Eastern New Mexico University

Assessment Report

Program:

Health and Human Services Department: CDIS Program

Academic Year: 2015-2016

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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 2015-16
100.2) Develop and implement an oral-motor assessment protocol		100.2) CDIS 300, AY 2015-16
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 2015-16

Results

Outcome(s)	Action(s) Taken	Timeline for Action(s)
100.1) An average of 75.25% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.1) AY 2016-17
100.2) An average of 87.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.2) AY 2016-17
100.3) An average of 89.29% of total students met this outcome at ≥ 75%	Continue plan unchanged	100.3) AY 2016-17

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 2015-16
200.2) Differentiate structures within and functions of neurological systems		200.2) CDIS 421, AY 2015-16
200.3) Identify and list functions for UMN and LMN systems		200.3) CDIS 421, AY 2015-16
200.4) Explain the blood supply of the brain and brain stem		200.4) CDIS 421, AY 2015-16
200.5) Identify lobes and their functions		200.5) CDIS 421, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
200.1) An average of 85.00% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.1) AY 2016-17
200.2) An average of 87.10% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.2) AY 2016-17
200.3) An average of 85.40% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.3) AY 2016-17
200.4) An average of 93.10% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.4) AY 2016-17
200.5) An average of 92.30% of total students met this outcome at ≥ 75%	Continue plan unchanged	200.5) AY 2016-17

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 2015-16
300.2) Spectrographically analyze and identify selected vowel and consonant sounds		300.2) CDIS 400, AY 2015-16
300.3) Analyze voice samples for jitter, shimmer, mean harmonics-to-noise ratio, voicing, and pitch spectrographic analysis		300.3) CDIS 400, AY 2015-16
300.4) Define formant and describe the manner in which variations in physiology affect formant frequencies		300.4) CDIS 400, AY 2015-16
300.5) Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry)		300.5) CDIS 342/446*, AY 2015-16
300.6) Analyze and interpret audiometric Results		300.6) CDIS 342, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
300.1) An average of 93.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.1) AY 2016-17
300.2) An average of 89.17% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.2) AY 2016-17
300.3) An average of 100% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.3) AY 2016-17
300.4) An average of 90% of total students met this outcome at ≥ 75%	Continue plan unchanged	300.4) AY 2016-17
300.5) An average of 90%* of total students met this outcome at ≥ 75%	Continue plan unchanged	300.5) AY 2016-17
300.6) An average of 91% of total students met this outcome at ≥ 75% *Includes data from 342 only	Continue plan unchanged	300.6) AY 2016-17

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 2015-16 400.2) CDIS 441, AY 2015-16 400.3) CDIS 441, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
400.1) An average of 85.73% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.1) AY 2016-17
400.2) An average of 94.77% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.2) AY 2016-17
400.3) An average of 86.30% of total students met this outcome at ≥ 75%	Continue plan unchanged	400.3) AY 2016-17

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 2015-16 500.2) CDIS 330, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
500.1) An average of 97.63% of total students met this outcome at ≥ 75%	Continue plan unchanged	500.1) AY 2016-17
500.2) An average of 97% of total students met this outcome at ≥ 75%	Continue plan unchanged	500.2) AY 2016-17

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 2015-16
600.2) Transcribe normal speech sample using IPA, diacritics, syllable shapes, and place/manner/voicing analysis		600.2) CDIS 310, AY 2015-16
600.3) Transcribe normal language sample; Compute MLU, MLR, TTR, semantic analysis, clause density (e.g., coordination/subordination index)		600.3) CDIS 332, AY 2015-16
600.4) Using a normal sample, score NRT and analyze results according to strengths/weaknesses and developmental norms		600.4) CDIS 311/332*, AY 2015-16
600.5) Compose Results detailing results of sample		600.5) CDIS 332, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
600.1) An average of 83.68% of total students met this outcome at ≥ 75%	Continue plan unchanged	600.1) AY 2016-17
600.2) An average of 93.71% of total students met this outcome at ≥ 75%	Continue plan unchanged	600.2) AY 2016-17
600.3) An average of 94.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	600.3) AY 2016-17
600.4) An average of 92.26%* of total students met this outcome at ≥ 75%	Continue plan unchanged	600.4) AY 2016-17
600.5) An average of 93.75% of total students met this outcome at ≥ 75% *Includes data from two courses	Continue plan unchanged	600.5) AY 2016-17

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 2015-16 700.2) CDIS 454, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
700.1) An average of 100% of total students met this outcome at ≥ 75%	Continue plan unchanged	700.1) AY 2016-17
700.2) An average of 85.40% of total students met this outcome at ≥ 75%	Continue plan unchanged	700.2) AY 2016-17

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 2015-16
800.2) Relate anatomical structure (e.g., dentition, occlusion) and function (e.g., hyper/hypo) to pattern of error		800.2) CDIS 311, AY 2015-16
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 2015-16
800.4) Describe common etiologies and characteristics of speech and language disorders		800.4) CDIS 311/332*, AY 2015-16
800.5) Explain basic differences in delay vs. disorder vs. difference in speech and language profiles		800.5) CDIS 311/332*, AY 2015-16
800.6) Relate type of hearing loss to anatomical structure and function		800.6) CDIS 342, AY 2015-16
800.7) Discriminate and describe amplification systems		800.7) CDIS 434, AY 2015-16
800.8) Discriminate and describe communication methods for deaf and HOH individuals		800.8) CDIS 434, AY 2015-16
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 2015-16
800.10) Discriminate and explain various intervention models for addressing speech and language disorders		800.10) CDIS 441, AY 2015-16
800.11) Use elementary principles of EBP to justify decision making process		800.11) CDIS 441, AY 2015-16
800.12S) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Speech)		800.12S) CDIS 454, AY 2015-16
800.12L) Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms (Language)		800.12L) CDIS 454, AY 2015-16

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 2015-16
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 2015-16
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 2015-16
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 2015-16
800.16) Apply the ASHA COE to case-based situations		800.16) CDIS 441, AY 2015-16
800.17) Explain scope of practice, legal policy, etc.		800.17) CDIS 441, AY 2015-16
800.18) Complete clinical observations as assigned		800.18) CDIS 441L, AY 2015-16
800.19) Complete clinical application assignments		800.19) CDIS 441, AY 2015-16
800.20) Prepare an informational session on communicative disorders		800.20) CDIS 441, AY 2015-16
Results		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
800.1) An average of 77.86% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.1) AY 2016-17
800.2) An average of 78.29% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.2) AY 2016-17
800.3) An average of 89.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.3) AY 2016-17

Results (Cont.)		
Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
800.4) An average of 87.70%* of total students met this outcome at ≥ 75%	Continue plan unchanged	800.4) AY 2016-17
800.5) An average of 87.25%* of total students met this outcome at ≥ 75%	Continue plan unchanged	800.5) AY 2016-17
800.6) An average of 90.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.6) AY 2016-17
800.7) An average of 85.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.7) AY 2016-17
800.8) An average of 89.50% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.8) AY 2016-17
800.9) An average of 92.67% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.9) AY 2016-17
800.10) An average of 85.23% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.10) AY 2016-17
800.11) An average of 86.33% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.11) AY 2016-17
800.12S) An average of 93 % of total students met this outcome at ≥ 75%	Continue plan unchanged	800.12S) AY 2016-17
800.12L) An average of 81% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.12S) AY 2016-17
800.13) An average of 83.60% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.13) AY 2016-17
800.14) An average of 90% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.14) AY 2016-17
800.15S) An average of 100% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.15) AY 2016-17
800.15L) An average of 78% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.15) AY 2016-17
800.16) An average of 93.10% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.16) AY 2016-17
800.17) An average of 92% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.17) AY 2016-17
800.18) An average of 93.04% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.18) AY 2016-17
800.19) An average of 86.87% of total students met this outcome at ≥ 75%	Continue plan unchanged	800.19) AY 2016-17
800.20) An average of 95.10% of total students met this outcome at ≥ 75% *Includes data from two courses	Continue plan unchanged	800.20) AY 2016-17

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 2015-16
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

Learning Outcomes Analysis: Aggregate Data – All students

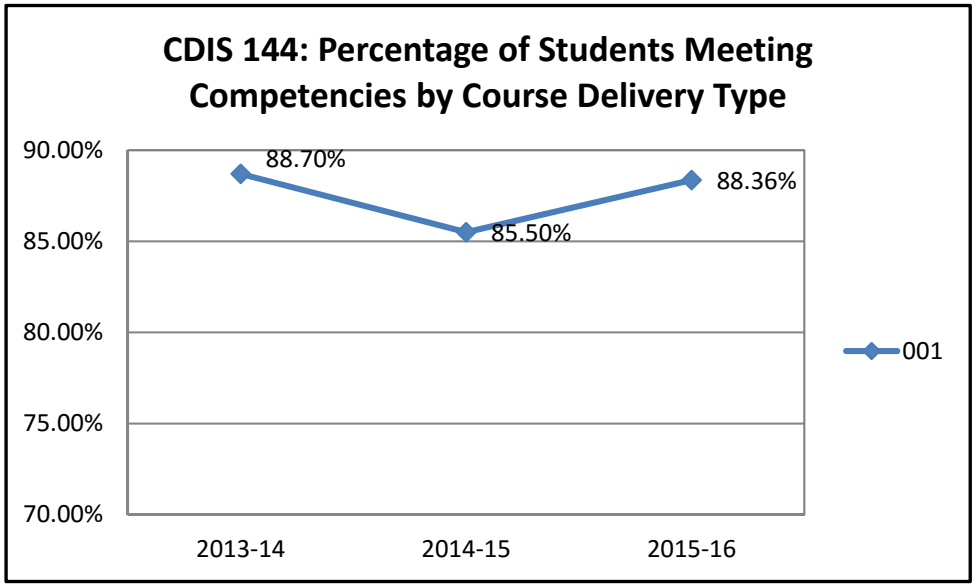
Course:	144	Objective:	144.001		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Gray	001	16	90.00	-1.00	-0.3873
Gray	002	16	88.00	-3.00	-1.1619
Gray	001	16	92.00	1.00	0.3873
Gray	002	16	94.00	3.00	1.1619
		Sum	364.00		
		Mean	91.00		
		Variance	6.67		
		St Dev.	2.58		

