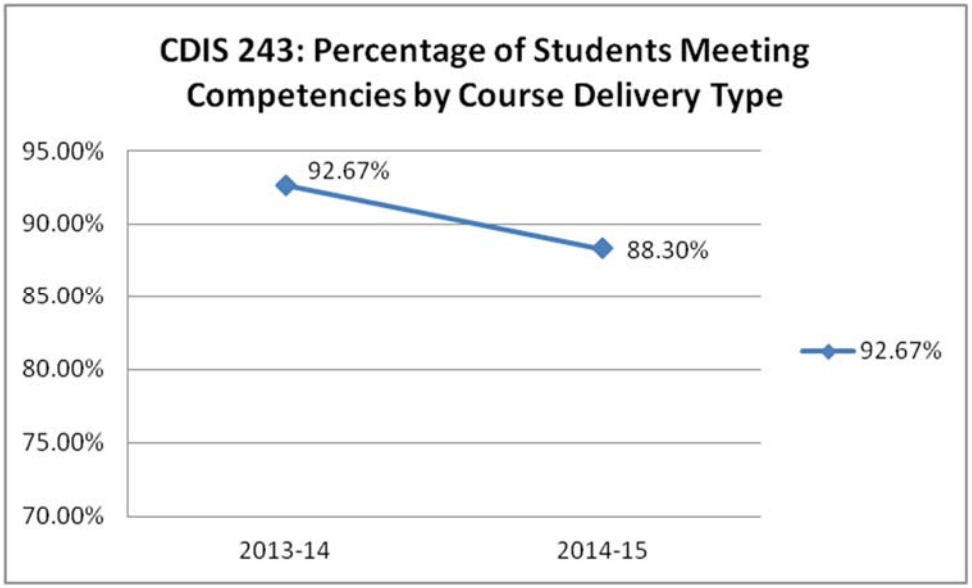
Measure(s)	Data Sources	Performance Criteria
CDIS 243.001) Identify and explain fundamental terminology related specific to diagnostic categories (e.g., aphasia, fluency, articulation, etc.).	Exam/Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
CDIS 243.002) Explain the function of the American Speech-Language Hearing Association (ASHA) as it relates to practicing SLPs and students in training.	Exam/Paper/Essay	
CDIS 243.003) Identify the basic requirements to obtain ASHA certification as speech-language pathologist.	Exam/Paper/Essay	**Population/Timeline** CDIS 243 (143), AY 2014-15

CDIS 243 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	243.001	Dev. Score	Z-Score	Instructor	Delivery	Weeks	243.002	Dev. Score	Z-Score
Lebsack	001	16	83.00	-2.33	-0.5774	Lebsack	001	16	91.00	-1.33	-1.1547
Swift	1WW	8	90.00	4.67	1.1547	Swift	1WW	8	93.00	0.67	0.5774
Swift	2WW	8	83.00	-2.33	-0.5774	Swift	2WW	8	93.00	0.67	0.5774
		Sum	256.00					**Sum**	277.00		
		Mean	85.33					**Mean**	92.33		
		Variance	16.33					**Variance**	1.33		
		St Dev.	4.04					**St Dev.**	1.15		

CDIS 243 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	243.003	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg.	Dev. Score	Z-Score
Lebsack	001	16	91.00	2.00	0.7559	Lebsack	001	16	88.33	-0.56	-0.2931
Swift	1WW	8	90.00	1.00	0.3780	Swift	1WW	8	91.00	2.11	1.1138
Swift	2WW	8	86.00	-3.00	-1.1339	Swift	2WW	8	87.33	-1.56	-0.8207
		Sum	267.00					**Sum**	266.67		
		Mean	89.00					**Mean**	88.89		
		Variance	7.00					**Variance**	3.59		
		St Dev.	2.65					**St Dev.**	1.90		


CDIS 243: Percentage of Students Meeting Competencies by Course Delivery Type
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
92.67%
88.30%
2013-14
2014-15
92.67%

CDIS 244 ASL I		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 244.001) Acquire a working knowledge of foundational ASL signs, fingerspelling, and numbers.	Quiz/Exam/Skills performance	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
CDIS 244.002) Demonstrate intermediate receptive/expressive signing skills and ASL interpreting.	Quiz/Exam/Skills performance	
CDIS 244.003) Demonstrate enhanced knowledge about ASL as a language related to linguistic structure and function.	Quiz/Exam/Skills performance	
CDIS 244.004) Demonstrate enhanced knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance).	Exam/Paper/Essay	**Population/Timeline**
CDIS 244.005) Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural oppression.	Exam/Paper/Essay	CDIS 244, AY 2014-15
CDIS 244.006) Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural advancements related to technology.	Exam/Paper/Essay	Gen Ed. Competency? _No X Yes
CDIS 244.007) Demonstrate enhanced knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community.	Exam/Paper/Essay	

CDIS 244 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	244.001	Dev. Score	Z-Score	Instructor	Delivery	Weeks	244.002	Dev. Score	Z-Score
Gray	001	16	81.00	n/a	n/a	Gray	001	16	93.00	n/a	n/a

CDIS 244 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	244.003	Dev. Score	Z-Score	Instructor	Delivery	Weeks	244.004	Dev. Score	Z-Score
Gray	001	16	81.00	n/a	n/a	Gray	001	16	84.00	n/a	n/a

CDIS 244 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	244.005	Dev. Score	Z-Score	Instructor	Delivery	Weeks	244.006	Dev. Score	Z-Score
Gray	001	16	72.00	n/a	n/a	Gray	001	16	90.00	n/a	n/a

CDIS 244 Learning Outcomes Analysis: Aggregate Data – All students

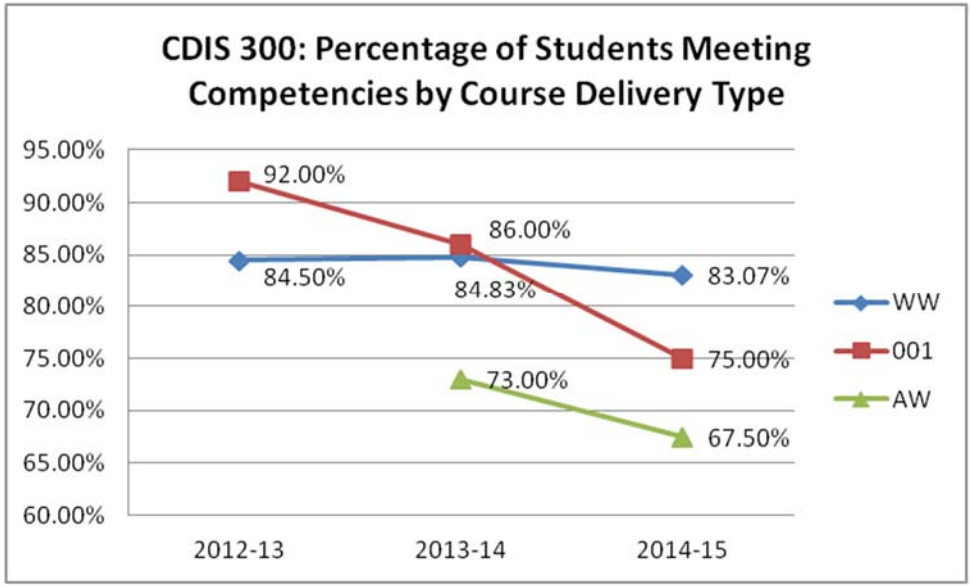
Instructor	Delivery	Weeks	244.007	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg.	Dev. Score	Z-Score
Gray	001	16	72.00	n/a	n/a	Gray	001	16	71.63	n/a	n/a

First assessment cycle.

CDIS 300 Speech-Language-Hearing Anatomy and Physiology		
Measure(s)	**Data Sources**	**Performance Criteria**
100.1) From production through auditory reception, detail all structures and functions required to produce and perceive speech. Students must specifically identify respiratory, phonatory, resonatory, and articulatory components including variations produced in coarticulatory and connected speech contexts with longer linguistic units.	Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
100.2) Develop and implement an oral-motor assessment protocol	Protocol	
		Population/Timeline
		CDIS 300, AY 2014-15

CDIS 300 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**100.1**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**100.2**	**Dev. Score**	**Z-Score**
Bougie	001	16	60.00	-14.11	-1.2276	Bougie	001	16	90.00	3.22	0.6475
Bougie	1AW	16	52.00	-22.11	-1.9236	Bougie	1AW	16	83.00	-3.78	-0.7591
Barrow	2WW	1st 8	86.00	11.89	1.0343	Barrow	2WW	1st 8	95.00	8.22	1.6522
Barrow	3WW	1st 8	86.00	11.89	1.0343	Barrow	3WW	1st 8	95.00	8.22	1.6522
Barrow	4WW	1st 8	70.00	-4.11	-0.3577	Barrow	4WW	1st 8	82.00	-4.78	-0.9601
Barrow	1WW	16	80.00	5.89	0.5123	Barrow	1WW	16	84.00	-2.78	-0.5582
Barrow	2WW	1st 8	80.00	5.89	0.5123	Barrow	2WW	1st 8	84.00	-2.78	-0.5582
Million	4WW	2nd 8	83.00	8.89	0.7733	Million	4WW	2nd 8	88.00	1.22	0.2456
Bougie	1WW	8	70.00	-4.11	-0.3577	Bougie	1WW	8	80.00	-6.78	-1.3620
		Sum	667.00					**Sum**	781.00		
		Mean	74.11					**Mean**	86.78		
		Variance	132.12					**Variance**	24.77		
		St Dev.	11.49					**St Dev.**	4.98		

CDIS 300 Learning Outcomes Analysis: Aggregate Data – All students					
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Bougie	001	16	75.00	-5.44	-0.7478
Bougie	1AW	16	67.50	-12.94	-1.7780
Barrow	2WW	1st 8	90.50	10.06	1.3812
Barrow	3WW	1st 8	90.50	10.06	1.3812
Barrow	4WW	1st 8	76.00	-4.44	-0.6105
Barrow	1WW	16	82.00	1.56	0.2137
Barrow	2WW	1st 8	82.00	1.56	0.2137
Million	4WW	2nd 8	85.50	5.06	0.6944
Bougie	1WW	8	75.00	-5.44	-0.7478
		Sum	724.00		
		Mean	80.44		
		Variance	53.00		
		St Dev.	7.28		



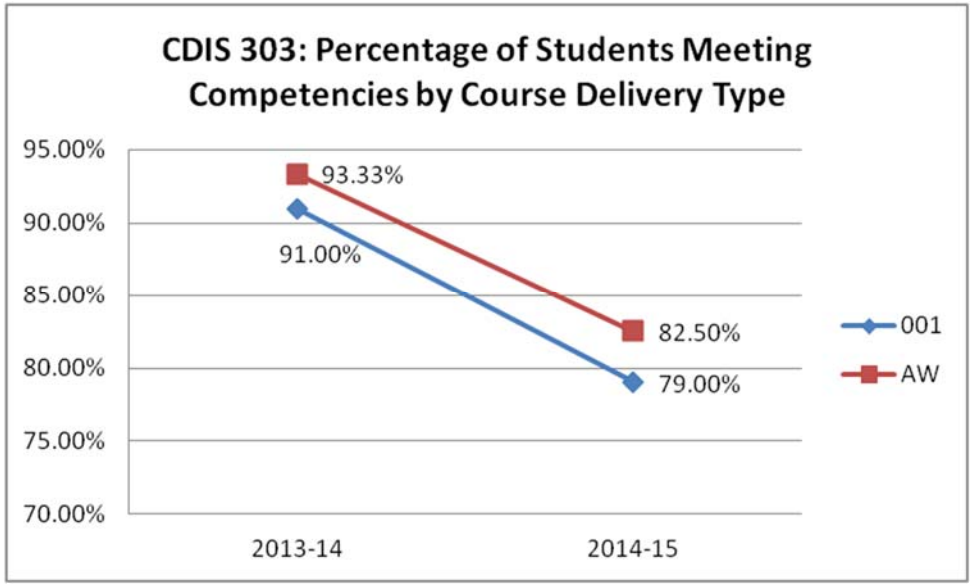
CDIS 303 Language Science		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 303.001) Describe the primary differences between vowels and consonants from a phonetic/phonological perspective	Assignment/Exam	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
CDIS 303.002) Analyze monosyllabic and multisyllabic words using tree diagrams to indicate all of the syllabic features	Assignment/Exam	
CDIS 303.003) Demonstrate basic language analysis and coding skills in the context of a variety of linguistic units and categories	Assignment/Exam	
*CDIS 303.004) Identify and define the language universals (phonology, morphology, syntax, semantics, and pragmatics) in relationship to linguistic form, content, and function	Assignment/Exam/Essay	**Population/Timeline**
*CDIS 303.005) Develop a working definition for language based on information presented in the class, and compare/contrast the application of your definition to a spoken language versus a signed language	Assignment/Exam/Essay	CDIS 303, AY 2014-15
* Not assessed in current cycle. Will be added to AY15-16 assessment plan		

CDIS 303 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	303.001	Dev. Score	Z-Score
Wilkerson	1WW	16	83.00	-6.14	-1.9613
Wilkerson	2WW	16	89.00	-0.14	-0.0456
Wilkerson	001	16	92.00	2.86	0.9122
Wilkerson	1AW	17	92.00	2.86	0.9122
Wilkerson	2AW	18	91.00	1.86	0.5930
Wilkerson	1WW	8	88.00	-1.14	-0.3649
Wilkerson	2WW	8	89.00	-0.14	-0.0456
		Sum	624.00		
		Mean	89.14		
		Variance	9.81		
		St Dev.	3.13		

Instructor	Delivery	Weeks	303.002	Dev. Score	Z-Score
Wilkerson	WW	16	95.00	4.86	0.8704
Wilkerson	WW	16	81.00	-9.14	-1.6383
Wilkerson	001	16	90.00	-0.14	-0.0256
Wilkerson	1AW	17	96.00	5.86	1.0496
Wilkerson	2AW	18	86.00	-4.14	-0.7424
Wilkerson	1WW	8	88.00	-2.14	-0.3840
Wilkerson	2WW	8	95.00	4.86	0.8704
		Sum	631.00		
		Mean	90.14		
		Variance	31.14		
		St Dev.	5.58		

CDIS 303 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	Delivery	Weeks	303.003	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	WW	16	73.00	-1.71	-0.1165	Wilkerson	WW	16	83.67	-1.00	-0.2054
Wilkerson	WW	16	88.00	13.29	0.9028	Wilkerson	WW	16	86.00	1.33	0.2739
Wilkerson	001	16	55.00	-19.71	-1.3396	Wilkerson	001	16	79.00	-5.67	-1.1639
Wilkerson	1AW	17	74.00	-0.71	-0.0485	Wilkerson	1AW	17	87.33	2.67	0.5477
Wilkerson	2AW	18	56.00	-18.71	-1.2717	Wilkerson	2AW	18	77.67	-7.00	-1.4378
Wilkerson	1WW	8	88.00	13.29	0.9028	Wilkerson	1WW	8	88.00	3.33	0.6847
Wilkerson	2WW	8	89.00	14.29	0.9707	Wilkerson	2WW	8	91.00	6.33	1.3008
		Sum	523.00					Sum	592.67		
		Mean	74.71					Mean	84.67		
		Variance	216.57					Variance	23.70		
		St Dev.	14.72					St Dev.	4.87		

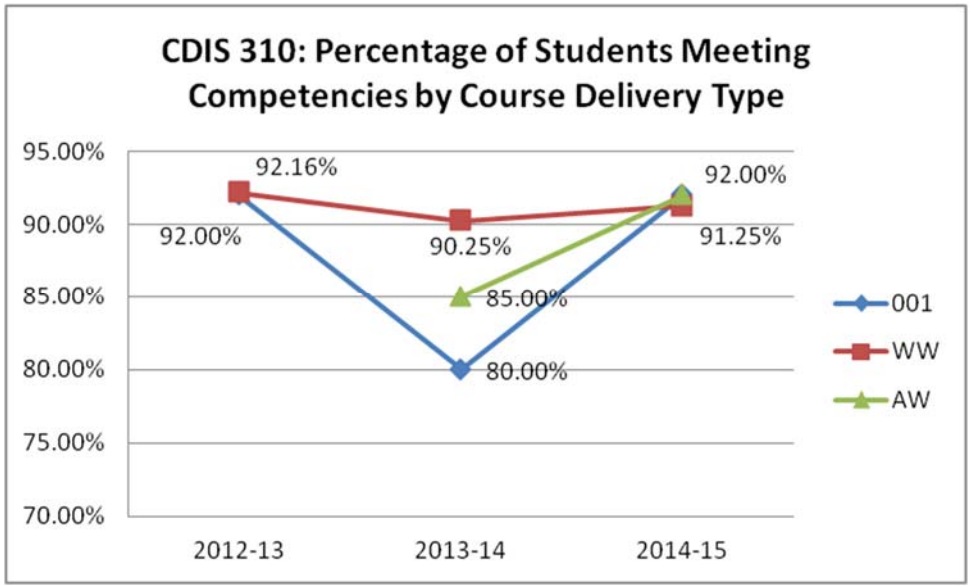


CDIS 310 Phonetics		
Measure(s)	**Data Sources**	**Performance Criteria**
600.2) Transcribe normal speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis	Speech sample	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
		Population/Timeline
		CDIS 310, AY 2014-15