Course:	144	Objective:	144.002		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Gray	001	16	87.00	-7.25	-1.3482
Gray	002	16	95.00	0.75	0.1395
Gray	001	16	95.00	0.75	0.1395
Gray	002	16	100.00	5.75	1.0693
		Sum	377.00		
		Mean	94.25		
		Variance	28.92		
		St Dev.	5.38		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**144**	**Objective:**	**144.003**			**Course:**	**144**	**Objective:**	**144.004**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	74.00	-3.25	-0.8609	Gray	001	16	89.00	-3.25	-0.8233
Gray	002	16	74.00	-3.25	-0.8609	Gray	002	16	89.00	-3.25	-0.8233
Gray	001	16	80.00	2.75	0.7285	Gray	001	16	97.00	4.75	1.2033
Gray	002	16	81.00	3.75	0.9934	Gray	002	16	94.00	1.75	0.4433
		Sum	309.00					**Sum**	369.00		
		Mean	77.25					**Mean**	92.25		
		Variance	14.25					**Variance**	15.58		
		St Dev.	3.77					**St Dev.**	3.95		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**144**	**Objective:**	**144.005**			**Course:**	**144**	**Objective:**	**144.006**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	100.00	8.25	0.6716	Gray	001	16	83.00	-6.25	-0.8008
Gray	002	16	74.00	-17.75	-1.4449	Gray	002	16	84.00	-5.25	-0.6727
Gray	001	16	100.00	8.25	0.6716	Gray	001	16	90.00	0.75	0.0961
Gray	002	16	93.00	1.25	0.1018	Gray	002	16	100.00	10.75	1.3773
		Sum	367.00					**Sum**	357.00		
		Mean	91.75					**Mean**	89.25		
		Variance	150.92					**Variance**	60.92		
		St Dev.	12.28					**St Dev.**	7.80		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**144**	**Objective:**	**144.007**			**Course:**	**144**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	78.00	-4.75	-0.4728	Gray	001	16	85.86	-2.50	-0.4858
Gray	002	16	74.00	-8.75	-0.8710	Gray	002	16	82.57	-5.79	-1.1243
Gray	001	16	82.00	-0.75	-0.0747	Gray	001	16	90.86	2.50	0.4858
Gray	002	16	97.00	14.25	1.4185	Gray	002	16	94.14	5.79	1.1243
		Sum	331.00					**Sum**	353.43		
		Mean	82.75					**Mean**	88.36		
		Variance	100.92					**Variance**	26.48		
		St Dev.	10.05					**St Dev.**	5.15		


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%
88.36%
2013-14
2014-15
2015-16
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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

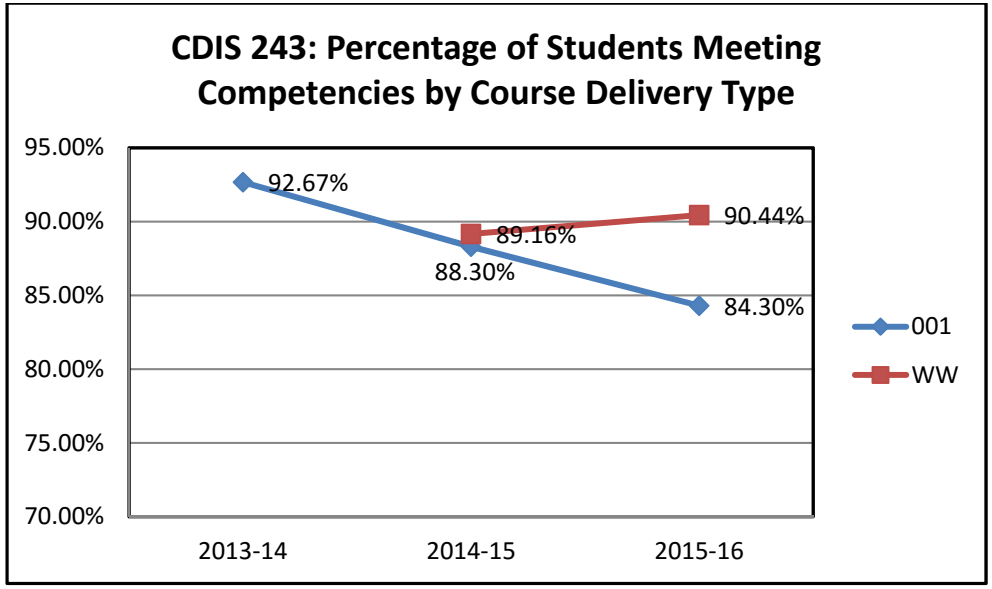
Course:	243	Objective:	243.001		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Atkinson	001	16	94.00	4.00	1.1882
Swift	1WW	8	91.00	1.00	0.2970
Swift	2WW	8	89.00	-1.00	-0.2970
Swift	3WW	8	86.00	-4.00	-1.1882
		Sum	360.00		
		Mean	90.00		
		Variance	11.33		
		St Dev.	3.37		

Course:	243	Objective:	243.002		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Atkinson	001	16	70.00	-16.00	-1.4899
Swift	1WW	8	91.00	5.00	0.4656
Swift	2WW	8	93.00	7.00	0.6518
Swift	3WW	8	90.00	4.00	0.3725
		Sum	344.00		
		Mean	86.00		
		Variance	115.33		
		St Dev.	10.74		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	243	Objective:	243.003		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Atkinson	001	16	89.00	-1.75	-1.0247
Swift	1WW	8	91.00	0.25	0.1464
Swift	2WW	8	93.00	2.25	1.3175
Swift	3WW	8	90.00	-0.75	-0.4392
		Sum	363.00		
		Mean	90.75		
		Variance	2.92		
		St Dev.	1.71		

Course:	243	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Atkinson	001	16	84.33	-4.58	-1.3825
Swift	1WW	8	91.00	2.08	0.6284
Swift	2WW	8	91.67	2.75	0.8295
Swift	3WW	8	88.67	-0.25	-0.0754
		Sum	355.67		
		Mean	88.92		
		Variance	10.99		
		St Dev.	3.32		


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%
84.30%
89.16%
90.44%
2013-14
2014-15
2015-16
001
WW

CDIS 244 ASL I		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 244.001) Acquire a working knowledge of foundational ASL signs, fingerspelling, and numbers at an intermediate level.	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 knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance) at an intermediate level.	Quiz/Exam/Skills performance	
CDIS 244.004) Demonstrate enhanced knowledge about Deaf culture related the arts (Deaf literary forms, art, music, theatre, and dance) at an intermediate level.	Exam/Paper/Essay	**Population/Timeline** CDIS 244, AY 2015-16
CDIS 244.005) Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural oppression at an intermediate level.	Exam/Paper/Essay	
CDIS 244.006) Demonstrate enhanced knowledge about Deaf culture related to Deaf history and cultural advancements related to technology at an intermediate level.	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 at an intermediate level.		

Learning Outcomes Analysis: Aggregate Data – All students

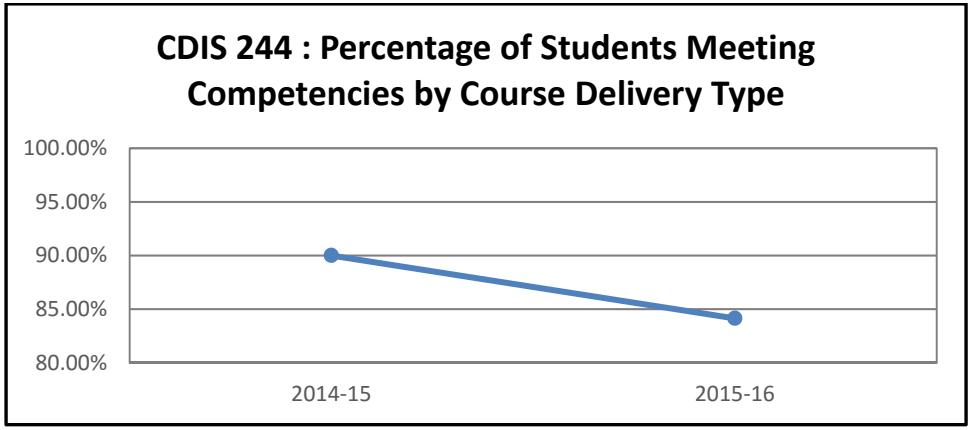
Course:	244	Objective:	244.001		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Gray	001	16	83.00	-4.50	-0.7071
Gray	001	16	92.00	4.50	0.7071
		Sum	175.00		
		Mean	87.50		
		Variance	40.50		
		St Dev.	6.36		

Course:	244	Objective:	244.002		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Gray	001	16	75.00	-8.50	-0.7071
Gray	001	16	92.00	8.50	0.7071
		Sum	167.00		
		Mean	83.50		
		Variance	144.50		
		St Dev.	12.02		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	244	**Objective:**	**244.003**			**Course:**	244	**Objective:**	**244.004**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	79.00	-1.50	-0.7071	Gray	001	16	83.00	-1.00	-0.7071
Gray	001	16	82.00	1.50	0.7071	Gray	001	16	85.00	1.00	0.7071
		Sum	161.00					**Sum**	168.00		
		Mean	80.50					**Mean**	84.00		
		Variance	4.50					**Variance**	2.00		
		St Dev.	2.12					**St Dev.**	1.41		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	244	**Objective:**	**244.005**			**Course:**	244	**Objective:**	**244.006**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	92.00	3.50	0.7071	Gray	001	16	75.00	-1.50	-0.7071
Gray	001	16	85.00	-3.50	-0.7071	Gray	001	16	78.00	1.50	0.7071
		Sum	177.00					**Sum**	153.00		
		Mean	88.50					**Mean**	76.50		
		Variance	24.50					**Variance**	4.50		
		St Dev.	4.95					**St Dev.**	2.12		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	244	**Objective:**	**244.007**			**Course:**	**244**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Gray	001	16	92.00	3.50	0.7071	Gray	001	16	82.71	-1.43	-0.7071
Gray	001	16	85.00	-3.50	-0.7071	Gray	001	16	85.57	1.43	0.7071
		Sum	177.00					**Sum**	168.29		
		Mean	88.50					**Mean**	84.14		
		Variance	24.50					**Variance**	4.08		
		St Dev.	4.95					**St Dev.**	2.02		

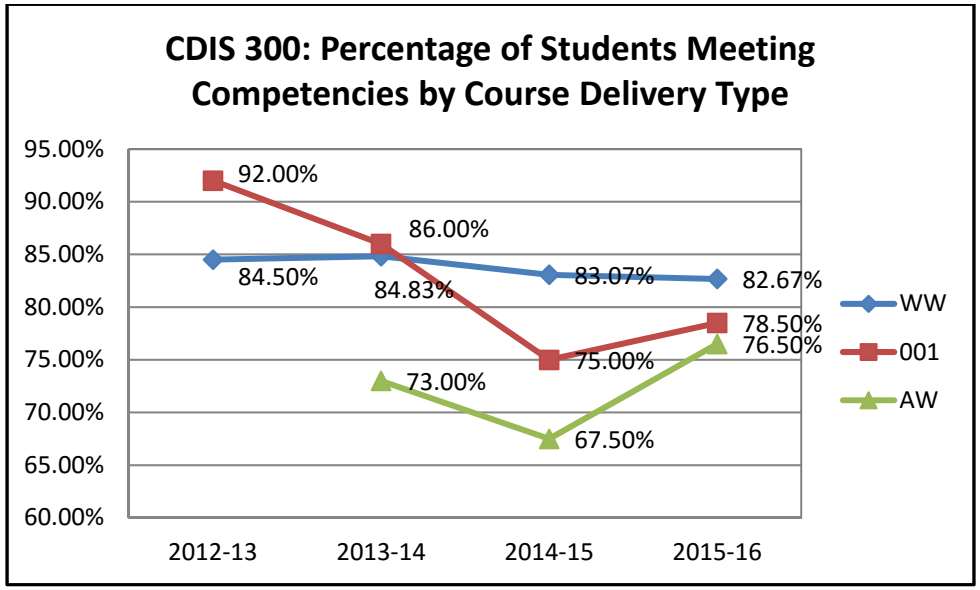


CDIS 300 Speech-Language-Hearing Anatomy and Physiology		
Measure(s)	**Data Sources**	**Performance Criteria**
100.1) From production through auditory reception, detail all structures and functions required to produce and perceive speech. Students must specifically identify respiratory, phonatory, resonatory, 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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	300	Objective:	100.1			Course:	300	Objective:	100.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Bougie	001	16	66.00	-9.25	-0.7887	Bougie	001	16	91.00	3.50	0.4119
Bougie	1AW	16	73.00	-2.25	-0.1918	Bougie	1AW	16	80.00	-7.50	-0.8826
Barrow	1WW	8				Barrow	1WW	8			
Barrow	2WW	8	78.00	2.75	0.2345	Barrow	2WW	8	91.00	3.50	0.4119
Bougie	3WW	8	48.00	-27.25	-2.3234	Bougie	3WW	8	68.00	-19.50	-2.2947
Barrow	1WW	16	82.00	6.75	0.5755	Barrow	1WW	16	94.00	6.50	0.7649
Barrow	2WW	8	84.00	8.75	0.7461	Barrow	2WW	8	89.00	1.50	0.1765
Barrow	3WW	8	82.00	6.75	0.5755	Barrow	3WW	8	94.00	6.50	0.7649
Bougie	1WW	8	89.00	13.75	1.1724	Bougie	1WW	8	93.00	5.50	0.6472
		Sum	602.00					Sum	700.00		
		Mean	75.25					Mean	87.50		
		Variance	137.55					Variance	72.21		
		St Dev.	11.73					St Dev.	8.50		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	300	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Bougie	001	16	78.50	-2.88	-0.2965
Bougie	1AW	16	76.50	-4.88	-0.5027
Barrow	1WW	8			
Barrow	2WW	8	84.50	3.13	0.3222
Bougie	3WW	8	58.00	-23.38	-2.4103
Barrow	1WW	16	88.00	6.63	0.6831
Barrow	2WW	8	86.50	5.13	0.5285
Barrow	3WW	8	88.00	6.63	0.6831
Bougie	1WW	8	91.00	9.63	0.9925
		Sum	651.00		
		Mean	81.38		
		Variance	94.05		
		St Dev.	9.70		



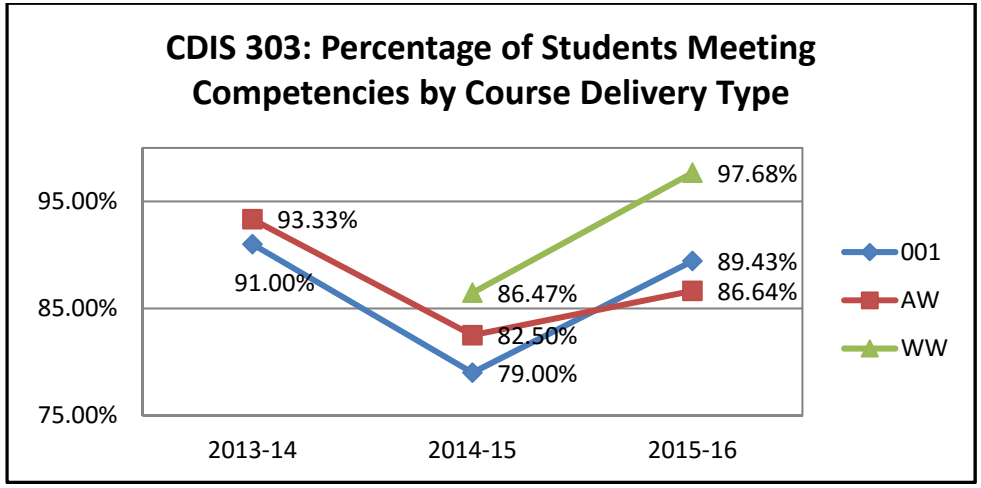
CDIS 303 Language Science		
Measure(s)	**Data Sources**	**Performance Criteria**
CDIS 303.001) Describe the primary differences between vowels and consonants from a phonetic/phonological perspective	Assignment/Exam	70% of total students will meet course specific, entry-level competency for these outcome 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 as applicable to a spoken and/or signed language.	Assignment/Exam/Essay	CDIS 303, AY 2015-16
* Not assessed in current cycle. Will be added to AY16-17 assessment plan		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	303	Objective:	303.001			Course:	303	Objective:	303.002		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	91.00	-1.06	-0.1243	Wilkerson	1WW	16	90.00	-1.40	-0.1987
Wilkerson	2WW	16	100.00	7.94	0.9342	Wilkerson	2WW	16	87.50	-3.90	-0.5536
Wilkerson	001	16	77.70	-14.36	-1.6887	Wilkerson	001	16	80.00	-11.40	-1.6181
Wilkerson	1AW	17	86.90	-5.16	-0.6066	Wilkerson	1AW	17	90.00	-1.40	-0.1987
Wilkerson	2AW	18	88.80	-3.26	-0.3831	Wilkerson	2AW	18	92.30	0.90	0.1277
Wilkerson	1WW	8	100.00	7.94	0.9342	Wilkerson	1WW	8	100.00	8.60	1.2207
Wilkerson	2WW	8	100.00	7.94	0.9342	Wilkerson	2WW	8	100.00	8.60	1.2207
		Sum	644.40					Sum	639.80		
		Mean	92.06					Mean	91.40		
		Variance	72.29					Variance	49.64		
		St Dev.	8.50					St Dev.	7.05		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**303**	**Objective:**	**303.003**			**Course:**	**303**	**Objective:**	**303.004**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	90.00	-5.77	-0.9816	Wilkerson	1WW	16	77.00	-10.30	-0.6464
Wilkerson	2WW	16	85.70	-10.07	-1.7130	Wilkerson	2WW	16	100.00	12.70	0.7971
Wilkerson	001	16	100.00	4.23	0.7192	Wilkerson	001	16	100.00	12.70	0.7971
Wilkerson	1AW	17	94.70	-1.07	-0.1822	Wilkerson	1AW	17	57.80	-29.50	-1.8514
Wilkerson	2AW	18	100.00	4.23	0.7192	Wilkerson	2AW	18	82.60	-4.70	-0.2950
Wilkerson	1WW	8	100.00	4.23	0.7192	Wilkerson	1WW	8	93.70	6.40	0.4017
Wilkerson	2WW	8	100.00	4.23	0.7192	Wilkerson	2WW	8	100.00	12.70	0.7971
		Sum	670.40					**Sum**	611.10		
		Mean	95.77					**Mean**	87.30		
		Variance	34.57					**Variance**	253.88		
		St Dev.	5.88					**St Dev.**	15.93		