CDIS 310 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	600.2	Dev. Score	Z-Score
Lebsack	001	16	92.00	0.50	0.0684
Lebsack	1AW	16	92.00	0.50	0.0684
Costa-Guerra	2WW	1st 8	100.00	8.50	1.1621
Howard	1WW	16	78.00	-13.50	-1.8457
Mason	2WW	1st 8	92.00	0.50	0.0684
Salley	3WW	1st 8	95.00	3.50	0.4785
		Sum	549.00		
		Mean	91.50		
		Variance	53.50		
		St Dev.	7.31		

Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Lebsack	001	16	92.00	0.50	0.0684
Lebsack	1AW	16	92.00	0.50	0.0684
Costa-Guerra	2WW	1st 8	100.00	8.50	1.1621
Howard	1WW	16	78.00	-13.50	-1.8457
Mason	2WW	1st 8	92.00	0.50	0.0684
Salley	3WW	1st 8	95.00	3.50	0.4785
		Sum	549.00		
		Mean	91.50		
		Variance	53.50		
		St Dev.	7.31		



CDIS 311 Articulation Disorders

Measure(s)	Data Sources	Performance Criteria
100.3) Relate anatomical structure (e.g., dentition, occlusion and function (e.g. extension, retraction to place, manner, and voicing descriptors for normal phoneme development/production	Chart/Exam	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
600.4) Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	GFTA/APP Analysis	
600.5) Compose report detailing results of sample	Articulation Report	
800.1) Transcribe disordered speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis; relate to developmental norms	Speech sample	**Population/Timeline**
800.2) Relate anatomical structure (e.g., dentition, occlusion and function (e.g., hyper/hypo to pattern of error	Assessment Report	CDIS 311, AY 2014-15
800.4) Describe common etiologies and characteristics of speech and language disorders	Exam/Paper/Essay	
800.5) Explain basic differences in delay vs. disorder vs. difference in speech and language profiles	Case based exercises	

CDIS 311 Learning Outcomes Analysis: Aggregate Data – All students

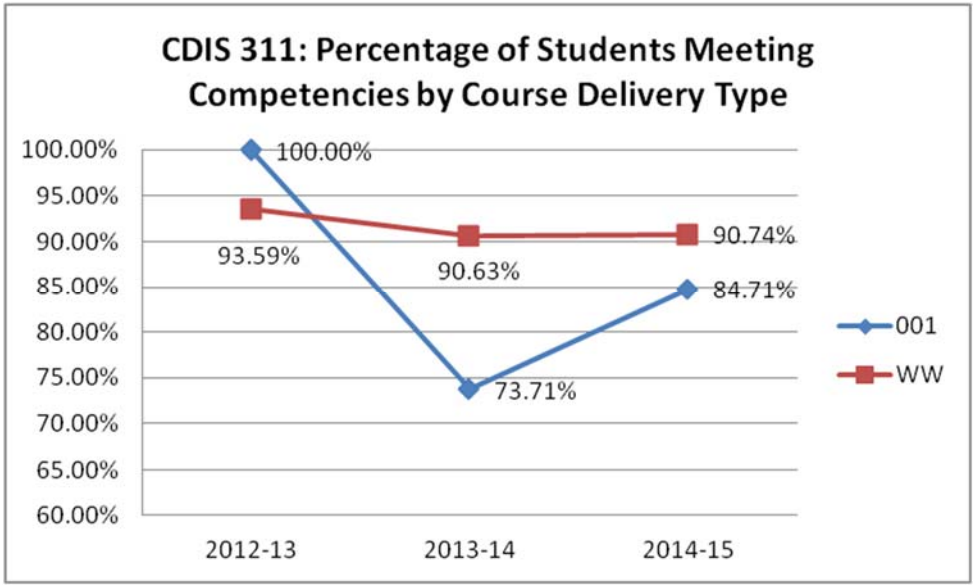
Instructor	Delivery	Weeks	100.3	Dev. Score	Z-Score
Bougie	1WW	16	70.00	-20.43	-1.9512
Costa-Guerra	2WW	2nd 8	97.00	6.57	0.6276
Bougie	001	16	87.00	-3.43	-0.3275
Bougie	1AW	16	89.00	-1.43	-0.1364
Salley	2WW	2nd 8	100.00	9.57	0.9142
Howard	3WW	2nd 8	100.00	9.57	0.9142
Mason	4WW	2nd 8	90.00	-0.43	-0.0409
		Sum	633.00		
		Mean	90.43		
		Variance	109.62		
		St Dev.	10.47		

Instructor	Delivery	Weeks	600.4	Dev. Score	Z-Score
Bougie	1WW	16	70.00	-19.43	-1.9664
Costa-Guerra	2WW	2nd 8	97.00	7.57	0.7663
Bougie	001	16	87.00	-2.43	-0.2458
Bougie	1AW	16	89.00	-0.43	-0.0434
Salley	2WW	2nd 8	95.00	5.57	0.5639
Howard	3WW	2nd 8	100.00	10.57	1.0700
Mason	4WW	2nd 8	88.00	-1.43	-0.1446
		Sum	626.00		
		Mean	89.43		
		Variance	97.62		
		St Dev.	9.88		

CDIS 311 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**600.5**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.1**	**Dev. Score**	**Z-Score**
Bougie	1WW	16	80.00	-10.71	-1.5167	Bougie	1WW	16	80.00	-12.71	-1.6613
Costa-Guerra	2WW	2nd 8	97.00	6.29	0.8898	Costa-Guerra	2WW	2nd 8	97.00	4.29	0.5600
Bougie	001	16	85.00	-5.71	-0.8089	Bougie	001	16	100.00	7.29	0.9520
Bougie	1AW	16	95.00	4.29	0.6067	Bougie	1AW	16	95.00	2.29	0.2987
Salley	2WW	2nd 8	90.00	-0.71	-0.1011	Salley	2WW	2nd 8	85	-7.71	-1.0080
Howard	3WW	2nd 8	100.00	9.29	1.3145	Howard	3WW	2nd 8	100.00	7.29	0.9520
Mason	4WW	2nd 8	88.00	-2.71	-0.3842	Mason	4WW	2nd 8	92.00	-0.71	-0.0933
		Sum	635.00					**Sum**	649.00		
		Mean	90.71					**Mean**	92.71		
		Variance	49.90					**Variance**	58.57		
		St Dev.	7.06					**St Dev.**	7.65		

CDIS 311 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.2**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.4**	**Dev. Score**	**Z-Score**
Bougie	1WW	16	70.00	-18.14	-1.6811	Bougie	1WW	16	70.00	-18.86	-1.6446
Costa-Guerra	2WW	2nd 8	97.00	8.86	0.8207	Costa-Guerra	2WW	2nd 8	97.00	8.14	0.7102
Bougie	001	16	78.00	-10.14	-0.9398	Bougie	001	16	78.00	-10.86	-0.9469
Bougie	1AW	16	89.00	0.86	0.0794	Bougie	1AW	16	89.00	0.14	0.0125
Salley	2WW	2nd 8	95.00	6.86	0.6354	Salley	2WW	2nd 8	100.00	11.14	0.9718
Howard	3WW	2nd 8	100.00	11.86	1.0987	Howard	3WW	2nd 8	100.00	11.14	0.9718
Mason	4WW	2nd 8	88.00	-0.14	-0.0132	Mason	4WW	2nd 8	88.00	-0.86	-0.0748
		Sum	617.00					**Sum**	622.00		
		Mean	88.14					**Mean**	88.86		
		Variance	116.48					**Variance**	131.48		
		St Dev.	10.79					**St Dev.**	11.47		

CDIS 311 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.5**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Bougie	1WW	16	70.00	-18.86	-1.6446	Bougie	1WW	16	72.86	-17.02	-1.8691
Costa-Guerra	2WW	2nd 8	97.00	8.14	0.7102	Costa-Guerra	2WW	2nd 8	97.00	7.12	0.7822
Bougie	001	16	78.00	-10.86	-0.9469	Bougie	001	16	84.71	-5.16	-0.5670
Bougie	1AW	16	89.00	0.14	0.0125	Bougie	1AW	16	90.71	0.84	0.0919
Salley	2WW	2nd 8	100.00	11.14	0.9718	Salley	2WW	2nd 8	95.00	5.12	0.5625
Howard	3WW	2nd 8	100.00	11.14	0.9718	Howard	3WW	2nd 8	100.00	10.12	1.1116
Mason	4WW	2nd 8	88.00	-0.86	-0.0748	Mason	4WW	2nd 8	88.86	-1.02	-0.1121
		Sum	622.00					**Sum**	629.14		
		Mean	88.86					**Mean**	89.88		
		Variance	131.48					**Variance**	82.92		
		St Dev.	11.47					**St Dev.**	9.11		



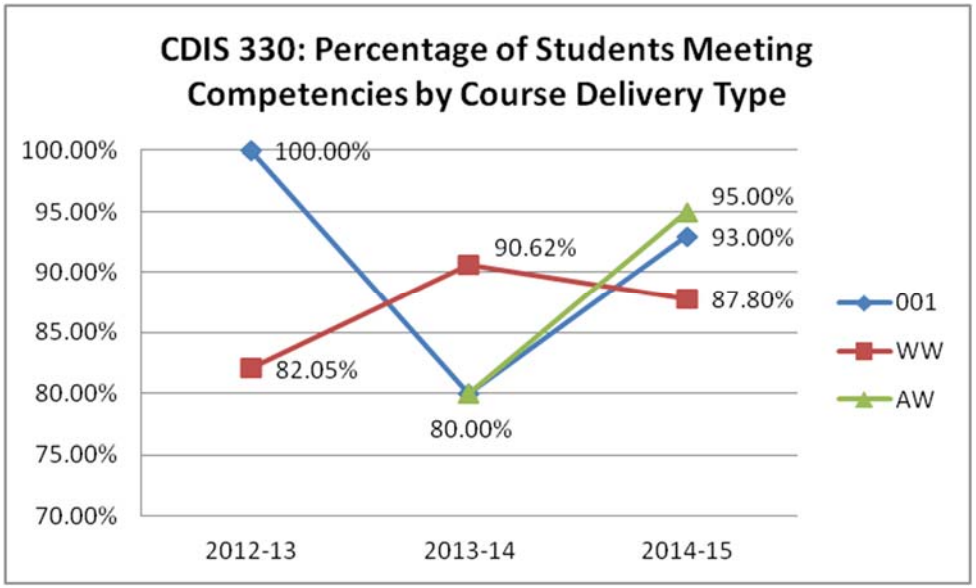
CDIS 330 Speech and Language Development		
Measure(s)	**Data Sources**	**Performance Criteria**
500.1) Describe how theories of speech and language development explain the emergence of communication	Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
500.2) Construct a chart of developmental milestones to include auditory skills, speech development, language development, cognitive development, psycho-social emotional development, gross/fine motor development, and play skills development	Developmental Chart	
600.1) Differentiate the parameters of speech and language according to form, content, and use as well as phonology, morphology, syntax, semantics, and pragmatics	Case based exercises	**Population/Timeline** CDIS 330, AY 2014-15

CDIS 330 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	500.1	Dev. Score	Z-Score
Copple	001	16	99.00	8.78	1.2686
Copple	1AW	16	99.00	8.78	1.2686
Howard	2WW	1st 8	80.00	-10.22	-1.4774
Salley	3WW	1st 8	91.00	0.78	0.1124
Hamilton	5WW	1st 8	86.00	-4.22	-0.6102
Worthington	1WW	16	100.00	9.78	1.4131
Hamilton	2WW	1st 8	87.00	-3.22	-0.4657
Mason	1WW	8	85.00	-5.22	-0.7547
Mason	2WW	8	85.00	-5.22	-0.7547
		Sum	812.00		
		Mean	90.22		
		Variance	47.88		
		St Dev.	6.92		

Instructor	Delivery	Weeks	500.2	Dev. Score	Z-Score
Copple	001	16	99.00	8.67	1.4400
Copple	1AW	16	99.00	8.67	1.4400
Howard	2WW	1st 8	80.00	-10.33	-1.7169
Salley	3WW	1st 8	90.00	-0.33	-0.0554
Hamilton	5WW	1st 8	86.00	-4.33	-0.7200
Worthington	1WW	16	92.00	1.67	0.2769
Hamilton	2WW	1st 8	87.00	-3.33	-0.5538
Mason	1WW	8	90.00	-0.33	-0.0554
Mason	2WW	8	90.00	-0.33	-0.0554
		Sum	813.00		
		Mean	90.33		
		Variance	36.22		
		St Dev.	6.02		

CDIS 330 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**600.1**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Copple	001	16	81.00	-6.00	-1.5492	Copple	001	16	93.00	3.81	0.8064
Copple	1AW	16	87.00	0.00	0.0000	Copple	1AW	16	95.00	5.81	1.2292
Howard	2WW	1st 8	80.00	-7.00	-1.8074	Howard	2WW	1st 8	80.00	-9.19	-1.9417
Salley	3WW	1st 8	90.00	3.00	0.7746	Salley	3WW	1st 8	90.33	1.15	0.2427
Hamilton	5WW	1st 8	86.00	-1.00	-0.2582	Hamilton	5WW	1st 8	86.00	-3.19	-0.6733
Worthington	1WW	16	92.00	5.00	1.2910	Worthington	1WW	16	94.67	5.48	1.1588
Hamilton	2WW	1st 8	87.00	0.00	0.0000	Hamilton	2WW	1st 8	87.00	-2.19	-0.4619
Mason	1WW	8	90.00	3.00	0.7746	Mason	1WW	8	88.33	-0.85	-0.1801
Mason	2WW	8	90.00	3.00	0.7746	Mason	2WW	8	88.33	-0.85	-0.1801
		Sum	783.00					**Sum**	802.67		
		Mean	87.00					**Mean**	89.19		
		Variance	15.00					**Variance**	22.38		
		St Dev.	3.87					**St Dev.**	4.73		



CDIS 332 Language Disorders in Children		
Measure(s)	**Data Sources**	**Performance Criteria**
600.3) Transcribe normal language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index	Language sample	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
600.4) Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	PLS/TOLD/CELF Analysis	
600.5) Compose report detailing results of sample	Language Report	
800.3) Transcribe disordered language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index; relate to developmental norms	Language Sample	**Population/Timeline**
800.4) Describe common etiologies and characteristics of speech and language disorders	Exam/Paper/Essay	CDIS 332, AY 2014-15
800.5) Explain basic differences in delay vs. disorder vs. difference in speech and language profiles	Case based exercises	

CDIS 332 Learning Outcomes Analysis: Aggregate Data – All students

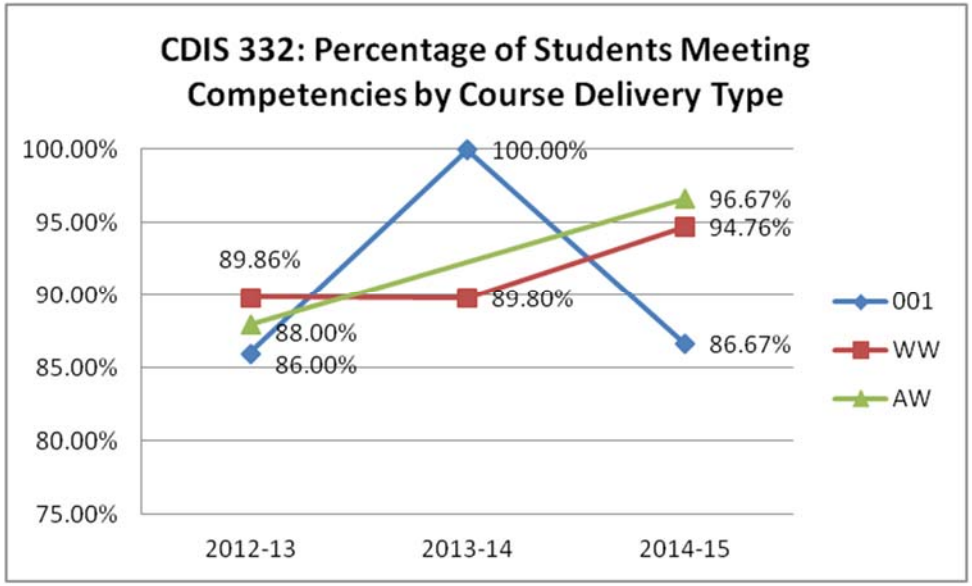
Instructor	Delivery	Weeks	600.3	Dev. Score	Z-Score
Mason	1WW	2nd 8	96.00	0.33	0.1057
Salley	2WW	2nd 8	100.00	4.33	1.3930
Howard	3WW	2nd 8	96.00	0.33	0.1057
Bratcher	5WW	16	94.70	-0.97	-0.3126
Lebsack	001	16	90.00	-5.67	-1.8252
Lebsack	1AW	16	95.00	-0.67	-0.2161
Costa-Guerra	1WW	2nd 8	98.00	2.33	0.7494
		Sum	669.70		
		Mean	95.67		
		Variance	9.66		
		St Dev.	3.11		