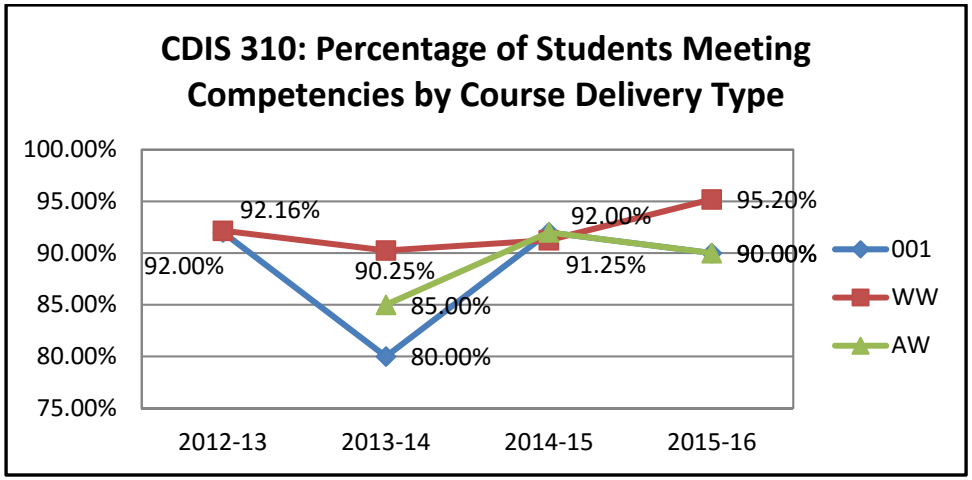
Learning Outcomes Analysis: Aggregate Data – All students					
Course:	**303**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	87.00	-4.63	-0.7450
Wilkerson	2WW	16	93.30	1.67	0.2683
Wilkerson	001	16	89.43	-2.21	-0.3550
Wilkerson	1AW	17	82.35	-9.28	-1.4929
Wilkerson	2AW	18	90.93	-0.71	-0.1137
Wilkerson	1WW	8	98.43	6.79	1.0926
Wilkerson	2WW	8	100.00	8.37	1.3459
		Sum	641.43		
		Mean	91.63		
		Variance	38.66		
		St Dev.	6.22		



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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	310	Objective:	600.2		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Martin	001	16	90.00	-3.71	-0.7997
Martin	1AW	16	90.00	-3.71	-0.7997
Lebsack	1WW	8	100.00	6.29	1.3534
Howard	2WW	8	95.00	1.29	0.2768
Lebsack	1WW	16	91.00	-2.71	-0.5844
Salley	2WW	8	90.00	-3.71	-0.7997
Mason	2WW	8	100.00	6.29	1.3534
		Sum	656.00		
		Mean	93.71		
		Variance	21.57		
		St Dev.	4.64		



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 2015-16
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	

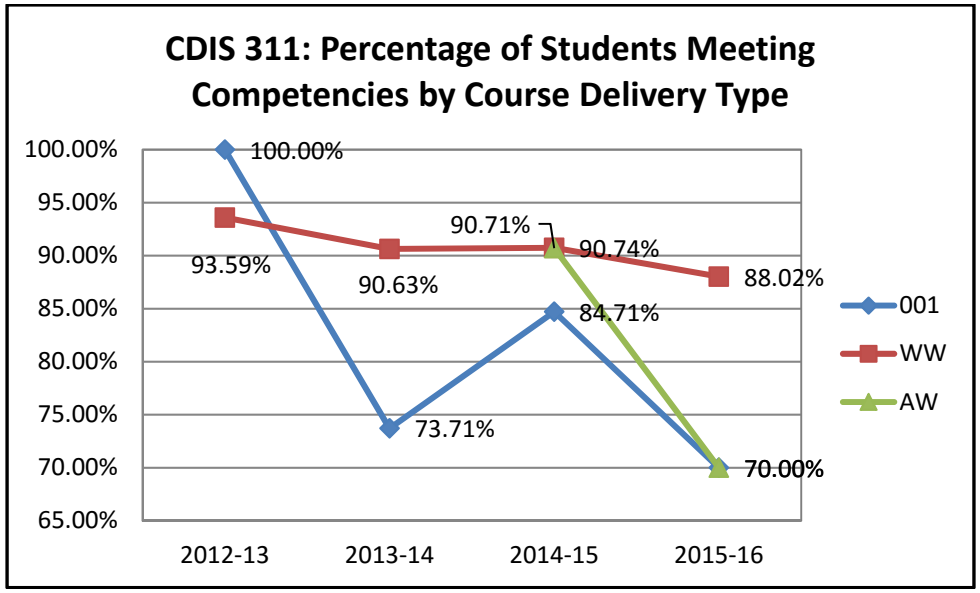
Learning Outcomes Analysis: Aggregate Data – All students

Course:	311	Objective:	100.3			Course:	311	Objective:	600.4		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
LaPrade	1WW	8	87.00	-2.29	-0.4353	LaPrade	1WW	8	87.00	-2.86	-0.8971
Mason	2WW	16	91.00	1.71	0.3265	Mason	2WW	16	91.00	1.14	0.3588
Howard	3WW	8	95.00	5.71	1.0883	Howard	3WW	8	95.00	5.14	1.6148
Worthington	001	16	83.00	-6.29	-1.1971	Worthington	001	16	90.00	0.14	0.0449
Worthington	1AW	16	83.00	-6.29	-1.1971	Worthington	1AW	16	90.00	0.14	0.0449
LaPrade	1WW	8	90.00	0.71	0.1360	LaPrade	1WW	8	85.00	-4.86	-1.5251
Salley	2WW	8	96.00	6.71	1.2787	Salley	2WW	8	91.00	1.14	0.3588
		Sum	625.00					Sum	629.00		
		Mean	89.29					Mean	89.86		
		Variance	27.57					Variance	10.14		
		St Dev.	5.25					St Dev.	3.18		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**311**	**Objective:**	**600.5**			**Course:**	**311**	**Objective:**	**800.1**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
LaPrade	1WW	8	74.00	-2.50	-0.1695	LaPrade	1WW	8	74.00	-3.86	-0.2775
Mason	2WW	16				Mason	2WW	16	87.00	9.14	0.6579
Howard	3WW	8	95.00	18.50	1.2544	Howard	3WW	8	95.00	17.14	1.2335
Worthington	001	16	60.00	-16.50	-1.1188	Worthington	001	16	60.00	-17.86	-1.2849
Worthington	1AW	16	60.00	-16.50	-1.1188	Worthington	1AW	16	60	-17.86	-1.2849
LaPrade	1WW	8	80.00	3.50	0.2373	LaPrade	1WW	8	80.00	2.14	0.1542
Salley	2WW	8	90.00	13.50	0.9154	Salley	2WW	8	89.00	11.14	0.8018
		Sum	459.00					**Sum**	545.00		
		Mean	76.50					**Mean**	77.86		
		Variance	217.50					**Variance**	193.14		
		St Dev.	14.75					**St Dev.**	13.90		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**311**	**Objective:**	**800.2**			**Course:**	**311**	**Objective:**	**800.4**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
LaPrade	1WW	8	74.00	-4.29	-0.2851	LaPrade	1WW	8	83.00	2.43	0.1603
Mason	2WW	16	91.00	12.71	0.8459	Mason	2WW	16	91.00	10.43	0.6882
Howard	3WW	8	95.00	16.71	1.1121	Howard	3WW	8	95.00	14.43	0.9522
Worthington	001	16	60.00	-18.29	-1.2166	Worthington	001	16	60.00	-20.57	-1.3576
Worthington	1AW	16	60.00	-18.29	-1.2166	Worthington	1AW	16	60.00	-20.57	-1.3576
LaPrade	1WW	8	75.00	-3.29	-0.2186	LaPrade	1WW	8	80.00	-0.57	-0.0377
Salley	2WW	8	93.00	14.71	0.9790	Salley	2WW	8	95.00	14.43	0.9522
		Sum	548.00					**Sum**	564.00		
		Mean	78.29					**Mean**	80.57		
		Variance	225.90					**Variance**	229.62		
		St Dev.	15.03					**St Dev.**	15.15		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**311**	**Objective:**	**800.5**			**Course:**	**311**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
LaPrade	1WW	8	83.00	-1.67	-0.0387	LaPrade	1WW	8	80.29	-2.59	-0.2521
Mason	2WW	16	91.00	6.33	0.1469	Mason	2WW	16	90.33	7.46	0.7278
Howard	3WW	8	95.00	10.33	0.2397	Howard	3WW	8	95.00	12.13	1.1829
Worthington	001	16	77.00	-7.67	-0.1778	Worthington	001	16	70.00	-12.87	-1.2552
Worthington	1AW	16	77.00	-7.67	-0.1778	Worthington	1AW	16	70.00	-12.87	-1.2552
LaPrade	1WW	8	85.00	0.33	0.0077	LaPrade	1WW	8	82.14	-0.73	-0.0710
Salley	2WW	8		95.00	2.2037	Salley	2WW	8	92.33	9.46	0.9228
		Sum	508.00					**Sum**	580.10		
		Mean	84.67					**Mean**	82.87		
		Variance	1858.47					**Variance**	105.15		
		St Dev.	43.11					**St Dev.**	10.25		


CDIS 311: Percentage of Students Meeting Competencies by Course Delivery Type
100.00%
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
65.00%
2012-13
2013-14
2014-15
2015-16
100.00%
73.71%
84.71%
70.00%
93.59%
90.63%
90.71%
90.74%
88.02%
001
WW
AW

CDIS 320 Issues in Disabilities

Measure(s)	Data Sources	Performance Criteria
CDIS 320-001) Students will critically appraise their own beliefs as well as the viewpoints of others. Students will learn to critique/defend and negotiate differences in opinion.	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 320-002) Students will recognize and communicate how disabilities have been viewed and treated historically in the U.S. and across the globe. The student will also compare/contrast how different societies presently view individuals with a disability.	Exam/Paper/Essay	
CDIS 320-003) Students will analyze relationships between culture, religion, SES, gender, and disability.	Exam/Paper/Essay	**Population/Timeline**
CDIS 320-004) Students will recognize, communicate, and critically appraise barriers for, stigmas about, and discrimination of individuals with a disability.	Exam/Paper/Essay	CDIS 244, AY 2015-16

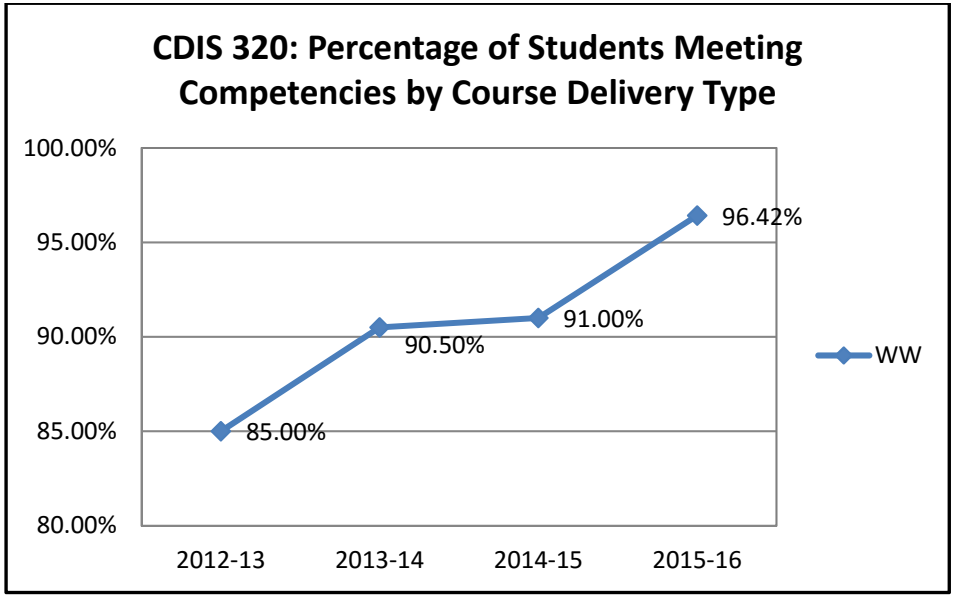
Learning Outcomes Analysis: Aggregate Data – All students

Course:	320	Objective:	320-001			Course:	320	Objective:	320-002		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Costa-Guerra	1WW	16	95.00	-1.83	-0.8579	Costa-Guerra	1WW	16	95.00	-1.17	-0.8777
Costa-Guerra	2WW	16	97.00	0.17	0.0780	Costa-Guerra	2WW	16	97.00	0.83	0.6270
Costa-Guerra	3WW	16	100.00	3.17	1.4818	Costa-Guerra	3WW	16	97.00	0.83	0.6270
Costa-Guerra	1WW	16	94.00	-2.83	-1.3259	Costa-Guerra	1WW	16	95.00	-1.17	-0.8777
Costa-Guerra	2WW	16	97.00	0.17	0.0780	Costa-Guerra	2WW	16	95.00	-1.17	-0.8777
Costa-Guerra	1WW	8	98.00	1.17	0.5459	Costa-Guerra	1WW	8	98.00	1.83	1.3793
		Sum	581.00					Sum	577.00		
		Mean	96.83					Mean	96.17		
		Variance	4.57					Variance	1.77		
		St Dev.	2.14					St Dev.	1.33		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	320	Objective:	320-003			Course:	320	Objective:	320-004		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Costa-Guerra	1WW	16	95.00	-1.17	-0.8777	Costa-Guerra	1WW	16	95.00	-1.50	-0.6642
Costa-Guerra	2WW	16	97.00	0.83	0.6270	Costa-Guerra	2WW	16	97.00	0.50	0.2214
Costa-Guerra	3WW	16	98.00	1.83	1.3793	Costa-Guerra	3WW	16	100.00	3.50	1.5498
Costa-Guerra	1WW	16	95.00	-1.17	-0.8777	Costa-Guerra	1WW	16	95.00	-1.50	-0.6642
Costa-Guerra	2WW	16	95.00	-1.17	-0.8777	Costa-Guerra	2WW	16	94.00	-2.50	-1.1070
Costa-Guerra	1WW	8	97.00	0.83	0.6270	Costa-Guerra	1WW	8	98.00	1.50	0.6642
		Sum	577.00					Sum	579.00		
		Mean	96.17					Mean	96.50		
		Variance	1.77					Variance	5.10		
		St Dev.	1.33					St Dev.	2.26		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	**400**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Costa-Guerra	1WW	16	95.00	-1.42	-0.8556
Costa-Guerra	2WW	16	97.00	0.58	0.3523
Costa-Guerra	3WW	16	98.75	2.33	1.4092
Costa-Guerra	1WW	16	94.75	-1.67	-1.0066
Costa-Guerra	2WW	16	95.25	-1.17	-0.7046
Costa-Guerra	1WW	8	97.75	1.33	0.8053
		Sum	578.50		
		Mean	96.42		
		Variance	2.74		
		St Dev.	1.66		

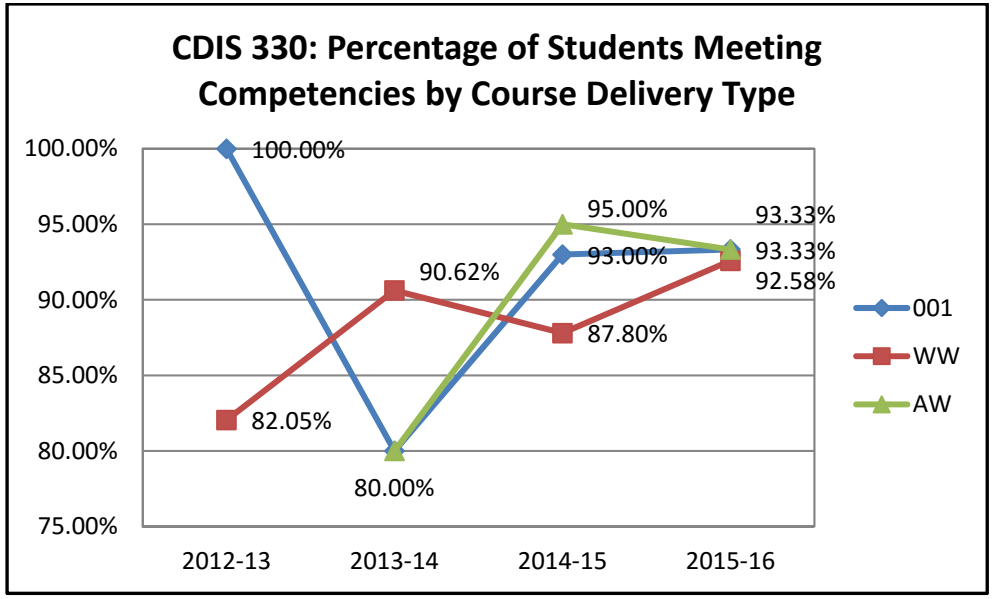


CDIS 330 Speech and Language Development		
Measure(s)	**Data Sources**	**Performance Criteria**
500.1) Describe how theories of speech and language development explain the emergence of communication	Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome 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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	330	Objective:	500.1			Course:	330	Objective:	500.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Atkinson	001	16	100.00	2.38	0.5269	Atkinson	001	16	100.00	3.00	0.4951
Atkinson	1AW	16	100.00	2.38	0.5269	Copple	1AW	16	100.00	3.00	0.4951
Salley	1WW	8	88.00	-9.63	-2.1352	Salley	1WW	8	83.00	-14.00	-2.3105
Mason	2WW	8	100.00	2.38	0.5269	Mason	2WW	8	100.00	3.00	0.4951
Atkinson	1WW	16	100.00	2.38	0.5269	Atkinson	1WW	16	100.00	3.00	0.4951
Howard	2WW	8	93.00	-4.63	-1.0260	Howard	2WW	8	93.00	-4.00	-0.6601
Atkinson	1WW	8	100.00	2.38	0.5269	Atkinson	1WW	8	100.00	3.00	0.4951
Atkinson	2WW	8	100.00	2.38	0.5269	Atkinson	2WW	8	100.00	3.00	0.4951
		Sum	781.00					Sum	776.00		
		Mean	97.63					Mean	97.00		
		Variance	20.32					Variance	36.71		
		St Dev.	4.51					St Dev.	6.06		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**330**	**Objective:**	**600.1**			**Course:**	**330**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Atkinson	001	16	80.00	-3.68	-0.3781	Atkinson	001	16	93.33	0.57	0.0971
Copple	1AW	16	80.00	-3.68	-0.3781	Copple	1AW	16	93.33	0.57	0.0971
Salley	1WW	8	67.00	-16.68	-1.7156	Salley	1WW	8	79.33	-13.43	-2.3027
Mason	2WW	8	100.00	16.33	1.6795	Mason	2WW	8	100.00	7.23	1.2399
Atkinson	1WW	16	82.00	-1.68	-0.1723	Atkinson	1WW	16	94.00	1.23	0.2114
Howard	2WW	8	93.00	9.32	0.9594	Howard	2WW	8	93.00	0.23	0.0400
Atkinson	1WW	8	83.70	0.02	0.0026	Atkinson	1WW	8	94.57	1.80	0.3085
Atkinson	2WW	8	83.70	0.02	0.0026	Atkinson	2WW	8	94.57	1.80	0.3085
		Sum	669.40					**Sum**	742.13		
		Mean	83.68					**Mean**	92.77		
		Variance	94.48					**Variance**	34.03		
		St Dev.	9.72					**St Dev.**	5.83		