Instructor	Delivery	Weeks	600.4	Dev. Score	Z-Score
Mason	1WW	2nd 8	96.00	2.43	0.3609
Salley	2WW	2nd 8	100.00	6.43	0.9553
Howard	3WW	2nd 8	96.00	2.43	0.3609
Bratcher	5WW	16	80.00	-13.57	-2.0167
Lebsack	001	16	90.00	-3.57	-0.5307
Lebsack	1AW	16	95.00	1.43	0.2123
Costa-Guerra	1WW	2nd 8	98.00	4.43	0.6581
		Sum	655.00		
		Mean	93.57		
		Variance	45.29		
		St Dev.	6.73		

CDIS 332 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**600.5**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.3**	**Dev. Score**	**Z-Score**
Mason	1WW	2nd 8	96.00	3.14	0.6782	Mason	1WW	2nd 8	90.00	-2.00	-0.3288
Salley	2WW	2nd 8	85.00	-7.86	-1.6955	Salley	2WW	2nd 8	95.00	3.00	0.4932
Howard	3WW	2nd 8	96.00	3.14	0.6782	Howard	3WW	2nd 8	96.00	4.00	0.6576
Bratcher	5WW	16	90.00	-2.86	-0.6165	Bratcher	5WW	16	80.00	-12.00	-1.9728
Lebsack	001	16	90.00	-2.86	-0.6165	Lebsack	001	16	90.00	-2.00	-0.3288
Lebsack	1AW	16	95.00	2.14	0.4624	Lebsack	1AW	16	95.00	3.00	0.4932
Costa-Guerra	1WW	2nd 8	98.00	5.14	1.1098	Costa-Guerra	1WW	2nd 8	98.00	6.00	0.9864
		Sum	650.00					**Sum**	644.00		
		Mean	92.86					**Mean**	92.00		
		Variance	21.48					**Variance**	37.00		
		St Dev.	4.63					**St Dev.**	6.08		

CDIS 332 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.4**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.5**	**Dev. Score**	**Z-Score**
Mason	1WW	2nd 8	96.00	1.71	0.2607	Mason	1WW	2nd 8	96.00	1.14	0.1653
Salley	2WW	2nd 8	96.00	1.71	0.2607	Salley	2WW	2nd 8	100.00	5.14	0.7438
Howard	3WW	2nd 8	96.00	1.71	0.2607	Howard	3WW	2nd 8	96.00	1.14	0.1653
Bratcher	5WW	16	94.00	-0.29	-0.0435	Bratcher	5WW	16	94.00	-0.86	-0.1240
Lebsack	001	16	80.00	-14.29	-2.1725	Lebsack	001	16	80.00	-14.86	-2.1487
Lebsack	1AW	16	100.00	5.71	0.8690	Lebsack	1AW	16	100.00	5.14	0.7438
Costa-Guerra	1WW	2nd 8	98.00	3.71	0.5649	Costa-Guerra	1WW	2nd 8	98.00	3.14	0.4545
		Sum	660.00					**Sum**	664.00		
		Mean	94.29					**Mean**	94.86		
		Variance	43.24					**Variance**	47.81		
		St Dev.	6.58					**St Dev.**	6.91		

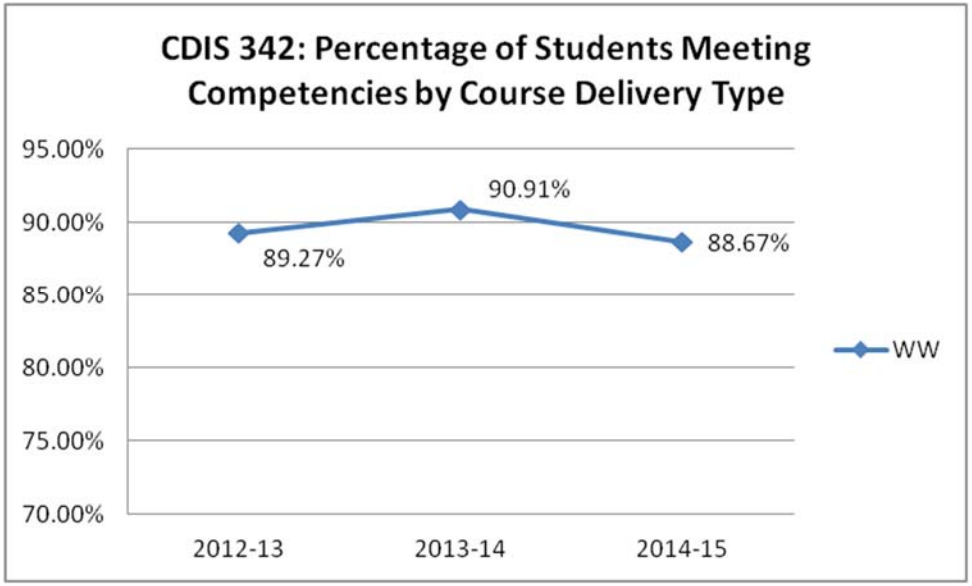
CDIS 332 Learning Outcomes Analysis: Aggregate Data – All students					
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Mason	1WW	2nd 8	95.00	1.13	0.2595
Salley	2WW	2nd 8	96.00	2.13	0.4900
Howard	3WW	2nd 8	96.00	2.13	0.4900
Bratcher	5WW	16	88.78	-5.09	-1.1730
Lebsack	001	16	86.67	-7.21	-1.6608
Lebsack	1AW	16	96.67	2.79	0.6436
Costa-Guerra	1WW	2nd 8	98.00	4.13	0.9508
		Sum	657.12		
		Mean	93.87		
		Variance	18.83		
		St Dev.	4.34		



CDIS 342 Basic Audiology		
Measure(s)	**Data Sources**	**Performance Criteria**
300.5) Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry	Exam/Skills Demonstration	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
300.6) Analyze and interpret audiometric report	Write audiometric report	
800.6) Relate type of hearing loss to anatomical structure and function	Report Summary	**Population/Timeline**
		CDIS 342, AY 2014-15

CDIS 342 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**300.5**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**300.6**	**Dev. Score**	**Z-Score**
Hall	1WW	16	87.00	0.20	0.0598	Hall	1WW	16	90.00	3.20	0.8346
Million	2WW	2nd 8	83.00	-3.80	-1.1355	Million	2WW	2nd 8	87.00	0.20	0.0522
Million	4WW	2nd 8	84.00	-2.80	-0.8367	Million	4WW	2nd 8	84.00	-2.80	-0.7303
Hall	1WW	1st 8	89.00	2.20	0.6574	Hall	1WW	1st 8	91.00	4.20	1.0954
Million	2WW	2nd 8	91.00	4.20	1.2550	Million	2WW	2nd 8	82.00	-4.80	-1.2519
		Sum	434.00					**Sum**	434.00		
		Mean	86.80					**Mean**	86.80		
		Variance	11.20					**Variance**	14.70		
		St Dev.	3.35					**St Dev.**	3.83		

CDIS 342 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.6**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Hall	1WW	16	92.00	0.80	0.2569	Hall	1WW	16	89.67	1.40	0.8815
Million	2WW	2nd 8	96.00	4.80	1.5412	Million	2WW	2nd 8	88.67	0.40	0.2519
Million	4WW	2nd 8	89.00	-2.20	-0.7064	Million	4WW	2nd 8	85.67	-2.60	-1.6371
Hall	1WW	1st 8	88.00	-3.20	-1.0275	Hall	1WW	1st 8	89.33	1.07	0.6716
Million	2WW	2nd 8	91.00	-0.20	-0.0642	Million	2WW	2nd 8	88.00	-0.27	-0.1679
		Sum	456.00					**Sum**	441.33		
		Mean	91.20					**Mean**	88.27		
		Variance	9.70					**Variance**	2.52		
		St Dev.	3.11					**St Dev.**	1.59		


CDIS 342: Percentage of Students Meeting Competencies by Course Delivery Type
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
90.91%
89.27%
88.67%
2012-13
2013-14
2014-15
WW

CDIS 400 Speech and Hearing Science		
Measure(s)	**Data Sources**	**Performance Criteria**
300.1) Create and analyze waveforms for frequency, amplitude, and periodicity	Speech lab assignment	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
300.2) Spectrographically analyze and identify selected vowel and consonant sounds	Speech lab assignment	
300.3) Analyze voice samples for jitter, shimmer, mean harmonics-to-noise ratio, voicing, and pitch spectrographic analysis	Speech lab assignment	
300.4) Define formant and describe the manner in which variations in physiology affect formant frequencies	Exam/Paper/Essay	**Population/Timeline** CDIS 400, AY 2014-15

CDIS 400 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	300.1	Dev. Score	Z-Score
Wilkerson	001	16	67.00	-21.00	-1.7380
Wilkerson	1AW	16	90.00	2.00	0.1655
Wilkerson	2AW	16	97.00	9.00	0.7448
Wilkerson	1WW	8	95.00	7.00	0.5793
Wilkerson	2WW	8	91.00	3.00	0.2483
		Sum	440.00		
		Mean	88.00		
		Variance	146.00		
		St Dev.	12.08		

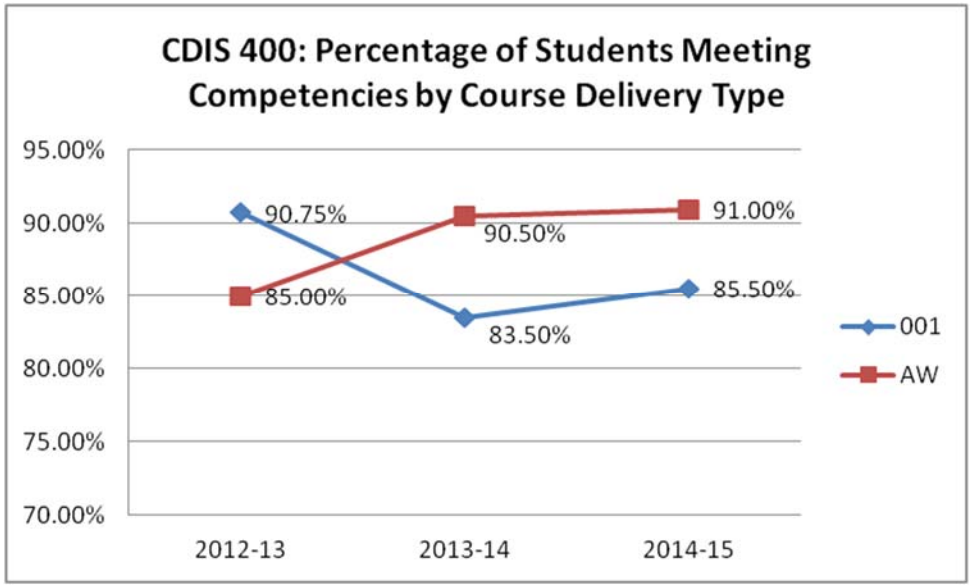
Instructor	Delivery	Weeks	300.2	Dev. Score	Z-Score
Wilkerson	001	16	100.00	8.00	0.7113
Wilkerson	1AW	16	100.00	8.00	0.7113
Wilkerson	2AW	16	96.00	4.00	0.3556
Wilkerson	1WW	8	91.00	-1.00	-0.0889
Wilkerson	2WW	8	73.00	-19.00	-1.6893
		Sum	460.00		
		Mean	92.00		
		Variance	126.50		
		St Dev.	11.25		

CDIS 400 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	300.3	Dev. Score	Z-Score
Wilkerson	001	16	100.00	4.50	1.5435
Wilkerson	1AW	16	95.00	-0.50	-0.1715
Wilkerson	2AW	16	96.00	0.50	0.1715
Wilkerson	1WW	8	94.50	-1.00	-0.3430
Wilkerson	2WW	8	92.00	-3.50	-1.2005
		Sum	477.50		
		Mean	95.50		
		Variance	8.50		
		St Dev.	2.92		

Instructor	Delivery	Weeks	300.4	Dev. Score	Z-Score
Wilkerson	001	16	75.00	-6.20	-0.5866
Wilkerson	1AW	16	76.00	-5.20	-0.4920
Wilkerson	2AW	16	78.00	-3.20	-0.3028
Wilkerson	1WW	8	77.00	-4.20	-0.3974
Wilkerson	2WW	8	100.00	18.80	1.7788
		Sum	406.00		
		Mean	81.20		
		Variance	111.70		
		St Dev.	10.57		

CDIS 400 Learning Outcomes Analysis: Aggregate Data – All students					
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Wilkerson	001	16	85.50	-3.68	-1.5902
Wilkerson	1AW	16	90.25	1.08	0.4652
Wilkerson	2AW	16	91.75	2.58	1.1142
Wilkerson	1WW	8	89.38	0.20	0.0865
Wilkerson	2WW	8	89.00	-0.17	-0.0757
		Sum	445.88		
		Mean	89.18		
		Variance	5.34		
		St Dev.	2.31		



CDIS 421 Neuroscience of Communication		
Measure(s)	**Data Sources**	**Performance Criteria**
200.1) Identify and explain functions for cranial nerves	Exam/Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
200.2) Differentiate structures within and functions of neurological systems	Exam/Paper/Essay	
200.3) Identify and list functions for UMN and LMN systems	Exam/Paper/Essay	
200.4) Explain the blood supply of the brain and brain stem	Exam/Paper/Essay	
200.5) Identify lobes and their functions	Exam/Paper/Essay	**Population/Timeline**
		CDIS 421, AY 2014-15

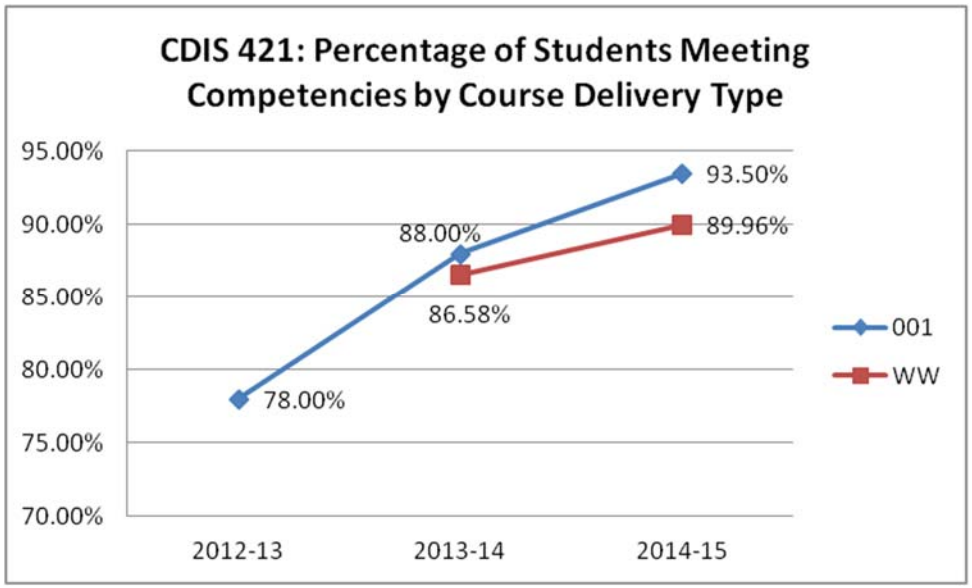
CDIS 421 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	200.1	Dev. Score	Z-Score	Instructor	Delivery	Weeks	200.2	Dev. Score	Z-Score
Weems	001	16	92.50	3.66	1.0954	Weems	001	16	97.50	5.82	1.0954
Weems	1WW	16	92.50	3.66	1.0954	Weems	1WW	16	97.50	5.82	1.0954
Weems	1WW	8	86.40	-2.44	-0.7303	Weems	1WW	8	87.80	-3.88	-0.7303
Weems	2WW	8	86.40	-2.44	-0.7303	Weems	2WW	8	87.80	-3.88	-0.7303
Weems	3WW	8	86.40	-2.44	-0.7303	Weems	3WW	8	87.80	-3.88	-0.7303
		Sum	444.20					**Sum**	458.40		
		Mean	88.84					**Mean**	91.68		
		Variance	11.16					**Variance**	28.23		
		St Dev.	3.34					**St Dev.**	5.31		

CDIS 421 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	200.3	Dev. Score	Z-Score	Instructor	Delivery	Weeks	200.4	Dev. Score	Z-Score
Weems	001	16	90.00	2.16	1.0954	Weems	001	16	92.50	1.86	1.0954
Weems	1WW	16	90.00	2.16	1.0954	Weems	1WW	16	92.50	1.86	1.0954
Weems	1WW	8	86.40	-1.44	-0.7303	Weems	1WW	8	89.40	-1.24	-0.7303
Weems	2WW	8	86.40	-1.44	-0.7303	Weems	2WW	8	89.40	-1.24	-0.7303
Weems	3WW	8	86.40	-1.44	-0.7303	Weems	3WW	8	89.40	-1.24	-0.7303
		Sum	439.20					**Sum**	453.20		
		Mean	87.84					**Mean**	90.64		
		Variance	3.89					**Variance**	2.88		
		St Dev.	1.97					**St Dev.**	1.70		

CDIS 421 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**200.5**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Weems	001	16	95.00	0.66	1.0954	Weems	001	16	93.50	2.83	1.0954
Weems	1WW	16	95.00	0.66	1.0954	Weems	1WW	16	93.50	2.83	1.0954
Weems	1WW	8	93.90	-0.44	-0.7303	Weems	1WW	8	88.78	-1.89	-0.7303
Weems	2WW	8	93.90	-0.44	-0.7303	Weems	2WW	8	88.78	-1.89	-0.7303
Weems	3WW	8	93.90	-0.44	-0.7303	Weems	3WW	8	88.78	-1.89	-0.7303
		Sum	471.70					**Sum**	453.34		
		Mean	94.34					**Mean**	90.67		
		Variance	0.36					**Variance**	6.68		
		St Dev.	0.60					**St Dev.**	2.59		

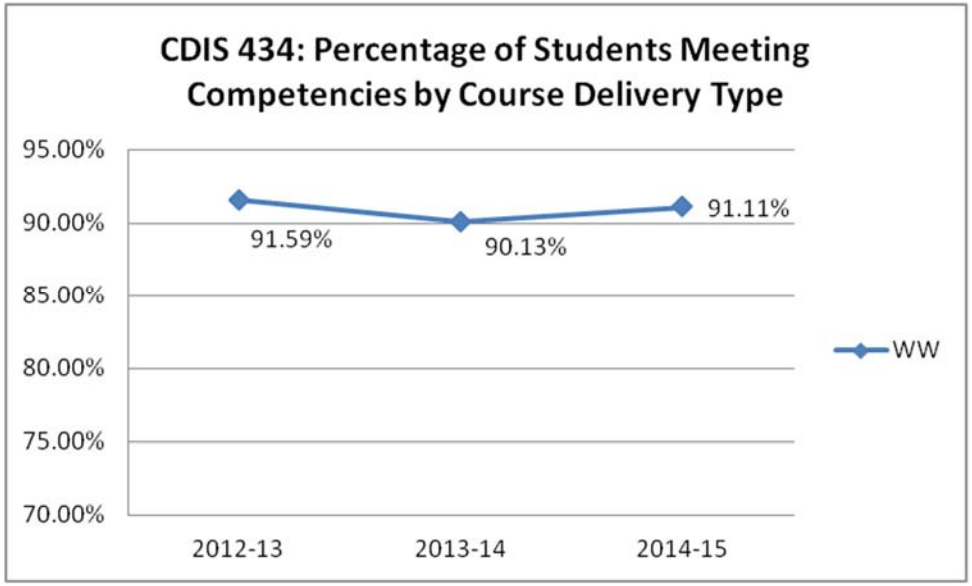


CDIS 434 Aural Rehabilitation		
Measure(s)	**Data Sources**	**Performance Criteria**
800.7) Discriminate and describe amplification systems	Exam/Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
800.8) Discriminate and describe communication methods for deaf and HOH individuals	Exam/Paper/Essay	
800.9) Match amplification and communication method to client need based on type and degree of loss in conjunction with communication profile	Case based exercises	**Population/Timeline** CDIS 434, AY 2014-15

CDIS 434 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	800.7	Dev. Score	Z-Score	Instructor	Delivery	Weeks	800.8	Dev. Score	Z-Score
Million	3WW	2nd 8	92.00	0.33	0.0748	Million	3WW	2nd 8	85.00	-5.67	-1.4409
Million	4WW	16	90.00	-1.67	-0.3739	Million	4WW	16	95.00	4.33	1.1019
Million	1WW	16	100.00	8.33	1.8696	Million	1WW	16	95.00	4.33	1.1019
Hall	2WW	2nd 8	88.00	-3.67	-0.8226	Hall	2WW	2nd 8	90.00	-0.67	-0.1695
Million	3WW	1st 8	88.00	-3.67	-0.8226	Million	3WW	1st 8	88.00	-2.67	-0.6781
Hall	1WW	8	92.00	0.33	0.0748	Hall	1WW	8	91.00	0.33	0.0848
		Sum	550.00					**Sum**	544.00		
		Mean	91.67					**Mean**	90.67		
		Variance	19.87					**Variance**	15.47		
		St Dev.	4.46					**St Dev.**	3.93		

CDIS 434 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.9**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Million	3WW	2nd 8	92.00	1.00	0.2635	Million	3WW	2nd 8	89.67	-1.44	-0.5291
Million	4WW	16	85.00	-6.00	-1.5811	Million	4WW	16	90.00	-1.11	-0.4070
Million	1WW	16	95.00	4.00	1.0541	Million	1WW	16	96.67	5.56	2.0351
Hall	2WW	2nd 8	92.00	1.00	0.2635	Hall	2WW	2nd 8	90.00	-1.11	-0.4070
Million	3WW	1st 8	94.00	3.00	0.7906	Million	3WW	1st 8	90.00	-1.11	-0.4070
Hall	1WW	8	88.00	-3.00	-0.7906	Hall	1WW	8	90.33	-0.78	-0.2849
		Sum	546.00					**Sum**	546.67		
		Mean	91.00					**Mean**	91.11		
		Variance	14.40					**Variance**	7.45		
		St Dev.	3.79					**St Dev.**	2.73		



CDIS 441 Speech-Language Preclinical		
Measure(s)	**Data Sources**	**Performance Criteria**
400.1) Integrate basic principles of cognitive psychology into intervention contexts	Application assignment/Therapy lesson plan	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
400.2) Integrate basic principles of behavior modification into intervention contexts	Exam/Therapy lesson plan	
400.3) Address multiple learning styles in therapeutic contexts	Application assignment/ Therapy lesson plan	
700.1) Describe impact of and modifications necessary for successful interactions with diverse multicultural clientele	Cultural competency exam/ Application assignment	**Population/Timeline**
800.10) Discriminate and explain various intervention models for addressing speech and language disorders	Application assignment/Essay	CDIS 441, AY 2014-15
800.11) Use elementary principles of EBP to justify decision making process	Application assignment/ Therapy lesson plan	
800.16) Apply the ASHA COE to case-based situations	Application assignment/Essay	
800.17) Explain scope of practice, legal policy, etc.	Application assignment/Essay	
800.19) Complete clinical application assignments	Therapy lesson plans/ Language sample-analysis	
800.20) Prepare an informational session on communicative disorders	Application assignment/ Service learning project	

CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	400.1	Dev. Score	Z-Score
Wilkerson	1WW	16	88.00	-2.00	-0.3780
Wilkerson	1WW	16	96.00	6.00	1.1339
Wilkerson	1WW	8	86.00	-4.00	-0.7559
		Sum	270.00		
		Mean	90.00		
		Variance	28.00		
		St Dev.	5.29		

Instructor	Delivery	Weeks	400.2	Dev. Score	Z-Score
Wilkerson	1WW	16	80.00	-13.33	-1.1547
Wilkerson	1WW	16	100.00	6.67	0.5774
Wilkerson	1WW	8	100.00	6.67	0.5774
		Sum	280.00		
		Mean	93.33		
		Variance	133.33		
		St Dev.	11.55		

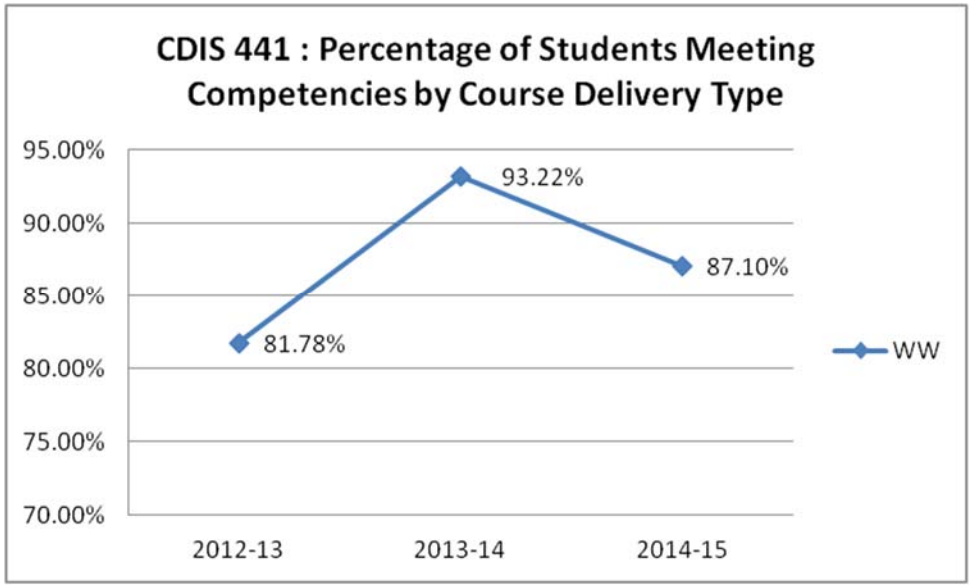
CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**400.3**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**700.1**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	88.00	-4.00	-1.0000	Wilkerson	1WW	16	96.00	0.00	0.0000
Wilkerson	1WW	16	96.00	4.00	1.0000	Wilkerson	1WW	16	96.00	0.00	0.0000
Wilkerson	1WW	8	92.00	0.00	0.0000	Wilkerson	1WW	8	96.00	0.00	0.0000
		Sum	276.00					**Sum**	288.00		
		Mean	92.00					**Mean**	96.00		
		Variance	16.00					**Variance**	0.00		
		St Dev.	4.00					**St Dev.**	0.00		

CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.10**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.11**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	76.00	-6.67	-1.0911	Wilkerson	1WW	16	64.00	-8.00	-0.4588
Wilkerson	1WW	16	84.00	1.33	0.2182	Wilkerson	1WW	16	60.00	-12.00	-0.6882
Wilkerson	1WW	8	88.00	5.33	0.8729	Wilkerson	1WW	8	92.00	20.00	1.1471
		Sum	248.00					**Sum**	216.00		
		Mean	82.67					**Mean**	72.00		
		Variance	37.33					**Variance**	304.00		
		St Dev.	6.11					**St Dev.**	17.44		

CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.16**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.17**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	76.00	-5.00	-0.3780	Wilkerson	1WW	16	96.00	5.33	0.5774
Wilkerson	1WW	16	96.00	15.00	1.1339	Wilkerson	1WW	16	80.00	-10.67	-1.1547
Wilkerson	1WW	8	71.00	-10.00	-0.7559	Wilkerson	1WW	8	96.00	5.33	0.5774
		Sum	243.00					**Sum**	272.00		
		Mean	81.00					**Mean**	90.67		
		Variance	175.00					**Variance**	85.33		
		St Dev.	13.23					**St Dev.**	9.24		

CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	Delivery	Weeks	800.19	Dev. Score	Z-Score	Instructor	Delivery	Weeks	800.20	Dev. Score	Z-Score
Wilkerson	1WW	16	68.00	-12.00	-0.8321	Wilkerson	1WW	16	84.00	-9.33	-1.1209
Wilkerson	1WW	16	76.00	-4.00	-0.2774	Wilkerson	1WW	16	96.00	2.67	0.3203
Wilkerson	1WW	8	96.00	16.00	1.1094	Wilkerson	1WW	8	100.00	6.67	0.8006
		Sum	240.00					Sum	280.00		
		Mean	80.00					Mean	93.33		
		Variance	208.00					Variance	69.33		
		St Dev.	14.42					St Dev.	8.33		

CDIS 441 Learning Outcomes Analysis: Aggregate Data – All students					
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	81.60	-5.50	-1.0764
Wilkerson	1WW	16	88.00	0.90	0.1761
Wilkerson	1WW	8	91.70	4.60	0.9002
		Sum	445.88		
		Mean	89.18		
		Variance	5.34		
		St Dev.	2.31		



CDIS 441L Speech-Language Preclinical		
Measure(s)	**Data Sources**	**Performance Criteria**
800.18) Complete clinical observations as assigned	Practicum activity	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
		Population/Timeline
		CDIS 441L, AY 2014-15

CDIS 441L Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	800.18	Dev. Score	Z-Score
Wilkerson	1WW	8	67.00	-10.50	-0.7071
Wilkerson	2WW	8	88.00	10.50	0.7071
		Sum	155.00		
		Mean	77.50		
		Variance	220.50		
		St Dev.	14.85		

Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	8	67.00	-10.50	-0.7071
Wilkerson	2WW	8	88.00	10.50	0.7071
		Sum	155.00		
		Mean	77.50		
		Variance	220.50		
		St Dev.	14.85		

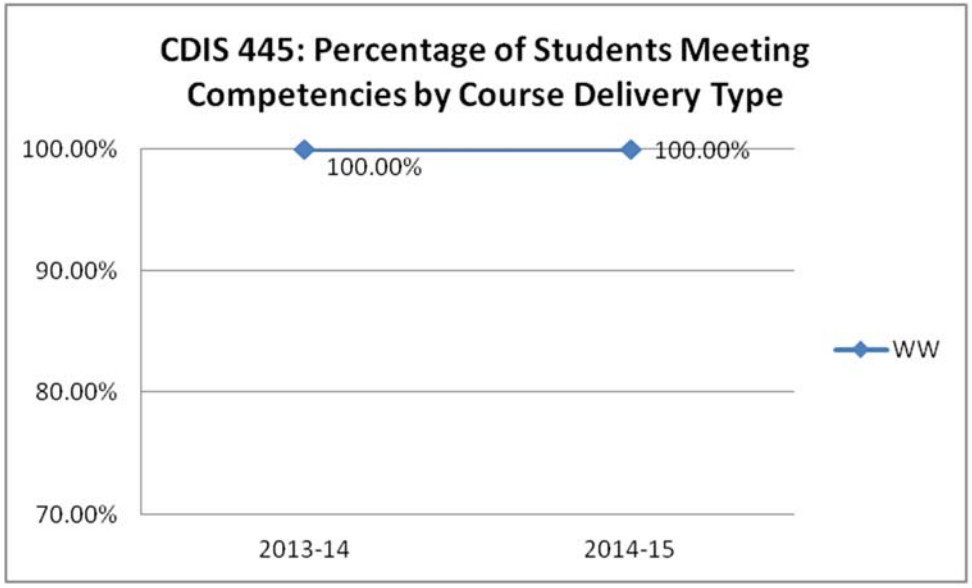
First assessment cycle.

CDIS 445 Speech-Language Practicum		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 445.001) Demonstrate basic clinical competencies in the delivery of therapy services and clinical documentation.	Skills performance	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
		Population/Timeline
		CDIS 445, AY 2014-15

CDIS 445 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	445.001	Dev. Score	Z-Score
Wilkerson	001	16	100.00	0.00	0.0000
Wilkerson	001	16	100.00	0.00	0.0000
		Sum	200.00		
		Mean	100.00		
		Variance	0.00		
		St Dev.	0.00		

Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	001	16	100.00	0.00	0.0000
Wilkerson	001	16	100.00	0.00	0.0000
		Sum	200.00		
		Mean	100.00		
		Variance	0.00		
		St Dev.	0.00		



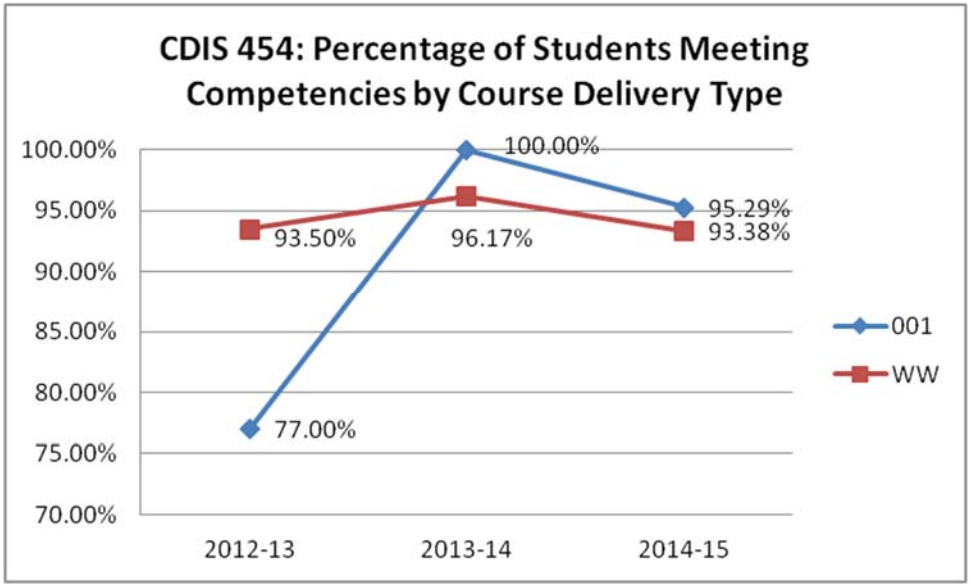
CDIS 454 Speech and Language Assessment		
Measure(s)	**Data Sources**	**Performance Criteria**
700.2) Describe impact of and modifications necessary for successful assessment with diverse multicultural clientele	Assessment Report	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
800.12S) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Speech)	GFTA/APP Analysis	
800.12L) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Language)	PLS/TOLD/CELF Analysis	
800.13 Complete syllable shape, positional, and place/manner/voice analysis; identify error types (SODA, pattern of error, intelligibility index, and phonetic inventory	Diagnostic Report	
800.14 Integrate and analyze findings from case history (social, educational, medical, etc., oral motor structure and function, articulatory and phonological assessments, receptive/expressive language in all parameters (syntax, morphology, semantics, pragmatics, narrative, problem solving, etc., auditory skills, literacy, dynamic assessment, cultural/linguistic variables	Diagnostic Report	
800.15S) Compose report detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP (Speech)	Diagnostic Report	
800.15L) Compose report detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP (Language)		**Population/Timeline** CDIS 454, AY 2014-15