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 2015-16
800.5) Explain basic differences in delay vs. disorder vs. difference in speech and language profiles	Case based exercises	

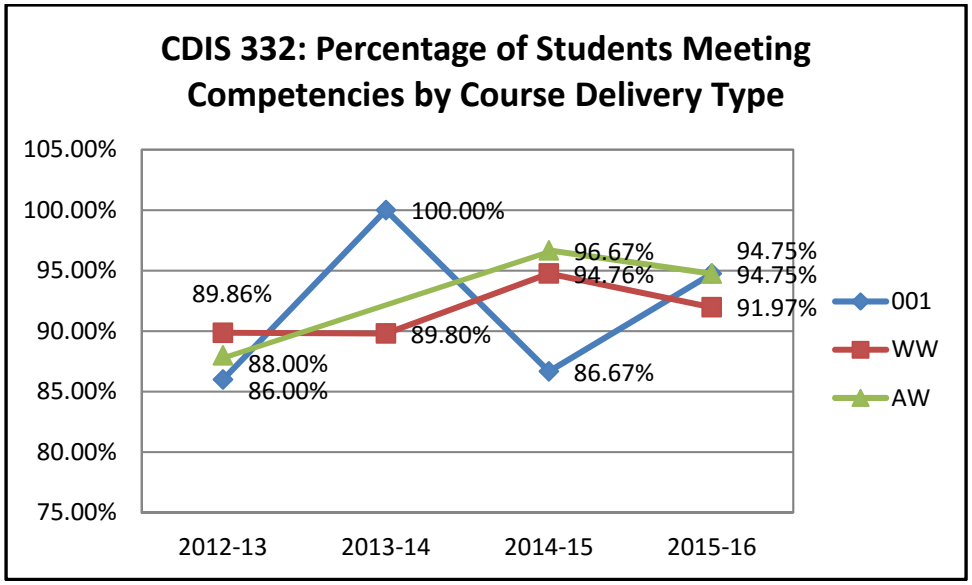
Learning Outcomes Analysis: Aggregate Data – All students

Course:	332	Objective:	600.3			Course:	332	Objective:	600.4		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Hamilton	1WW	16	94.00	-0.67	-0.1025	Hamilton	1WW	16	94.00	-0.67	-0.1025
Salley	2WW	8	85.00	-9.67	-1.4869	Salley	2WW	8	85.00	-9.67	-1.4869
Mason	3WW	8	89.00	-5.67	-0.8716	Mason	3WW	8	89.00	-5.67	-0.8716
Atkinson	001	16	100.00	5.33	0.8204	Atkinson	001	16	100.00	5.33	0.8204
Atkinson	1AW	16	100.00	5.33	0.8204	Atkinson	1AW	16	100.00	5.33	0.8204
Mason	3WW	8	100.00	5.33	0.8204	Mason	3WW	8	100.00	5.33	0.8204
		Sum	568.00					Sum	568.00		
		Mean	94.67					Mean	94.67		
		Variance	42.27					Variance	42.27		
		St Dev.	6.50					St Dev.	6.50		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**332**	**Objective:**	**600.5**			**Course:**	**332**	**Objective:**	**800.3**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Hamilton	1WW	16	90.00	-3.75	-0.5000	Hamilton	1WW	16	94.00	4.50	0.7097
Salley	2WW	8	85.00	-8.75	-1.1667	Salley	2WW	8	83.00	-6.50	-1.0252
Mason	3WW	8				Mason	3WW	8	85.00	-4.50	-0.7097
Atkinson	001	16	100.00	6.25	0.8333	Atkinson	001	16	87.50	-2.00	-0.3154
Atkinson	1AW	16	100.00	6.25	0.8333	Atkinson	1AW	16	87.50	-2.00	-0.3154
Mason	3WW	8				Mason	3WW	8	100.00	10.50	1.6561
		Sum	375.00					**Sum**	537.00		
		Mean	93.75					**Mean**	89.50		
		Variance	56.25					**Variance**	40.20		
		St Dev.	7.50					**St Dev.**	6.34		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**332**	**Objective:**	**800.4**			**Course:**	**332**	**Objective:**	**800.5**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Hamilton	1WW	16	94.00	-0.83	-0.1820	Hamilton	1WW	16	94.00	4.17	0.6357
Salley	2WW	8	90.00	-4.83	-1.0556	Salley	2WW	8	90.00	0.17	0.0254
Mason	3WW	8	89.00	-5.83	-1.2739	Mason	3WW	8	89.00	-0.83	-0.1271
Atkinson	001	16	98.00	3.17	0.6916	Atkinson	001	16	83.00	-6.83	-1.0425
Atkinson	1AW	16	98.00	3.17	0.6916	Atkinson	1AW	16	83.00	-6.83	-1.0425
Mason	3WW	8	100.00	5.17	1.1284	Mason	3WW	8	100.00	10.17	1.5510
		Sum	569.00					**Sum**	539.00		
		Mean	94.83					**Mean**	89.83		
		Variance	20.97					**Variance**	42.97		
		St Dev.	4.58					**St Dev.**	6.55		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	**332**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Hamilton	1WW	16	93.33	0.44	0.0886
Salley	2WW	8	86.33	-6.56	-1.3247
Mason	3WW	8	88.20	-4.69	-0.9478
Atkinson	001	16	94.75	1.86	0.3746
Atkinson	1AW	16	94.75	1.86	0.3746
Mason	3WW	8	100.00	7.11	1.4346
		Sum	557.37		
		Mean	92.89		
		Variance	24.53		
		St Dev.	4.95		


CDIS 332: Percentage of Students Meeting Competencies by Course Delivery Type
105.00%
100.00%
95.00%
90.00%
85.00%
80.00%
75.00%
2012-13
2013-14
2014-15
2015-16
89.86%
100.00%
96.67%
94.75%
94.76%
94.75%
91.97%
89.80%
88.00%
86.00%
86.67%
001
WW
AW

CDIS 342 Basic Audiology

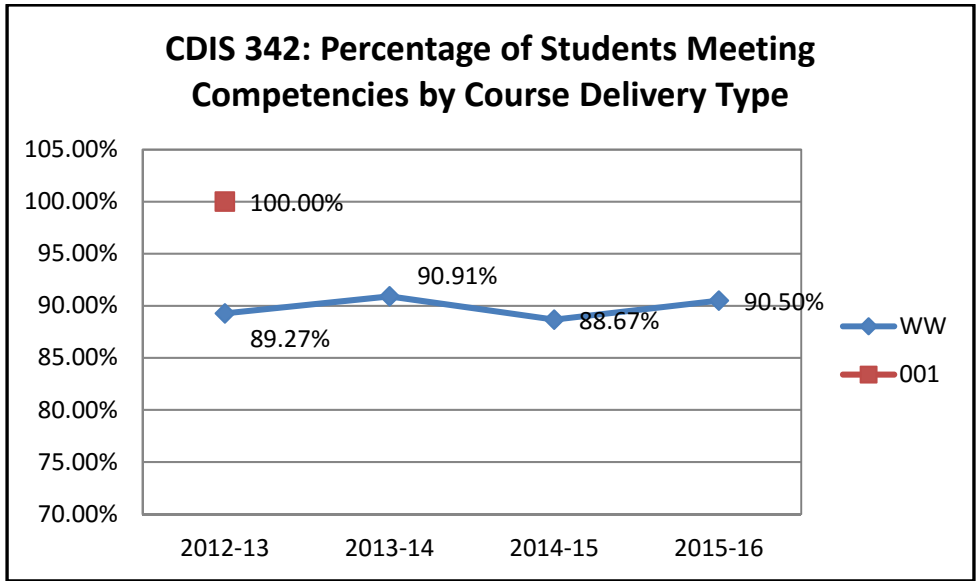
Measure(s)	Data Sources	Performance Criteria
300.5) Demonstrate competency with basic principles of audiometric evaluation (to include tympanometry	Exam/Skills Demonstration	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor 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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	342	Objective:	300.5			Course:	342	Objective:	300.6		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Million	1WW	16				Million	1WW	16			
Million	2WW	8				Million	2WW	8			
Hall	3WW	8	91.00	1.00	0.5477	Hall	3WW	8	90.00	-1.00	-0.5477
Hall	1WW	16	92.00	2.00	1.0954	Hall	1WW	16	89.00	-2.00	-1.0954
Hall	2WW	8	88.00	-2.00	-1.0954	Hall	2WW	8	93.00	2.00	1.0954
Hall	3WW	8	89.00	-1.00	-0.5477	Hall	3WW	8	92.00	1.00	0.5477
		Sum	360.00					Sum	364.00		
		Mean	90.00					Mean	91.00		
		Variance	3.33					Variance	3.33		
		St Dev.	1.83					St Dev.	1.83		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	342	Objective:	800.6			Course:	342	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Million	1WW	16				Million	1WW	16			
Million	2WW	8				Million	2WW	8			
Hall	3WW	8	92.00	1.50	1.1619	Hall	3WW	8	91.00	0.50	1.1619
Hall	1WW	16	90.00	-0.50	-0.3873	Hall	1WW	16	90.33	-0.17	-0.3873
Hall	2WW	8	89.00	-1.50	-1.1619	Hall	2WW	8	90.00	-0.50	-1.1619
Hall	3WW	8	91.00	0.50	0.3873	Hall	3WW	8	90.67	0.17	0.3873
		Sum	362.00					Sum	362.00		
		Mean	90.50					Mean	90.50		
		Variance	1.67					Variance	0.19		
		St Dev.	1.29					St Dev.	0.43		