CDIS 454 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**700.2**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.12S**	**Dev. Score**	**Z-Score**
Worthington	001	16	78	-18.33	-2.0412	Worthington	001	16	100	6.17	1.0806
Worthington	1AW	16	100	3.67	0.4082	Worthington	1AW	16	93	-0.83	-0.1460
Worthington	2AW	16	100	3.67	0.4082	Worthington	2AW	16	100	6.17	1.0806
Worthington	1WW	16	100.00	3.67	0.4082	Worthington	1WW	16	95.00	1.17	0.2044
Lebsack	1WW	8	100.00	3.67	0.4082	Lebsack	1WW	8	89.00	-4.83	-0.8470
Lebsack	2WW	8	100.00	3.67	0.4082	Lebsack	2WW	8	86.00	-7.83	-1.3727
		Sum	578.00					**Sum**	563.00		
		Mean	96.33					**Mean**	93.83		
		Variance	80.67					**Variance**	32.57		
		St Dev.	8.98					**St Dev.**	5.71		

CDIS 454 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.12L**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.13**	**Dev. Score**	**Z-Score**
Worthington	001	16	100	6.17	1.0806	Worthington	001	16	89	-3.17	-0.6098
Worthington	1AW	16	93	-0.83	-0.1460	Worthington	1AW	16	93	0.83	0.1605
Worthington	2AW	16	100	6.17	1.0806	Worthington	2AW	16	96	3.83	0.7382
Worthington	1WW	16	95.00	1.17	0.2044	Worthington	1WW	16	89.00	-3.17	-0.6098
Lebsack	1WW	8	89.00	-4.83	-0.8470	Lebsack	1WW	8	100.00	7.83	1.5085
Lebsack	2WW	8	86.00	-7.83	-1.3727	Lebsack	2WW	8	86.00	-6.17	-1.1875
		Sum	563.00					**Sum**	553.00		
		Mean	93.83					**Mean**	92.17		
		Variance	32.57					**Variance**	26.97		
		St Dev.	5.71					**St Dev.**	5.19		

CDIS 454 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.14**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**800.15S**	**Dev. Score**	**Z-Score**
Worthington	001	16	100	4.17	0.7440	Worthington	001	16	100	4.17	0.7440
Worthington	1AW	16	93	-2.83	-0.5059	Worthington	1AW	16	93	-2.83	-0.5059
Worthington	2AW	16	100	4.17	0.7440	Worthington	2AW	16	100	4.17	0.7440
Worthington	1WW	16	96.00	0.17	0.0298	Worthington	1WW	16	96.00	0.17	0.0298
Lebsack	1WW	8	100.00	4.17	0.7440	Lebsack	1WW	8	100.00	4.17	0.7440
Lebsack	2WW	8	86.00	-9.83	-1.7558	Lebsack	2WW	8	86.00	-9.83	-1.7558
		Sum	575.00					**Sum**	575.00		
		Mean	95.83					**Mean**	95.83		
		Variance	31.37					**Variance**	31.37		
		St Dev.	5.60					**St Dev.**	5.60		

CDIS 454 Learning Outcomes Analysis: Aggregate Data – All students											
Instructor	**Delivery**	**Weeks**	**800.15L**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Worthington	001	16	100	4.17	0.7440	Worthington	001	16	95.29	0.48	0.1246
Worthington	1AW	16	93	-2.83	-0.5059	Worthington	1AW	16	94.00	-0.81	-0.2119
Worthington	2AW	16	100	4.17	0.7440	Worthington	2AW	16	99.43	4.62	1.2088
Worthington	1WW	16	96.00	0.17	0.0298	Worthington	1WW	16	95.29	0.48	0.1246
Lebsack	1WW	8	100.00	4.17	0.7440	Lebsack	1WW	8	96.86	2.05	0.5359
Lebsack	2WW	8	86.00	-9.83	-1.7558	Lebsack	2WW	8	88.00	-6.81	-1.7821
		Sum	575.00					**Sum**	568.86		
		Mean	95.83					**Mean**	94.81		
		Variance	31.37					**Variance**	14.60		
		St Dev.	5.60					**St Dev.**	3.82		



CDIS 455 Introduction to Research in CDIS		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 455.001) Demonstrate understanding of the basic tenets of ethical practices in Communication Sciences research.	Quiz/Exam	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments (i.e., skills performance, student projects, course notebooks, portfolios, scoring rubrics, graded assignments, quizzes, and/or exams, with a recommended cut-off score of 75% or higher, etc.)
CDIS 455.002) Demonstrate a basic knowledge of concepts in Communication Sciences research, including: observation and measurement, hypotheses and research questions, Type I/Type II errors, dependent and independent variables, experimental control, levels of evidence, extraneous or confounding variables, reliability, fidelity, validity, generalization, and social validity.	Quiz/Exam	
CDIS 455.003) Demonstrate a knowledge of group and single subject designs and the difference between design and statistics.	Quiz/Exam	**Population/Timeline**
CDIS 455.004) Identify and explain research measures and outcomes: levels of measurement, normal distribution, parametric and non-parametric measurement, visual displays, central tendency, variability, correlation, regression, significance, power, alpha levels, independent t-test, and ANOVA/MANOVA.	Quiz/Exam	CDIS 143, AY 2014-15

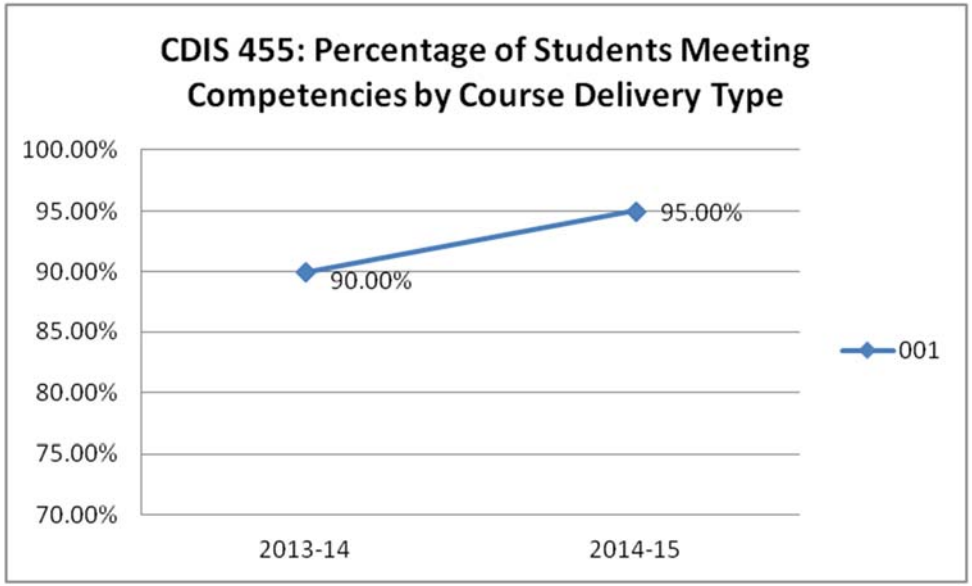
CDIS 455 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	455.001	Dev. Score	Z-Score	Instructor	Delivery	Weeks	455.002	Dev. Score	Z-Score
Copple	001	16	95	12.50	0.7071	Copple	001	16	95	12.50	0.7071
Copple	1AW	16	70	-12.50	-0.7071	Copple	1AW	16	70	-12.50	-0.7071
		Sum	165.00					Sum	165.00		
		Mean	82.50					Mean	82.50		
		Variance	312.50					Variance	312.50		
		St Dev.	17.68					St Dev.	17.68		

CDIS 455 Learning Outcomes Analysis: Aggregate Data – All students

Instructor	Delivery	Weeks	455.003	Dev. Score	Z-Score	Instructor	Delivery	Weeks	455.004	Dev. Score	Z-Score
Copple	001	16	95	12.50	0.7071	Copple	001	16	95	12.50	0.7071
Copple	1AW	16	70	-12.50	-0.7071	Copple	1AW	16	70	-12.50	-0.7071
		Sum	165.00					Sum	165.00		
		Mean	82.50					Mean	82.50		
		Variance	312.50					Variance	312.50		
		St Dev.	17.68					St Dev.	17.68		

CDIS 455 Learning Outcomes Analysis: Aggregate Data – All students					
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Copple	001	16	95.00	12.50	0.7071
Copple	1AW	16	70.00	-12.50	-0.7071
		Sum	165.00		
		Mean	82.50		
		Variance	312.50		
		St Dev.	17.68		



Graduate Student Learning Objectives and Outcomes	
Measure: Intended student learning outcome **Outcome:** Result	**Performance Criteria:** Standard against which performance is assessed **Action Taken:** Use of results to improve student learning

Graduate Learning Objective #1		
CDIS graduate students will acquire entry-level competence with SLP knowledge and skills.		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s)	**Performance Criteria**	**Timeline/Population**
1) Classroom based assessment – Students will show proficiency with core curricular knowledge presented in CDIS coursework by meeting all knowledge and skills outcomes (KASA).	1) 100% of graduating students will meet 100% of KASA outcomes.	1) All 2014-15 CDIS grad classes
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
1) 100% of graduating students met 100% of KASA outcomes. Individual results are reported in each student's KASA.	1) Continue plan unchanged	1) AY 2015-16

Graduate Learning Objective #2		
CDIS graduate students will learn to be competent researchers.		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s)	**Performance Criteria**	**Timeline/Population**
2) Students will complete research as specified in the CDIS research scoring rubric. This must include: • Paper • Poster • Presentation	2) 100% of students will complete the project with a grade of B or better in CDIS 573.	2) Graduating students in 2014-15
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
2) 100% of students graduating during 2014-15 successfully completed their research project requirements with a grade of B or better. Individual results are reported in each student's KASA.	2) Continue plan unchanged	2) AY 2015-16

Graduate Learning Objective #3		
CDIS graduate students will demonstrate overall programmatic competence through completion of the capstone portfolio project.		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s)	**Performance Criteria**	**Timeline/Population**
3) Students will complete portfolio projects as specified in the CDIS portfolio scoring rubric	3) 100% of students will pass their portfolio projects	3) Graduating students in 2014-15
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
3) 100% of students graduating during the 2014-15 academic year successfully passed their portfolio projects	3) Continue plan unchanged	3) AY 2015-16

Graduate Learning Objective #4		
CDIS graduate students will pass the ETS Praxis National Examination in Speech/Language Pathology & Audiology (NESPA).		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s)	**Performance Criteria**	**Timeline/Population**
4) Students will pass their national exam (NESPA)	4) 80% of students will pass the NESPA within 1 year of graduation	4) Graduating students in 2014-15
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
4) 100% of CDIS graduate students taking the exam in 2014-15 passed the NESPA within 6 months of graduation (see table below for detail)	4) Continue plan unchanged	4) AY 2015-16

Praxis Examination Category Analysis
2014-15 Graduates

	Foundations & Professional Practice	Screening, Assessment, Evaluation, & Diagnosis	Planning, Implementation, & Evaluation of Treatment	Total Score
NESPA Maximum Range	34-36	34-36	34-35	100-200
ENMU Performance Range	23-31	23-32	19-31	162-191
Average Raw Points Available	35.04	34.6	34.4	
Average ENMU Raw Points Earned	26.04	27.48	25.68	176
Average ENMU PCR	74.32	79.42	74.65	
ENMU Pass Rate				100%

Praxis Examination Pass Rates
6 year rates

	# Taking Exam	Pass Rate (%) Taken within 6 months of graduation	ENMU's Average Passing Score 600/162 required for certification and NM licensure
FA14-SU15	28	100	660/176
FA13-SU14	22	100	661
FA12-SU13	18	94	667.05
FA11-SU12	13	92	666.15
FA10-SU11	9	89	650
FA09-SU10	18	100	679.4

Praxis Examination Pass Rates
Residential vs. Distance Students

Period	Primary Attendance (more than 50%)	# Taking Exam	# Passing Exam	Pass Rate (%) Taken within 6 months of graduation	ENMU's Average Score
FA14-SU15	Residential	13	13	100	645 & 176
	Distance	15	15	100	690 & 176
	Total	**28**	**28**	100	**660 & 176**
FA13-SU14	Residential	9	9	100	659
	Distance	13	13	100	663
	Total	**22**	**22**	100	**661**
FA12-SU13	Residential	8	8	100	671
	Distance	9	8	89	663
	Total	**17**	**16**	94	**667**
3 yr avg	Residential	10	10	100	666
	Distance	12.33	12	96	664
	Total	**22.33**	**22**	98	**663 & 176**

Graduate Learning Objective #5		
CDIS graduate students will complete the program in a timely manner		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s) 5) Students will complete the program in a timely manner	**Performance Criteria** 5) 80% of students will complete the program within their established timeframe	**Timeline/Population** 5) Graduating students in 2014-15
Results		
Finding(s) or Outcome(s) 5) 93% of students completing did so within their expected time frames; 90% of students completed the program; 84% within time frames	**Action(s) Taken** 5) Continue unchanged; half the students lost were due to factors which could not be controlled by the program	**Timeline for Action(s)** 5) 2015-16

5 year Program Completion Rates

Period	# Admit	% Complete in 2-2.5 years (7 semesters)	% Complete in 3-3.5 years	% Complete in 4+ years	# not Complete	% Complete
2014-15	31	(n=17) 55%	(n=7) 23%	(n=4)13%	3 (10%)	90
2013-14	26	(n=14) 54%	(n=6) 23%	(n=2) 8%	4 (15%)	85
2012-13	19	(n=13) 68%	(n=4) 21%	(n=0) 0%	2 (10%)	90
2011-12	15	(n=8) 53%	(n=3) 20%	(n=2) 13%	2 (13%)	87
2010-11	9	(n=6) 67%	(n=2) 22%	(n=1) 11%	0 (0%)	100

2014-2015: 1 student left due to illness; 1 student lost FA; 1 student suspended
2013-2014: 2 students suspended due to poor academic performance; 1 student lost her VISA; 1 student changed her major
2012-2013: 2 students left for personal reasons related to parenthood and finances
2011-2012: 2 students left for personal reasons related to relocation needs (marriage and family)
2010-2011: All students completing

Program Completion Rates
Residential vs. Distance Students

Year		# Begin	# Complete	Complete 2-2.5 yrs	Complete 3-3.5 yrs	Complete 4+ yrs	Complete as Expected	Complete Later Than Expected	Not Complete	% Complete
14-15	Resident	15	13	10	2	1	13	0	2	87%
	Distance	16	15	7	5	3	13	2	1	94%
	Total	**31**	**28**	**17**	**7**	**4**	**26**	**2**	**3**	**90%**
13-14	Resident	11	9	3	5	1	7	2	2	82%
	Distance	15	13	11	1	1	11	2	2	87%
	Total	**26**	**22**	**14**	**6**	**2**	**18**	**4**	**4**	**85%**
12-13	Resident	8	8	5	3	0	7	1	0	100%
	Distance	11	9	5	4	0	8	1	2	82%
	Total	**19**	**17**	**10**	**7**	**0**	**15**	**2**	**2**	**90%**
3 yr avg	Resident	11	10	6	3	<1	9	1	1	90%
	Distance	14	12	8	3	1.33	11	2	2	88%
	Total	**76** **25 avg**	**67** **22 avg**	**41** **14 avg**	**20** **7 avg**	**6** **2 avg**	**59** **20 avg**	**8** **3 avg**	**9** **3 avg**	**88% avg**

Graduate Learning Objective #6		
ENMU CDIS graduates will be employed as SLPs		Gen Ed. Competency? X No _ Yes Accreditation Objective? _ No X Yes
Measure(s)	**Performance Criteria**	**Timeline/Population**
6) Students will obtain employment as SLPs	6) 80% of graduates will be employed as SLPs within 1 year of graduation	6) Graduating students in 2014-15
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
6) 100% of graduates were employed within 6 months of graduation	6) Continue plan	6) 2015-16

Employment Rates of Graduates

Period	Employment Rate in Profession		
	# of Graduates	**% of Graduates Employed within 3 months of graduation**	**Reason for Unemployment**
2014-2015	28	100	
2013-2014	22	100	
2012-2013	17	100	
2011-2012	13	100	
2010-2011	9	100	
2009–2010	18	94	Motherhood

Employment Rates of Graduates
Residential vs. Distance Students

Period	Employment Rate in Profession			
		# of Graduates	% of Graduates Employed within 3 months of graduation	Reason for Unemployment
2014-2015	Residential	13	100	
	Distance	15	100	
	Total	**28**	100	
2013-2014	Residential	9	100	
	Distance	13	100	
	Total	**22**	100	
2012-2013	Residential	8	100	
	Distance	9	100	
	Total	**17**	100	
3 year average	Residential	10	100	
	Distance	12.33	100	
	Total	**22.33**	100	

Eastern New Mexico University
Curricular Map of Student Learning Objectives and Outcomes

Listed below are the improvements in the program over the past year that have resulted from the above assessment findings.