CDIS 342: Percentage of Students Meeting Competencies by Course Delivery Type
105.00%
100.00%
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
100.00%
89.27%
90.91%
88.67%
90.50%
2012-13
2013-14
2014-15
2015-16
WW
001

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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	400	Objective:	300.1		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Martin	1WW	16	90.00	-3.33	-0.6455
Martin	001	16	90.00	-3.33	-0.6455
Martin	1AW	16	100.00	6.67	1.2910
Martin	2AW	16	90.00	-3.33	-0.6455
Martin	1WW	8	90.00	-3.33	-0.6455
Martin	2WW	8	100.00	6.67	1.2910
		Sum	560.00		
		Mean	93.33		
		Variance	26.67		
		St Dev.	5.16		

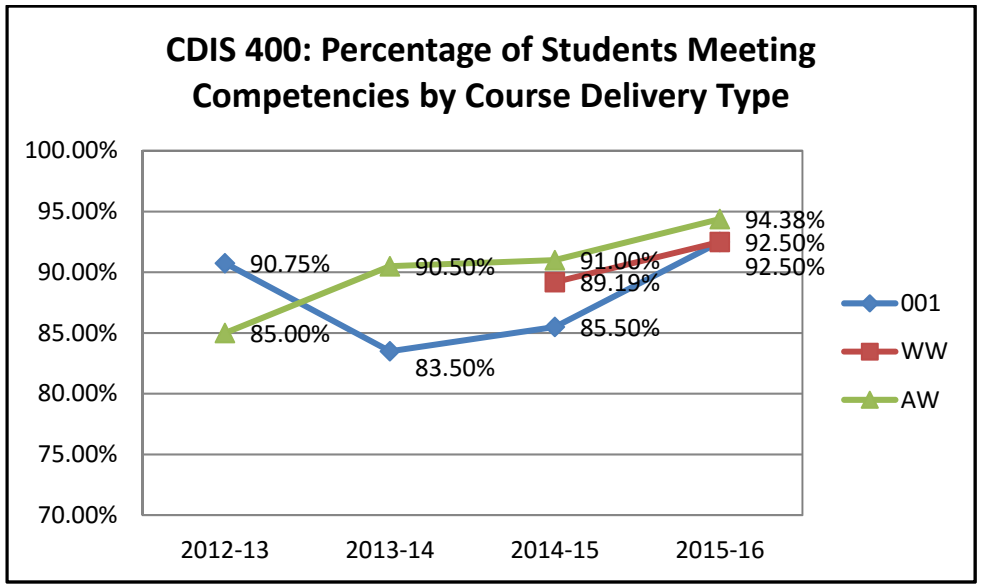
Course:	400	Objective:	300.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Martin	1WW	16	80.00	-9.17	-1.8647
Martin	001	16	90.00	0.83	0.1695
Martin	1AW	16	95.00	5.83	1.1866
Martin	2AW	16	90.00	0.83	0.1695
Martin	1WW	8	90.00	0.83	0.1695
Martin	2WW	8	90.00	0.83	0.1695
		Sum	535.00		
		Mean	89.17		
		Variance	24.17		
		St Dev.	4.92		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	400	Objective:	300.3		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Martin	1WW	16	100.00	6.88	3.1238
Martin	001	16	100.00	6.88	3.1238
Martin	1AW	16	100.00	6.88	3.1238
Martin	2AW	16	100.00	6.88	3.1238
Martin	1WW	8	100.00	6.88	3.1238
Martin	2WW	8	100.00	6.88	3.1238
		Sum	600.00		
		Mean	100.00		
		Variance	56.72		
		St Dev.	7.53		

Course:	400	Objective:	300.4		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Martin	1WW	16	90.00	-3.13	-1.4199
Martin	001	16	90.00	-3.13	-1.4199
Martin	1AW	16	90.00	-3.13	-1.4199
Martin	2AW	16	90.00	-3.13	-1.4199
Martin	1WW	8	90.00	-3.13	-1.4199
Martin	2WW	8	90.00	-3.13	-1.4199
		Sum	540.00		
		Mean	90.00		
		Variance	11.72		
		St Dev.	3.42		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	400	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Martin	1WW	16	90.00	-3.13	-1.4199
Martin	001	16	92.50	-0.63	-0.2840
Martin	1AW	16	96.25	3.13	1.4199
Martin	2AW	16	92.50	-0.63	-0.2840
Martin	1WW	8	92.50	-0.63	-0.2840
Martin	2WW	8	95.00	1.88	0.8519
		Sum	558.75		
		Mean	93.13		
		Variance	4.84		
		St Dev.	2.20		



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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	421	Objective:	200.1		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Weems	001	16	83.00	-2.00	-0.6911
Weems	1WW	16	81.00	-4.00	-1.3822
Weems	1WW	8	87.50	2.50	0.8639
Weems	2WW	8	86.00	1.00	0.3455
Weems	3WW	8	87.50	2.50	0.8639
		Sum	425.00		
		Mean	85.00		
		Variance	8.38		
		St Dev.	2.89		

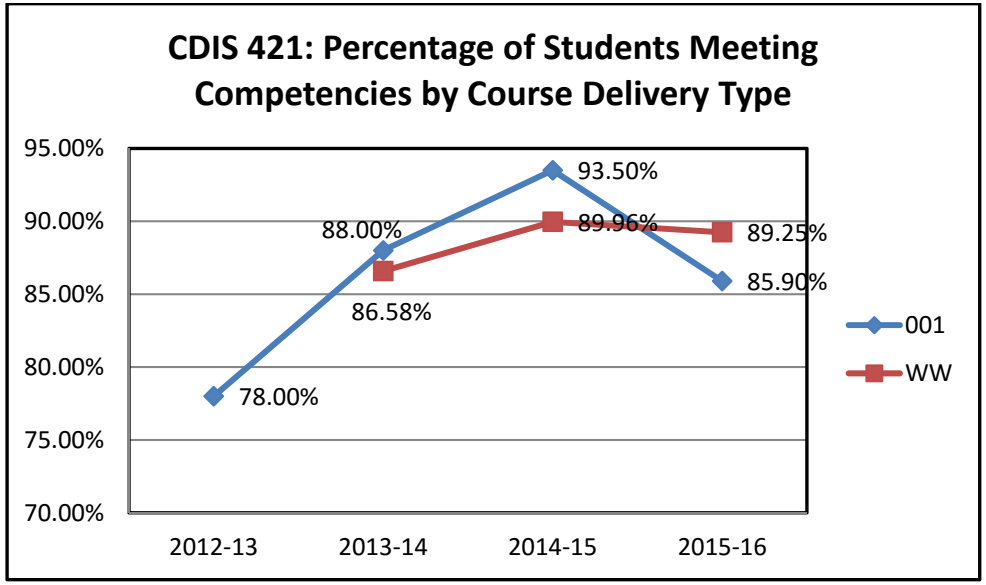
Course:	421	Objective:	200.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Weems	001	16	87.50	0.40	0.0559
Weems	1WW	16	88.50	1.40	0.1957
Weems	1WW	8	96.00	8.90	1.2441
Weems	2WW	8	76.00	-11.10	-1.5517
Weems	3WW	8	87.50	0.40	0.0559
		Sum	435.50		
		Mean	87.10		
		Variance	51.18		
		St Dev.	7.15		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	421	Objective:	200.3		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Weems	001	16	75.00	-10.40	-1.3189
Weems	1WW	16	96.00	10.60	1.3443
Weems	1WW	8	87.50	2.10	0.2663
Weems	2WW	8	81.00	-4.40	-0.5580
Weems	3WW	8	87.50	2.10	0.2663
		Sum	427.00		
		Mean	85.40		
		Variance	62.18		
		St Dev.	7.89		

Course:	421	Objective:	200.4		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Weems	001	16	92.00	-1.10	-0.3708
Weems	1WW	16	88.50	-4.60	-1.5507
Weems	1WW	8	96.00	2.90	0.9776
Weems	2WW	8	95.00	1.90	0.6405
Weems	3WW	8	94.00	0.90	0.3034
		Sum	465.50		
		Mean	93.10		
		Variance	8.80		
		St Dev.	2.97		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**421**	**Objective:**	**200.5**			**Course:**	**421**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Weems	001	16	92.00	-0.30	-0.0803	Weems	001	16	85.90	-2.68	-0.9154
Weems	1WW	16	96.00	3.70	0.9906	Weems	1WW	16	90.00	1.42	0.4850
Weems	1WW	8	96.00	3.70	0.9906	Weems	1WW	8	92.60	4.02	1.3730
Weems	2WW	8	90.00	-2.30	-0.6158	Weems	2WW	8	85.60	-2.98	-1.0178
Weems	3WW	8	87.50	-4.80	-1.2852	Weems	3WW	8	88.80	0.22	0.0751
		Sum	461.50					**Sum**	442.90		
		Mean	92.30					**Mean**	88.58		
		Variance	13.95					**Variance**	8.57		
		St Dev.	3.73					**St Dev.**	2.93		