Changes to Plan:

Revise Student Learning Outcome s	☑	Collect/Analyze Additional Data and Information	☑	Change Method(s) of Data Collection	☐
Revise Measurement Approach(es)	☑	Change Timetable for Data Collection	☑	Other planned change(s)	☐

Details for each checked item:

Revise Student Learning Outcomes – Changes Implemented and Ongoing: Additions and revisions to student learning outcomes are reflected in the revised Undergraduate KASA Learning Outcomes by Course listing. The current listing includes all course taught during the past year including general education courses. Additional revisions will be made as appropriate to ensure that the outcomes are reflective of curricular changes in specific courses. Changes Planned: Additional learner outcomes for all required and elective courses in the major will be added in the next assessment cycle, to include a global diversity course.
Revise Measurement Approach(es) – Changes Implemented and Ongoing: Assessment data from all course sections, delivery models, and semesters have been included in this document as reflected in the course specific outcomes and the aggregate student performance for each course. In addition, trend data was included to reflect the percentage of students meeting competencies by course delivery type. The Undergraduate KASA learner outcomes were included as part of each course syllabus this past year with specific assessment activities associated with each outcome. Changes Planned: Implement increased use of rubrics for outcomes measurement, and explore additional assessment methodologies, particularly in online courses.
Collect/Analyze Additional Data and Information – Changes Implemented and Ongoing: Continued revision and use of the online survey methodology for assessment data collection. Continued refinement of the process to ensure that it solicits the required data points in a user-friendly format. Implemented multi-year analysis to determine trend data for course specific student performance. Changes Planned: Continued analysis of on campus and online course outcomes to ensure comparable in course content and assessment opportunities. Collect course specific information regarding the types of assessment activities and/or assignments.
Change Timetable for Data Collection – Changes Implemented and Ongoing: Continued revision of the schedule of data collection to allow for increased ongoing analysis; Planned changes include data collection at the completion of course sequence (e.g., 1st 8 weeks, 2nd 8 weeks, end of semester).

Changes to Academic Processes:

	Changes Planned	Changes Implemented
Modify Frequency or Schedule of Class Offerings	☑	☑
Make Technology Related Improvements	☑	☑
Make Personnel Related Changes	☑	☑

	Changes Planned	Changes Implemented
Implement Additional Training	☑	☑
Revise Advising Standards or Processes	☑	☑
Revise Admission Criteria	☑	☑
Other Implemented/planned change(s)	☐	☐

Details for each checked item:

Modify Frequency or Schedule of Class Offerings – Continued course scheduling modifications to reflect the current undergraduate catalog changes including the revised CDIS major and Health and Human Services minor. This includes making courses available in any curricular rotation and increasing course offerings during the summer semester. Changes Planned: Changing the Research Applications course to be available via Mediasite in order to increase enrollment.
Make Technology Related Improvements – Continued implementation of increased use of Mediasite lecture capture capabilities to enhance online instruction at both the graduate and undergraduate level. Continue incorporation of asynchronous Mediasite course offerings at the undergraduate level to enhance online course delivery. Changes planned: Continue to encourage increased incorporation of Mediasite components into classes, such as the use of “mini” ad hoc lectures using My Mediasite desktop recordings, especially for distance adjunct faculty.
Implement Additional Training – Changes Implemented and Planned: The CDIS program continues to be interested in having online courses being Quality Matters certified. Changes planned: Explore additional instructor training as necessary to accomplish this goal, including distance adjunct faculty.

	Changes Planned	Changes Implemented
Revise and/or Enforce Prerequisites	☐	☐
Revise Course Sequence	☐	☑
Revise Course Content	☐	☐

	Changes Planned	Changes Implemented
Add Course(s)	☑	☐
Delete Course(s)	☐	☐
Other implemented / planned change(s)	☐	☐

Make Personnel Related Changes – Changes Implemented and Planned: Added new faculty and shifted course loads and the undergraduate and graduate level. Changes planned: Continued replacement and/or add additional faculty and shift course loads as appropriate.
Revise Advising Standards or Processes – Changes Implemented and Planned: Continued revision of graduate and undergraduate advising processes to reflect new catalog changes.
Revise Admission Criteria – Changes Implemented and Ongoing: Modification of requirements for graduate applications and implementation of a Revised Graduate Admissions Rubric. Changes Planned: Continued review and revision of the graduate applications process and Graduate Admissions Rubric.

Changes to Curriculum:

Details for each checked item:

Revise Course Sequence – Continued implementation of recent undergraduate catalog changes, with emphasis on second Bachelor's degree option for CDIS leveling students. Student advising is reflective of these changes.
Add Course(s) – Changes Planned: Addition of several CDIS elective courses such as Multicultural Perspectives, CDIS in Cinema, etc.

Supplemental Documentation

1. CDIS Mission Statement
2. Undergraduate KASA Checklist
3. Undergraduate KASA Learning Outcomes by Course
4. New Mexico State General Education Core Course Assessment Reports
5. Graduate Knowledge and Skills Acquisition (KASA) Checklist
6. Graduate Admissions Rubrics
7. Portfolio Scoring Rubric
8. Graduate Research Scoring Rubric

CDIS Mission Statement

Mission

Program Mission:

The mission of the Communicative Disorders (CDIS) program is twofold:

1) To meet the needs of the community and to better serve those having communicative impairments by increasing graduation rates of Master's level speech language pathologists, and…
2) To provide a comprehensive outcome-based education supplemented by active learning experiences, both on and off campus to CDIS students at ENMU.

Students obtaining a baccalaureate degree in CDIS should be academically capable and show proficiency with pre-professional competencies (graduate program pre-requisite skills) in CDIS content areas, basic research, introductory clinical practice, and verbal/written presentation abilities. The comprehensive nature of the undergraduate program, with its emphasis on a broad theoretical foundation in normal and disordered human communication is to prepare students for graduate study in speech/language pathology and/or audiology.

Graduate students in CDIS must demonstrate entry-level competence as defined by the American Speech-Language-Hearing Association (ASHA) accreditation policy and as specified by Knowledge and Skills Acquisition (KASA) learning outcomes. ASHA is the national professional, scientific, and credentialing organization for speech-language pathologists, audiologists, and speech, language, and hearing scientists. The use of KASA learning outcomes as recommended by ASHA's Council for Clinical Certification (CFCC) demonstrates compliance with accreditation standards related to preparing students to meet ASHA certification requirements. The KASA learning outcomes link knowledge area standards as specified by the CFCC with specific graduate curriculum knowledge and skills that must be acquired by the conclusion of the graduate program. The overall mission of the Graduate program in CDIS is to prepare students for national certification and licensure as practicing speech-language pathologists.

Link to University Mission:

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. The CDIS program enhances this mission with its diversified learning formats. Each semester we offer face-to-face on campus courses, hybrid courses incorporating Mediasite lecture capture (synchronous/asynchronous), and online/internet courses. All courses are Blackboard enhanced. In addition to this, our courses offer maximum flexibility to meet the needs of both traditional and non-traditional students through course offerings in both 8 and 16 week formats with evening and weekend courses available. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. The ENMU CDIS Program supports these tenets through advanced critical thinking and application tasks during applied learning and life activities, particularly those which work toward the understanding of communicative and cultural diversity (including the diversity of disability). Active learning takes place during case study, laboratory, and clinical practicum exercises, as does scholarship as students design and complete various data-gathering and research activities to improves services to the clients they serve.

Link to College Mission:

The CDIS mission likewise enhances that of the College of Liberal Arts & Sciences in providing courses with content that transcends a wide spectrum of the liberal arts and sciences. Courses address areas such as speech, language(s)/cultural diversity, anatomy/physiology, biology/genetics, acoustics and properties of sound, psychological principles, research, grammar composition/writing, public speaking, and community/client services. As CDIS graduates must provide autonomous services in community based settings, students completing our programs are well prepared for "on your feet" decision making and leadership roles within their occupational placements.

Link to Graduate School Mission:

The mission of the graduate program in CDIS supports that of the Graduate School in multiple ways. The program seeks to encourage research, independent thought, and intellectual/analytical growth by providing up-to-date instruction in the prevention, identification, evaluation, and remediation of speech, language, swallowing, and hearing disorders. The intensive classroom and clinical educational experiences prepare students for state licensure and certification by the American Speech-Language-Hearing Association, and ultimately, to secure successful careers in the field of speech-language pathology and to provide services to clients with communicative disorders.

URL: www.enmu.edu/cdis

Undergraduate Knowledge and Skills Acquisition (KASA) Checklist
(Sample page)

UG KASA Outcomes Data Entry Sheet					
Name:		*Click and Type*	*Use drop-down menu or click & type*		*Notes*
Outcome #		**Outcome**	**Category**	**Data**	
		Demonstrate knowledge of basic human communication and swallowing processes including their **biological** bases			
3B	200.1	From production through auditory reception, detail all structures and functions required to produce and perceive speech. Students must specifically identify respiratory, phonatory, resonatory, and articulatory components including variations produced in coarticulatory and connected speech contexts with longer linguistic units.	Outcome		
			Where Met	CDIS 300	
			How Met	Paper/Essay	
			Date Met		
3B	200.2	Develop and implement an oral-motor assessment protocol	Outcome		
			Where Met	CDIS 300	
			How Met	Protocol	
			Date Met		
3B	200.3	Relate anatomical structure (e.g., dentition, occlusion) and function (e.g. extension, retraction) to place, manner, and voicing descriptors for normal phoneme development/production	Outcome		
			Where Met	CDIS 311	
			How Met	Chart/Exam	
			Date Met		
		Demonstrate knowledge of basic human communication and swallowing processes including their **neurological** bases			
3B	300.1	Identify and explain functions for cranial nerves	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
3B	300.2	Differentiate structures within and functions of neurological systems	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
3B	300.3	Identify and list functions for UMN and LMN systems	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
3B	300.4	Explain the blood supply of the brain and brain stem	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
3B	300.5	Identify lobes and their functions	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
3B	300.6	Identify cortical structures of hearing and vision	Outcome		
			Where Met	CDIS 421	
			How Met	Exam/Paper/Essay	
			Date Met		
		Demonstrate knowledge of basic human communication and swallowing processes including their **acoustic** bases			
3B	400.1	Create and analyze waveforms for frequency, amplitude, and periodicity			
				CDIS 400	
				Speech lab assignment	
3B	300.2	Spectrographically analyze and identify selected vowel and consonant sounds	Outcome		
			Where Met	CDIS 400	
			How Met	Speech lab assignment	
			Date Met		
	300.3	Analyze voice samples for jitter, shimmer, mean harmonics-to-noise ratio, voicing, and pitch spectrographic analysis	Outcome		
			Where Met	CDIS 400	
			How Met	Speech lab assignment	
			Date Met		

Undergraduate KASA Learning Outcomes by Course

UG KASA LEARNING OUTCOMES BY COURSE

CDIS 144

144.001 Acquire a basic knowledge of foundational ASL signs, fingerspelling, and numbers.	CDIS 144 Demonstration/Quiz/Exam
144.002 Demonstrate beginning receptive/expressive signing skills and ASL interpreting.	CDIS 144 Demonstration/Quiz/Exam
144.003 Demonstrate basic knowledge about ASL as a language related to linguistic structure and function.	CDIS 144 Demonstration/Quiz/Exam
144.004 Demonstrate basic knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance).	CDIS 144 Demonstration/Essay
144.005 Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural oppression.	CDIS 144 Paper/Essay
144.006 Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural advancements related to technology.	CDIS 144 Paper/Essay
144.007 Demonstrate basic knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community.	CDIS 144 Paper/Essay

CDIS 243

CDIS 243.1 Identify and explain fundamental terminology related specific to diagnostic categories (e.g., aphasia, fluency, articulation, etc..	CDIS 243 Exam/Paper/Essay
CDIS 243.2 Explain the function of the American Speech-Language Hearing Association (ASHA as it relates to practicing SLPs and students in training.	CDIS 243 Exam/Paper/Essay
CDIS 243.3 Identify the basic requirements to obtain ASHA certification as speech-language pathologist.	CDIS 243 Exam/Paper/Essay

CDIS 244

244.001 Acquire knowledge of ASL signs, fingerspelling, and numbers at an intermediate level.	CDIS 244 Demonstration/Quiz/Exam
244.002 Demonstrate intermediate receptive/expressive signing skills and ASL interpreting.	CDIS 244 Demonstration/Quiz/Exam
244.003 Demonstrate knowledge about ASL as a language related to linguistic structure and function at an intermediate level.	CDIS 244 Demonstration/Quiz/Exam
244.004 Demonstrate knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance) at an intermediate level.	CDIS 244 Demonstration/Essay
244.005 Demonstrate knowledge about Deaf culture related to Deaf history and cultural oppression at an intermediate level.	CDIS 244 Paper/Essay

244.006 Demonstrate knowledge about Deaf culture related to Deaf history and cultural advancements related to technology at an intermediate level.	CDIS 244 Paper/Essay
244.007 Demonstrate knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community at an intermediate level.	CDIS 244 Paper/Essay

CDIS 300

100.1 From production through auditory reception, detail all structures and functions required to produce and perceive speech. Students must specifically identify respiratory, phonatory, resonatory, and articulatory components including variations produced in coarticulatory and connected speech contexts with longer linguistic units.	CDIS 300 Paper/Essay
100.2 Develop and implement an oral-motor assessment protocol	CDIS 300 Protocol

CDIS 303

CDIS 303.001 Describe the primary differences between vowels and consonants from a phonetic/phonological perspective	CDIS 303 Demonstration/Quiz/Exam
CDIS 303.002 Analyze monosyllabic and multisyllabic words using tree diagrams to indicate all of the syllabic features	CDIS 303 Demonstration/Quiz/Exam
CDIS 303.003 Demonstrate basic language analysis and coding skills in the context of a variety of linguistic units and categories	CDIS 303 Demonstration/Quiz/Exam

CDIS 303.004 Identify and define the language universals (phonology, morphology, syntax, semantics, and pragmatics) in relationship to linguistic form, content, and function	CDIS 303 Demonstration/Essay
CDIS 303.005 Develop a working definition for language based on information presented in the class, and compare/contrast the application of your definition to a spoken language versus a signed language	CDIS 303 Paper/Essay

CDIS 310

600.2 Transcribe normal speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis	CDIS 252 Speech sample

CDIS 311

100.3 Relate anatomical structure (e.g., dentition, occlusion and function (e.g. extension, retraction to place, manner, and voicing descriptors for normal phoneme development/production	CDIS 311 Chart/Exam
600.4 Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	CDIS 311 GFTA/APP Analysis
600.5 Compose report detailing results of sample	CDIS 311 Articulation Report
800.1 Transcribe disordered speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis; relate to developmental norms	CDIS 311 Speech sample

800.2 Relate anatomical structure (e.g., dentition, occlusion and function (e.g., hyper/hypo) to pattern of error	
	CDIS 311
	Assessment Report
800.4 Describe common etiologies and characteristics of speech and language disorders	
	CDIS 311
	Exam/Paper/Essay
800.5 Explain basic differences in delay vs. disorder vs. difference in speech and language profiles	
	CDIS 311
	Case based exercises

CDIS 330

500.1 Describe how theories of speech and language development explain the emergence of communication	
	CDIS 330
	Paper/Essay
500.2 Construct a chart of developmental milestones to include auditory skills, speech development, language development, cognitive development, psycho-social emotional development, gross/fine motor development, and play skills development	
	CDIS 330
	Chart
600.1 Differentiate the parameters of speech and language according to form, content, and use as well as phonology, morphology, syntax, semantics, and pragmatics	
	CDIS 330
	Case based exercises

CDIS 332

600.3 Transcribe normal language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index	
	CDIS 332
	Language sample
600.4 Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	
	CDIS 332
	PLS/TOLD/CELF Analysis

600.5 Compose report detailing results of sample	
	CDIS 332
	Language Report
800.3 Transcribe disordered language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index; relate to developmental norms	
	CDIS 332
	Language Sample
800.4 Describe common etiologies and characteristics of speech and language disorders	
	CDIS 332
	Exam/Paper/Essay
800.5 Explain basic differences in delay vs. disorder vs. difference in speech and language profiles	
	CDIS 332
	Case based exercises

CDIS 342

300.5 Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry	
	CDIS 342
	Exam/Skills Demonstration
300.6 Analyze and interpret audiometric report	
	CDIS 342
	Write audiometric report
800.6 Relate type of hearing loss to anatomical structure and function	
	CDIS 342
	Report Summary

CDIS 400

300.1 Create and analyze waveforms for frequency, amplitude, and periodicity	
	CDIS 400
	Speech lab assignment
300.2 Spectrographically analyze and identify selected vowel and consonant sounds	
	CDIS 400
	Speech lab assignment
300.3 Analyze voice samples for jitter, shimmer, mean harmonics-to-noise ratio, voicing, and pitch spectrographic analysis	
	CDIS 400
	Speech lab assignment
300.4 Define formant and describe the manner in which variations in physiology affect formant frequencies	
	CDIS 400
	Exam/Paper/Essay

CDIS 421

200.1 Identify and explain functions for cranial nerves	
	CDIS 421
	Exam/Paper/Essay
200.2 Differentiate structures within and functions of neurological systems	
	CDIS 421
	Exam/Paper/Essay
200.3 Identify and list functions for UMN and LMN systems	
	CDIS 421
	Exam/Paper/Essay
200.4 Explain the blood supply of the brain and brain stem	
	CDIS 421
	Exam/Paper/Essay

200.5 Identify lobes and their functions	
	CDIS 421
	Exam/Paper/Essay
200.6 Identify cortical structures of hearing and vision	
	CDIS 421
	Exam/Paper/Essay

CDIS 434

800.7 Discriminate and describe amplification systems	
	CDIS 434
	Exam/Paper/Essay
800.8 Discriminate and describe communication methods for deaf and HOH individuals	
	CDIS 434
	Exam/Paper/Essay
800.9 Match amplification and communication method to client need based on type and degree of loss in conjunction with communication profile	
	CDIS 434
	Case based exercises

CDIS 441

400.1 Integrate basic principles of cognitive psychology into intervention contexts	
	CDIS 441
	Application assignment/
	Therapy lesson plan
400.2 Integrate basic principles of behavior modification into intervention contexts	
	CDIS 441
	Exam/Therapy lesson plan

400.3 Address multiple learning styles in therapeutic contexts	
	CDIS 441
	Application assignment/
	Therapy lesson plan
700.1 Describe impact of and modifications necessary for successful interactions with diverse multicultural clientele	
	CDIS 441
	Cultural competency exam/
	Application assignment
800.10 Discriminate and explain various intervention models for addressing speech and language disorders	
	CDIS 441
	Application
	assignment/Essay
800.11 Use elementary principles of EBP to justify decision making process	
	CDIS 441
	Application assignment/
	Therapy lesson plan
800.16 Apply the ASHA COE to case-based situations	
	CDIS 441
	Application
	assignment/Essay
800.17 Explain scope of practice, legal policy, etc.	
	CDIS 441
	Application
	assignment/Essay
800.18 Complete clinical observations as assigned	
	CDIS 441
	Practicum activities
800.19 Complete clinical application assignments	
	CDIS 441
	Therapy lesson plans/
	Language sample-analysis
800.20 Prepare and an informational session on communicative disorders	
	CDIS 441
	Application assignment/
	Service learning project

CDIS 441L

800.18 Complete clinical observations as assigned	
	CDIS 441
	Skills Demonstration

CDIS 445

CDIS 445.001 Demonstrate basic clinical competencies in the delivery of therapy services	
	CDIS 445
	Skills Demonstration

CDIS 446

300.5 Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry	
	CDIS 342/446
	Exam/Skills Demonstration

CDIS 454

700.2 Describe impact of and modifications necessary for successful assessment with diverse multicultural clientele	
	CDIS 454
	Assessment Report
800.12 Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	Speech
	CDIS 454
	GFTA/APP Analysis
800.12 Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	Language
	CDIS 454
	PLS/TOLD/CELF Analysis
800.13 Complete syllable shape, positional, and	
	CDIS 454

place/manner/voice analysis; identify error types (SODA, pattern of error, intelligibility index, and phonetic inventory	Diagnostic Report
800.14 Integrate and analyze findings from case history (social, educational, medical, etc., oral motor structure and function, articulatory and phonological assessments, receptive/expressive language in all parameters (syntax, morphology, semantics, pragmatics, narrative, problem solving, etc., auditory skills, literacy, dynamic assessment, cultural/linguistic variables	CDIS 454 Diagnostic Report
800.15 Compose report detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP	Speech CDIS 454 Diagnostic Report
800.15 Compose report detailing results of sample; provide preliminary diagnosis, eligibility, statement of functional need, and prognosis; select and construct goals/objectives in order of target need; recommend treatment approach to include modifications; MUST BE SUPPORTED BY REFERREED EBP	Language CDIS 454 Diagnostic Report

CDIS 455

CDIS 455.001 Demonstrate understanding of the basic tenets of ethical practices in Communication Sciences research	CDIS 455 Quiz/Exam
CDIS 455.002 Demonstrate a basic knowledge of concepts in Communication Sciences research, including: observation and measurement, hypotheses and research questions, Type I/Type II errors, dependent and independent variables, experimental control, levels of evidence, extraneous or confounding variables, reliability, fidelity, validity, generalization, and social validity	CDIS 455 Quiz/Exam
CDIS 455.003 Demonstrate a knowledge of group and single subject designs and the difference between design and statistics	CDIS 455 Quiz/Exam
CDIS 455.004 Identify and explain research measures and outcomes: levels of measurement, normal distribution, parametric and non.parametric measurement, visual displays,	CDIS 455 Quiz/Exam

central tendency, variability, correlation, regression, significance, power, alpha levels, independent t-test, and ANOVA/MANOVA	

CDIS 456

456.001 Demonstrate critical thinking and analysis involved in Evidence Based Research, including: developing a Literature Review, Statement of the Problem, Methods, IRB approval, Data Collection, appropriate statistical analysis, synthesizing results, determining generality, and applying outcomes to clinical EBP.	
	CDIS 456
	Quiz/Exam
456.002 Demonstrate the use of APA Style and scientific writing in Communication Sciences research	
	CDIS 456
	Quiz/Exam
456.003 Demonstrate the ability to orally present research in Communication Sciences	
	CDIS 456
	Quiz/Exam

New Mexico State General Education Core Course Assessment Reports

New Mexico State General Education Core
Course Assessment Report
Eastern New Mexico University

Area V-B: Humanities Competencies
Academic Year: 2014-15

Course	**CDIS 144 Introduction to American Sign Language (ASL)**	**Semester**	FA14
Course Catalog Description	Develop basic visual/receptive and expressive signed communication skills with working vocabulary of 500 signs and "survival phrases." Acquire basic information about ASL structure and grammar, including fingerspelling. Introductory information about deaf culture and deaf community. (F)		
Instructor's Required Reading	Smith, C., Lentz, E., & Mikos, K. (2008). Signing naturally: Student workbook, units 1-6. San Diego, CA: Dawn Sign Press. (Required) Tennant, R. A., Brown, M. G., & Nelson-Metlay, V. (2010). The American Sign Language handshape dictionary (2nd ed.). Washington, DC: Gallaudet University Press. (Optional)		
List of Topic Areas Covered	Visual-receptive and expressive signed Vocabulary development , fingerspelling, numbers, classifiers, ASL structure and grammar, basic conversational functions, and information about Deaf Culture and the Deaf community.		

ENMU General Education Learning Objectives	**State of New Mexico Competencies** (Objectives)	**Course Objectives** State relevant course objectives that describe what learners will be able to do at end of instruction. The objectives should align with the adjacent state and university objectives.	**Learning Assessment Tools** Assessment procedure(s) is clearly described, including a description of student assignment(s), and how many students were included (attach a rubric if used). The procedure(s) should assess the stated course objectives.	**Assessment Results** Results are clearly reported in a readily accessible format, and are in terms of student performance against set benchmarks (e.g. 70% of students performed at the competent level). It should be clear from these results if the course objectives have been reached.	**Closing the Loop** Provide a clear and complete interpretation of and reflection on the assessment results. Also provide plans for improvement or modification.
Gain a perspective on the humanities in order to appreciate their value to the	Students will analyze and critically interpret significant primary texts and/or works of	In that ASL is a visual-gestural language without a written form, the analysis of primary	In that we have just recently included this course in the assessment data collection process, we	The assessment results obtained in future semesters will be included in the annual Assessment	In that the assessment results are incomplete, we determined that the original learner outcomes

individual and society.	art (this includes fine art, literature, music, theatre, and film).	texts occurs through a visual medium. This is consistent with the objectives developed for this class to be used in the process of learning ASL. The following objectives meet the intent of the State of New Mexico competencies and the ENMU general education learning objectives. 1. Acquire a working knowledge of foundational ASL signs, fingerspelling, and numbers. 2. Demonstrate beginning receptive/expressive signing skills and ASL interpreting. 3. Demonstrate basic knowledge about ASL as a language related to linguistic structure and function. 4. Demonstrate basic knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance).	do not have adequate data to report for the FA14 semester that is reflective of the required components in the State of New Mexico competencies and the ENMU general education learning objectives. As a result, we have identified assessment procedures that can be used in future assessment cycles to address each of the course objectives as stated. Procedure(s): receptive and expressive signing quizzes, unit tests, and final exam involving vocabulary concepts and signed sentences Procedure(s): quizzes, unit tests, and final exam involving skills demonstration of receptive and expressive signing and interpreting Procedure(s): quizzes, unit tests, and final exam involving written interpretation from ASL to English sentence structure Procedure(s): skills demonstration of number stories, ABC stories, and ASL storytelling; short essay about Deaf artistic expression as related to	Report/Plan submitted to the Dean of the College of Liberal Arts and Sciences. Student performance data will be based on the total percentage of students that met entry-level competency for a specific outcome. The determination of entry-level competency will be based on assessment measures such as skills performance, graded assignments, scoring rubrics, essays, quizzes, unit tests, and/or exams with a performance level of 75% or better.	did not fully address the requirements of the State of New Mexico competencies and the ENMU general education learning objectives. As a result, we presented improved learner outcomes in this document that will meet the level of inquiry needed to demonstrate the quality of this course as a general education offering. Additional plans for the future include further refinement of the course objectives/assessment measures and full implementation starting in the current semester.

			the cultural experience.		

	Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).	5. Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural oppression.	Procedure(s): short essay about Deaf oppression and civil rights advancement in politics, education, and equal access (ADA)		
	Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	6. Demonstrate basic knowledge about Deaf culture related to Deaf history and cultural advancements related to technology.	Procedure(s): short essay about cultural perspectives related the advancements in cochlear implantation.		
	Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	7. Demonstrate basic knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community.	Procedure(s): short essay about controversies related to the education of the Deaf in regard to public, private, and residential education.		

New Mexico State General Education Core
Course Assessment Report
Eastern New Mexico University

Area V-B: Humanities Competencies
Academic Year: 2014-15

Course	**CDIS 244 American Sign Language I**	**Semester**	SP15
Course Catalog Description	Continuation of introductory ASL course. Increase vocabulary by 300+ signs with a primary focus on grammatical features, structure and syntax. Additional topics include advanced fingerspelling, numbers, classifiers and basic conversational functions. Prerequisite: CDIS 144. (S)		
Instructor's Required Reading	Mikos, K., Smith, C., & Lentz, E. M. (1993). Signing naturally: Level 2 workbook. San Diego, CA: Dawn Sign Press.		
List of Topic Areas Covered	Enhanced visual-receptive and expressive signing skills; vocabulary development to 800-1000 signs; advanced practice using fingerspelling, numbers, classifiers, ASL structure and grammar; conceptual conversational functions; and additional information about Deaf Culture and the Deaf community.		

ENMU General Education Learning Objectives	**State of New Mexico Competencies** (Objectives)	**Course Objectives** State relevant course objectives that describe what learners will be able to do at end of instruction. The objectives should align with the adjacent state and university objectives.	**Learning Assessment Tools** Assessment procedure(s) is clearly described, including a description of student assignment(s), and how many students were included (attach a rubric if used). The procedure(s) should assess the stated course objectives.	**Assessment Results** Results are clearly reported in a readily accessible format, and are in terms of student performance against set benchmarks (e.g. 70% of students performed at the competent level). It should be clear from these results if the course objectives have been reached.	**Closing the Loop** Provide a clear and complete interpretation of and reflection on the assessment results. Also provide plans for improvement or modification.
Gain a perspective on the humanities in order to appreciate their value to the individual and society.	Students will analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).	In that ASL is a visual-gestural language without a written form, the analysis of primary texts occurs through a visual medium. This is		The assessment results will be included in the annual Assessment Report/Plan submitted to the Dean of the College of Liberal Arts and Sciences.	Data: Interpretation/reflection: Plans: Improvement/modification: Adopting new publisher

		consistent with the objectives developed for this class to be used in the process of learning ASL. The following objectives meet the intent of the NM Competencies and the ENMU general education learning objectives. 1. Acquire an enhanced knowledge of ASL signs, fingerspelling, and numbers. 2. Demonstrate intermediate receptive/expressive signing skills and ASL interpreting. 3. Demonstrate enhanced knowledge about ASL as a language related to linguistic structure and function. 4. Demonstrate enhanced knowledge about Deaf culture	Procedure(s): receptive and expressive signing quizzes, unit tests, and final exam involving more advanced vocabulary concepts and signed sentences Procedure(s): quizzes, unit tests, and final exam involving skills demonstration of receptive and expressive signing and interpreting at an intermediate level Procedure(s): quizzes, unit tests, and final exam involving written interpretation from ASL to English sentence structure at an intermediate level Procedure(s): skills demonstration of	Student performance data will be based on the total percentage of students that met entry-level competency for a specific outcome. The determination of entry-level competency will be based on assessment measures such as skills performance, graded assignments, scoring rubrics, essays, quizzes, unit tests, and/or exams with a performance level of 75% or better. 85% of students met entry-level competency for this outcome. Course objective not met. 93% of students met entry-level competency for this outcome. Course objective met. 91% of students met entry-level competency for this outcome. Course objective met. 100% of students met	curriculum that better reflective of this level ASL course. Summary: Each assessment measure is carefully selected to provide information about the core skills and knowledge that we expect our undergraduates to achieve. In addition, our graduate outcomes have been selected to aggregate much of the data that we routinely collect from our courses at this level for self-study, program review, and accreditation purposes. In analyzing the assessment data, it was determined that the undergraduate and graduate outcomes were met during this year based on our current measures and data collection mechanisms. The majority of the data in this report was derived from the Undergraduate Knowledge and Skills Acquisition (KASA) form, which is the companion piece to the Graduate KASA. Recognized next steps for the program include: Continued development and piloting of learning outcomes for required and elective courses in the

		related the arts (Deaf literary forms, art, music, theatre, and dance).	conceptually accurate classifier stories, and ASL storytelling; short essays about Deaf artist and artistic expression as related to the cultural experience	entry-level competency for this outcome. Course objective met.	CDIS major. Revision of selected outcomes to meet the guidelines for general education and global diversity assessment reporting. Continued revision and use of online assessment surveys for collecting data. Implementation of revised data collection schedules in order to have to have earlier access to the information. Continued development of master course shells in Blackboard for selected CDIS courses.
	Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as	5. Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural oppression.	Procedure(s): short essay about Deaf oppression and civil rights advancement in politics, education, and equal access (ADA) for diverse Deaf subcultural groups (e.g, ethnic groups, LGBT,	91% of students met entry-level competency for this outcome. Course objective not met.	

	political, geographic, economic, social, cultural, religious, and intellectual).		religious groups, sports groups/Deaf teams, etc.)		
	Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.	6. Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural advancements related to technology.	Procedure(s): short essay about current Deaf cultural trends related to communication via electronic media (e.g., social media, vlogs, YouTube, etc.)	91% of students met entry-level competency for this outcome.	
	Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.	7. Demonstrate enhanced knowledge about Deaf culture including controversies related hearing loss/deafness, Deaf education, and the Deaf community.	Procedure(s): short essay about controversies related to the education of the Deaf in higher education (e.g, Gallaudet versus the state school; educational interpreting in higher education, etc.)	80% of students met entry-level competency for this outcome. Course objective met.	

Graduate Knowledge and Skills Acquisition (KASA) Checklist
(Sample page generated by the KASA application)

Name:

Knowledge And Skills Acquisition (KASA) Checklist

The KASA checklist is intended for use by the program and the student to track the progress toward completion of the knowledge and skills specified in the 2005 Standards for the CCC. Students should review the KASA form at the beginning of graduate study. This KASA will be updated at intervals throughout the graduate program and at the conclusion of the program.

I. KNOWLEDGE AREAS											
Standards	**Outcomes**	**Standard #**	**Outcome #**	**Status**	**Setting**	**Evidence / Measurement**	**Date**	**Remediation**	**Status**	**Setting**	**Date**
Standard III-A. The applicant must demonstrate knowledge of the principles of:											
Biological sciences	Completed undergraduate coursework in biological sciences	3A.1	100.1								
Physical sciences	Completed undergraduate coursework in physical sciences	3A.2	100.2								
Mathematics	Completed undergraduate coursework in mathematics	3A.3	100.3								
Social/Behavioral sciences	Completed undergraduate coursework in social/behavioral sciences	3A.4	100.4								
Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases											
Basic Human Communication Processes											
Biological	Understand the anatomical and physiological substrates of speech development, speech development theories, and developmental milestones of speech skills acquisition, to include auditory skills, phonological development, and the impact of culture on accent and dialect	3B.1	511.1								
	Understand normal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan	3B.2	512.1								
	Understand basic principles of genetics and the embryological development of craniofacial structures	3B.3	527.1								
	Understand mechanisms for hearing, properties of sound, and etiologies for sensorineural, conductive, and mixed hearing loss	3B.4	531.1								
	Understand normal anatomy/physiology and neurophysiology for speaking and feeding, including development across the lifespan	3B.5	540.1								
Neurological	Understand normal respiratory and laryngeal anatomy and physiology/neurophysiology, including changes across the lifespan	3B.6	512.1								
	Understand CNS systems and pathways used in language production	3B.8	529.1								

Graduate Admissions Rubrics

Graduate Admissions Rubric – Applicant # _____ Rater_____ Total Score _____

Please note: *The purpose of the rubric is to give comparable, relative assessment of admissions materials. All final decisions are reached by the faculty admissions committee via discussion and consensus in accordance with the Eastern New Mexico University Graduate School guidelines.*

CDIS Application – 35%	0	1	2	3
Clinical Observations	No experience	Clock Hours: Less than 10 hours	Clock Hours: More than 10 hours	Clock Hours: More than 10 hours
Clinical Experience	No experience	Clock Hours: ≤ 5 hours	Clock Hours: 6-10 hours	Clock Hours: 11+ hours
Research Experience	No experience	Assisted with professor's project	Independent or group research project	Research presentation (poster or paper)
Second Language Skills	Novice level	Conversational level	Professional level	Interpreter level
Personal Characteristics (Weakness and Strategies)	Limited response	Negative	Neutral	Positive
			Total	

Assessment Scores – 30%	Conversion	Student Score	0	1	2	3
GRE Verbal (410.5 = 2 yr avg)	147 (36%)		≤370 or 144 (≤26%)	380 – 460; 145 - 151 (27-50%)	470 – 550; 151-156 (51-72%)	560+ or 157+ (73%+)
GRE Quantitative (474.29 = 2 yr avg)	151 (51%)		≤520 or 144 (≤26%)	530 – 620; 145 –149 (27-50%)	630 – 710; 150 -155 (51-73%)	720 + or 156+ (74%+)
GRE Writing (3.71 = 2 yr avg)			<3.5	3.5	4.0	4.5+
UG GPA (3.29 = 2 yr avg)			<3.0	3.0 - 3.5	3.51 - 3.75	3.76 - 4.0
CDIS GPA (3.32 = 2 yr avg)			<3.25	3.26 - 3.5	3.51 - 3.75	3.76 - 4.0
CDIS Related Courses GPA			<3.25	3.26 - 3.5	3.51 - 3.75	3.76 - 4.0
					Total	

Additional Information				
Work Experience	No experience	No applicable experience	Possibly helpful	Likely helpful
Exceptional Circumstance	Not Applicable	Mild impact	Moderate impact	Significant impact
Personal Characteristics – Weaknesses & Strategies	Poor	Fair	Good	Excellent
Course Repeats	5+ Repeats	3-5 Repeats	1-2 Repeats	No Repeats

Essay	0	1	2	3	4
Thesis/Focus	Thesis absent	Thesis unclear; subject to interpretation	Theme apparent, but tangential prose distracting	Thesis clear with a few non-sequiters	Thesis clear and focus maintained.
Creativity	Completely banal	Obvious, unimaginative	Conventional	Somewhat original	Original
Plausibility	Impossible	Improbable	Possible	Likely effective	Should succeed
Development	Added impossible resources; Ignored facts/instructions given	Improbable resources, but creative; Missed major supports	Used some resources but left others untouched; Missed several supports	Used most resource but missed minor supports	Recognizes and uses all reasonable resources/supports
Inferencing	Absent or unreasonable assumptions; Missed information not explicitly stated	Marginal; Did not assume what was reasonably implied	Adequate; No glaring omissions	Good inferences; Noted subtleties that others missed	Inferences comprehensive and clever.
Deduction Logic	Deductions incorrect and conclusions off-base; Very short-sighted	Deductions untenable and conclusions are flawed; Short-term thinking apparent	Deductions viable, defensible; Conclusions relate to deductions, but some leaps are evident	Deductions pretty accurate; Good conclusions, but neglected some important minor points	Deductions well supported, logical, and comprehensive; Makes perfect sense!
Critical Thinking Reasoning	Tenets cannot be supported by scenario; Does not make connections	Links/rationales are few and weak. Makes faulty judgments; Biased	Makes obvious connections, but neglects confounding variables	Rationales are well explained and only minor issues neglected	Makes excellent conclusions and explained decisions sufficiently
Decision Making	Sacrifices "weakest" member; Clear loser; Decisions alarming	Rationalized, but decisions are questionable	Decisions arguable, but some aspects are acceptable	Decisions result in reasonable benefit and try to negate harm to castaways.	Values people equally; Consideration of EVERYONE'S needs.
Problem Solving	Problem unsolved	Problem lessened, not solved	Problem only partially-solved; flaws apparent	Problem mostly solved	Problem solved completely
Tone Word Use	Disrespectful; disinterested; flippant; inaccurate word usages	A bit sarcastic or toadying; too harsh or tepid; repetitive vocabulary	Ordinary tone; vocabulary ordinary, but appropriate	Semi-professional tone; Good vocabulary range and accuracy of usage; vernacular terms	Professional tone; Exceptional vocabulary range and polished word selection
Organization Structure	Multiple errors of sentence structure (i.e., fragments, run-ons); simplistic	A bit disorganized or rambling; transitions are poor; Formulaic and tedious sentences; some sentence fragments	Routine transitions and some non-standard syntax; some errors but workable	Competent organization without sophistication; errors are few; effective, but not exciting	Well-developed; smooth transitions; rich, powerful, engaging writing
Mechanics Spelling, punctuation capitalization, length	Frequent errors; far too wordy or cursory	Several errors; a bit too wordy or cursory	Occasional errors	Insignificant errors; concise OR comprehensive	No errors; concise but comprehensive
Sub-Totals					
				Grand Total	

Portfolio Scoring Rubric

PORTFOLIO GUIDELINES AND REQUIREMENTS

All students are required to complete a portfolio of their graduate work to program faculty during their last semester of coursework. The student is required to turn in 1 portfolio in a digital media format. The portfolio will remain on-file with the CDIS department as evidence of compliance to ASHA program standards. Students should turn in the digital copy on a slide style jump drive placed inside a clasped small manila envelope placed inside a plastic presentation folder with the students name showing through on a page in front of the envelope.

PORTFOLIO PREPARATION

Format

Portfolios should be divided into tabbed and labeled, color coded sections that are prefaced by a table of contents. Additionally, each section should contain an itemized summary/cover page that lists the comprehensive contents of each section in the order in which they are presented (e.g., Letter of Application, November, 2005; Resume, October, 2005; etc.). Each item within a section should then be divided by a color coded sheet (e.g., all documents in the writing section are separated by a blue piece of paper) which identifies the document to follow (a 'title" page of sorts). Hyperlinks should be used to link the table of contents to each section and each section contents page should have hyperlinks to each of its contents. At the end of each section there should be a hyperlink back to the table of contents. Contents should not be paginated.

Specific Contents:

1) *Synthesis Paper:*
   This paper should summarize your learning experience, the impact your education has made/will make, your present strengths and weaknesses, and future goals for employment and/or educational endeavors. **It should be typed with 12 font using 1-inch margins, be double-spaced, and should be 3-5 pages.**

2) *Letter of Application and Resume:*
   Write a letter of application for a position in speech-language pathology that is of interest to you. Compose a resume summarizing your employment goals, credentials, education, experience, presentations, organizations, professional/community activities, and awards/honors. **Your letter should not exceed 1 page and your resume should not exceed 2 pages. These should be typed with 10-12 font in the body using margins of no less than 1 inch.**

3) *Professional Credentials:*
   Compile necessary documentation to support your resume. This should include your completed ASHA application and appropriate state licensure form and final clock hour logs (one page log showing hours completed in areas) of practicums completed, prefaced by the summary

form. Also include your unofficial copies of academic transcripts. If passing NESPA scores have been obtained, they should be included as well. If not obtained, the student should have documentation which details either the date on which they will be taking the NESPA, or the date on which they will be taking their comprehensive exams.

4) *Clinical Experience:*

Write a 2-page double spaced summary which clearly states your clinical strengths, weaknesses, and plans for future development in your areas of personal need or interest. In addition, this section must provide an index of relevant work completed with an ENMU faculty/staff supervisor. This index should state the initials of the client, the date of the report, the site of the report, the area treated, and the name of the supervisor. The index must address each of the following areas:

- § Child evaluation report
- § Adult evaluation report
- § Child lesson plan/plan of care
- § Adult lesson plan/plan of care
- § Child long term goals and short term objectives
- § Adult long term goals and short term objectives
- § Child SOAP/session note
- § Adult SOAP/session report
- § Child report of 9 weeks/term/semester progress
- § Adult report of 9 weeks/term/semester progress

This section must further contain at least one original example of a clinical work product you created from each of the following work sites (cannot be a duplicate document used above);

- § University
- § Head Start/preschool
- § Public school (K-12)
- § Medical site
- § Other site (private practice, nursing home, early intervention FIT, adult DD, stuttering camp, etc.).

Documentation should reflect a variety of speech-language impairments and must minimally reflect 3 (e.g., articulation, language, voice, fluency).

This allows you to do an index for the 10 reports required and simply create a reference to items that you have done with an ENMU supervisor to include the initials of the client, the date of the report, the site of the report, the area treated, and the name of the supervisor.

5) *Major Graduate Research Project/Special Project:*

A) This section should begin with a **bulleted/listed summary** that synthesizes the following information:
   - Title of study
   - Advisor(s)
   - Purpose of the study
   - Methodology including research design, subject(s), setting, materials, evaluation procedure(s), and statistical analysis methods
   - Results of the study (must include chart/table exemplifying results)
   - Discussion and/or clinical implications

B) Completed "publication-ready" paper including
   - Formal abstract (100-120 words unless specified otherwise by publisher)
   - Body of paper with introduction, literature review, methodology, results, interpretation/discussion, references, and appendices.

C) Presentation Artifacts
   - PowerPoint slides
   - Poster
   - Brochure and/or webpage
   - Other handouts

D) Other Project Artifacts
   - Human subjects proposal and acceptance letter(s)
   - Letter of submission for refereed journal
   - Submission guidelines for journal selected
   - Evidence of conference presentation
   - Evidence of community presentation/distribution

E) A 3 page learning experience paper specifying what you have learned regarding professional research, problems in conducting the study, strengths and weaknesses of your research, what you might have done differently next time, and additional supports needed.

Students completing a thesis will, of course, substitute their thesis and appropriate artifacts in lieu of the publication-ready paper above.

6) *Other Research:*

Include evidence of other student research such as participation in faculty sponsored research, study done with practicum supervisors, single subject designs done as a part of therapy, survey projects, meta-analysis of professional writings, therapeutic and other program reviews, research papers, article reviews/abstracts, etc. **At least 3 items should be submitted.**

7) *Other Professional Projects:*
This section should provide other examples of original student work. Items to be considered for this section should NOT include your special project or more formalized, data-driven research, but rather should include other projects such as student-created checklists, therapy games, resource guides, staff/parent handouts, topic notebooks, or other clinical/educational tools such as original student created case histories or progress tracking/reporting forms. Lengthy or bulky projects (e.g., topic notebooks) that do not fit readily into the portfolio should be summarized rather than directly inserted. Compiled projects should be careful to include references. **At least 5 items should be submitted.**

8) *Professional Writing:*
This section should include examples that display your proficiency with writing professional letters to colleagues, clients/parents, supervisors, administrators, etc. Persuasive letters such as scholarship requests, grant proposals, funding application letters, or submissions for professional offices (e.g., ASHA delegate, student officers, etc,) are also of interest. **At least 5 items should be submitted.**

9) *Presentation Activities:*
Provide evidence of formal presentation activities. Items to be considered include national, state, regional, local, or class presentations completed by the student. The following criteria must be met for each item submitted:

- Title of presentation
- Audience
- Setting (Date/time/location)
- Length of presentation
- Number of attendees
- Purpose/Learner objectives
- Handouts
- Convention program/presentation schedule if applicable

At least 5 items should be submitted for this section. 1 item may consist of a web-based presentation venue (e.g., webpage).

10) *Continuing Education:*
The student must provide evidence of attendance at **6 continuing education events** completed during their graduate matriculation period. Include certificates if given. Attendance at departmentally sponsored relevant classes taken for credit that do not count toward completion of degree plan requirements (electives) will typically qualify as a single continuing education event; however, approval of the program director must be secured prior to electives counting as continuing education credit.

11) *Program Assessment:*

The student is required to informally assess the ENMU CDIS program and relate 3 strengths and 3 weaknesses for specified areas. The student should *not* rate individual courses and/or instructors, but rather should consider the program as a whole and provide evaluative, constructive comments and feedback. Student will do this by completing the online survey provided by Program Director. Once the student has completed the online survey, they should print the completion page to show proof of completion and insert this page in the portfolio.

12) *Additional Sections:*

Students should be aware that additional sections may be added on an "as needed" basis as the CDIS Program continues to develop assessment procedures for the ASHA standards. Additional sections may also be required for students who have not meet KASA requirements.

PORTFOLIO SCORING

Portfolios will be assessed according to the checklist for evaluating portfolios and will be graded with a PASS or FAIL during CDIS 590- Graduate Seminar.

For the portfolio itself, each student will be rated as pass or fail in each of the following parameters (a full checklist is attached for reference):

- Overall portfolio quality
- Synthesis paper
- Letter of application and resume
- Professional credentials
- Clinical experience
- Special project
- Other research
- Professional writing
- Presentation activities
- Continuing education
- Program assessment
- Additional sections (if applicable)

PORTFOLIO DUE DATES

All portfolios are due by 5:00 pm according to the following schedule:

- If graduating in a fall semester, your portfolio is due on the last Friday in October
- If graduating in a spring or summer semester, your portfolio is due on the last Monday in March
- If any due date falls during an official University recess, your portfolio is due exactly one week prior.

Portfolios should be turned in to the faculty teaching CDIS 590.

*****Late portfolios will not be accepted**. If your portfolio does not **arrive** in the Program Office by the date and time required, you will fail to meet departmental graduation requirements and your graduation will be deferred until such time as you have met all requirements.

PORTFOLIO SUPPORTS

An overview and question/answer session specifically addressing the portfolio process will be provided for students during CDIS 500, 557, 560, 573 and each spring semester during CDIS 590: Graduate Seminar. Students should also feel free to schedule an individual appointment with faculty to ask additional questions, gain further guidance, view portfolio examples, or to review their portfolio at any time.

Requirements Checklist

Format		Pass/Fail	If Deficient, what is missing
Specifics	1. Synthesis Paper		
	2. Letter of Application		
	Resume'		
	3. Professional Credentials		
	4. Clinical Experiences Summary		
	10 Total		
	5 Sites		
	3 Disorders		
	5. Major Graduate Project Bulleted Summary		
	Paper (print ready)		
	Presentation		
	Other Artifacts-HS form, etc		
	Learning Summary		
	6. Other Research (3 items)		
	7. Other Professional projects (5 items)		
	8. Professional Writing (5 items)		

	9. Presentation Activities (5 items)		
	10. Continuing Ed (6 items)		
	11. Program Assessment (Printed from online report)		

** KASA Outcomes 800.1, 800.2, 800.3, 800.4, 800.5, 800.6, 800.7, 800.8, 800.9, 800.11 will all be verified via this checklist.

Swift/Weems/Bratcher – updated 12/09/14

Graduate Research Scoring Rubric

CDIS 560 Data Grading Rubric

	Unacceptable	Less than Expected	As Expected	Better than Expected
Study Execution	0-4	6	8	10
	Did not anticipate nor control for confounding variables	Partial control for expected confounding variables, but reacted slowly or did not recognize problems until too late.	Anticipated and controlled for expected confounding variables	Anticipated and controlled for expected variables **and** reacted quickly to attempt control of unexpected confounding variables
Data Collection	0-4	6	8	10
	Data was collected in an inappropriate manner or minimal *n* was not obtained	Data was collected in appropriate manner with less than required *n* as specified in IRB and/or approved by supervisor	Data was collected in appropriate manner with required *n* as specified in IRB & approved by supervisor	Data was collected in exemplary manner with attention to detail and high treatment fidelity; required *n* was exceeded
Independence	0-4	6	8	10
	Relied on supervisor to initiate meetings, structure data, & select statistic; did not solve problems; required supervisor for vast majority of all data analysis	Required significant supervisor support; suggested resolutions which were untenable; relied on supervisor to solve problems; presented raw data to supervisor with no preliminary ideas or analysis.	Requested support as needed; suggested tenable solutions; worked *with* supervisor to resolve issues; presented partially complete data to supervisor for assistance	Required minimal support; presented solutions to supervisor for approval; submitted largely complete statistical analysis to supervisor for approval
Descriptive: Computation & Calculation Fundamentals	0-6	9	12	15
	Could not organize data or compute statistics competently without extensive assistance; Incompetent Excel user	Could only organize data and compute statistics with moderate assistance; Emergent Excel user	Was able to organize data and compute statistics with minimal assistance; Fair Excel user	Was able to organize data and compute statistics without assistance; Good Excel user
Inferential: Computation & Calculation Fundamentals	0-8	12	16	20
	Analysis does not match design of research; Could not select or compute statistics competently without extensive assistance (including post-hocs); Incompetent with statistics calculator	Analysis partially matches design of research; Could only select and compute statistics with moderate assistance (including post-hocs); Emergent calculator user	Analysis matches design of research; Was able to select and compute statistics with minimal assistance; (including post-hocs); Fair calculator user	Analysis matches design of research; Was able to select and compute statistics without assistance; (including post-hocs); Good calculator user

Interpretation	0-4	6	8	10
	Could not interpret statistics competently without extensive assistance	Could only interpret statistics with moderate assistance	Was able to interpret statistics with minimal assistance	Was able to interpret statistics without assistance
Answered Research Question(s)	0-6	9	12	15
	Did not answer research question	Marginally answered research question	Mostly answered research question; all questions are included in model	Answered research question; Analysis is thorough and exhaustive
Timeliness	0-4	6	8	10
	Scheduled late and completed late	Scheduled late and completed on time	Scheduled appropriately and completed on time	Scheduled and completed early
Charts and Graphs (Optional)	0-4	6	8	10
	None included	Charts and graphs included but have mistakes; detract from understanding of date	Charts and data included but distracting and/or hard to read; do not add to understanding of data	Neat and easy to read; enhance the understanding of the data
Total				
Grand Total		Grade		

Student Name: _____

Supervisor Signature: _____

Date: _____