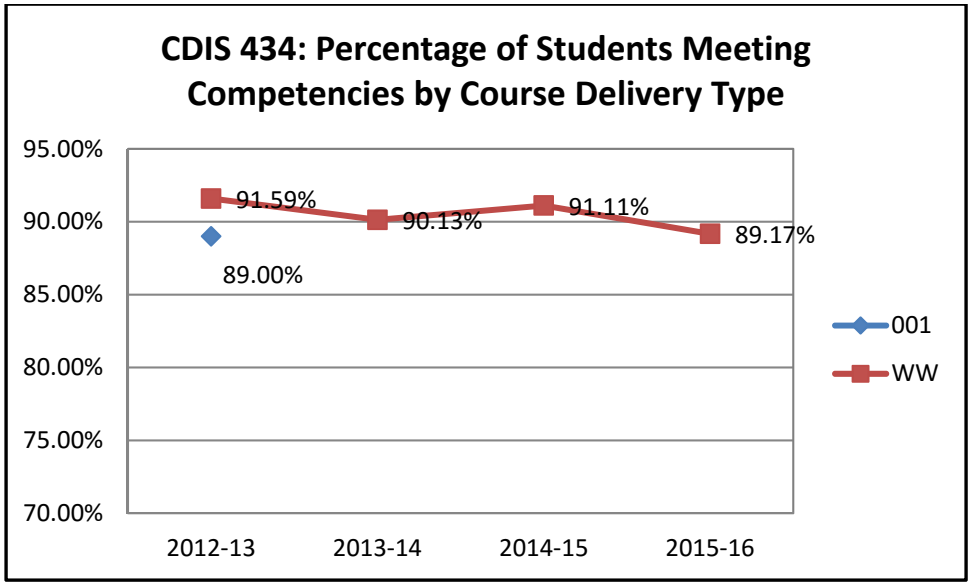


CDIS 434 Aural Rehabilitation		
Measure(s)	**Data Sources**	**Performance Criteria**
800.7) Discriminate and describe amplification systems	Exam/Paper/Essay	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected 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) 800.9 Match communication methodologies to client need based on type and degree of loss in conjunction with communication profile	Case based exercises	**Population/Timeline** CDIS 434, AY 2015-16

Learning Outcomes Analysis: Aggregate Data – All students

Course:	434	Objective:	800.7			Course:	434	Objective:	800.8		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Hall	1WW	8	89.00	3.67	0.4662	Hall	1WW	8	91.00	1.50	0.2234
Million	2WW	8				Million	2WW	8			
Hall	1WW	16	92.00	6.67	0.8476	Hall	1WW	16	88.00	-1.50	-0.2234
Lingnau	2WW	8	85.00	-0.33	-0.0424	Lingnau	2WW	8	89.00	-0.50	-0.0745
Lingnau	3WW	8	70.00	-15.33	-1.9494	Lingnau	3WW	8	79.00	-10.50	-1.5635
Hall	1WW	8	89.00	3.67	0.4662	Hall	1WW	8	90.00	0.50	0.0745
Lingnau	2WW	8	87.00	1.67	0.2119	Lingnau	2WW	8	100.00	10.50	1.5635
		Sum	512.00					Sum	537.00		
		Mean	85.33					Mean	89.50		
		Variance	61.87					Variance	45.10		
		St Dev.	7.87					St Dev.	6.72		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**434**	**Objective:**	**800.9**			**Course:**	**434**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Hall	1WW	8	92.00	-0.67	-0.1560	Hall	1WW	8	90.67	1.50	0.2673
Million	2WW	8				Million	2WW	8			
Hall	1WW	16	91.00	-1.67	-0.3900	Hall	1WW	16	90.33	1.17	0.2079
Lingnau	2WW	8	94.00	1.33	0.3120	Lingnau	2WW	8	89.33	0.17	0.0297
Lingnau	3WW	8	87.00	-5.67	-1.3259	Lingnau	3WW	8	78.67	-10.50	-1.8708
Hall	1WW	8	92.00	-0.67	-0.1560	Hall	1WW	8	90.33	1.17	0.2079
Lingnau	2WW	8	100.00	7.33	1.7158	Lingnau	2WW	8	95.67	6.50	1.1581
		Sum	556.00					**Sum**	535.00		
		Mean	92.67					**Mean**	89.17		
		Variance	18.27					**Variance**	31.50		
		St Dev.	4.27					**St Dev.**	5.61		



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	
800.10) Discriminate and explain various intervention models for addressing speech and language disorders	Application assignment/Essay	**Population/Timeline**
800.11) Use elementary principles of EBP to justify decision making process	Application assignment/ Therapy lesson plan	CDIS 441, AY 2015-16
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	

Learning Outcomes Analysis: Aggregate Data – All students

Course:	441	Objective:	400.1			Course:	441	Objective:	400.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score	Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	95.20	9.47	0.4575	Wilkerson	1WW	16	94.70	-0.07	-0.0128
Wilkerson	1WW	16	62.00	-23.73	-1.1469	Wilkerson	1WW	16	89.60	-5.17	-0.9935
Wilkerson	1WW	8	100.00	14.27	0.6894	Wilkerson	1WW	8	100.00	5.23	1.0063
		Sum	257.20					Sum	284.30		
		Mean	85.73					Mean	94.77		
		Variance	428.21					Variance	27.04		
		St Dev.	20.69					St Dev.	5.20		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	441	Objective:	400.3		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	90.00	3.70	0.2330
Wilkerson	1WW	16	68.90	-17.40	-1.0959
Wilkerson	1WW	8	100.00	13.70	0.8629
		Sum	258.90		
		Mean	86.30		
		Variance	252.07		
		St Dev.	15.88		

Course:	441	Objective:	700.1		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	100.00	0.00	0.00
Wilkerson	1WW	16	100.00	0.00	0.00
Wilkerson	1WW	8	100.00	0.00	0.00
		Sum	300.00		
		Mean	100.00		
		Variance	0.00		
		St Dev.	0.00		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	441	Objective:	800.10		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	76.40	-8.83	-0.6863
Wilkerson	1WW	16	79.30	-5.93	-0.4610
Wilkerson	1WW	8	100.00	14.77	1.1473
		Sum	255.70		
		Mean	85.23		
		Variance	165.64		
		St Dev.	12.87		

Course:	441	Objective:	800.11		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	100.00	13.67	1.0793
Wilkerson	1WW	16	75.00	-11.33	-0.8950
Wilkerson	1WW	8	84.00	-2.33	-0.1843
		Sum	259.00		
		Mean	86.33		
		Variance	160.33		
		St Dev.	12.66		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	441	Objective:	800.16		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	100.00	6.90	0.5774
Wilkerson	1WW	16	79.30	-13.80	-1.1547
Wilkerson	1WW	8	100.00	6.90	0.5774
		Sum	279.30		
		Mean	93.10		
		Variance	142.83		
		St Dev.	11.95		

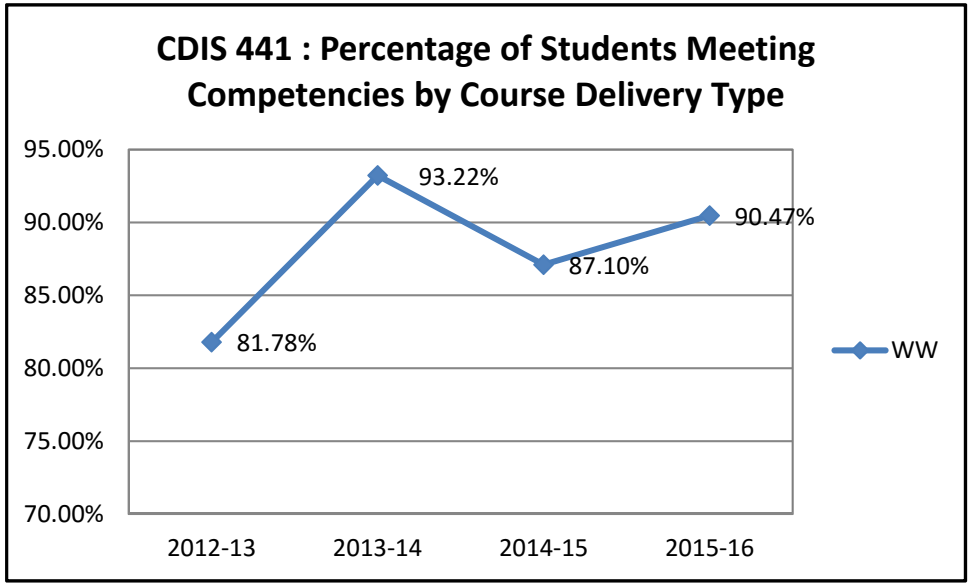
Course:	441	Objective:	800.17		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	100.00	8.00	0.7559
Wilkerson	1WW	16	80.00	-12.00	-1.1339
Wilkerson	1WW	8	96.00	4.00	0.3780
		Sum	276.00		
		Mean	92.00		
		Variance	112.00		
		St Dev.	10.58		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	441	Objective:	800.19		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	100.00	13.83	1.1524
Wilkerson	1WW	16	78.50	-7.67	-0.6387
Wilkerson	1WW	8	80.00	-6.17	-0.5137
		Sum	258.50		
		Mean	86.17		
		Variance	144.08		
		St Dev.	12.00		

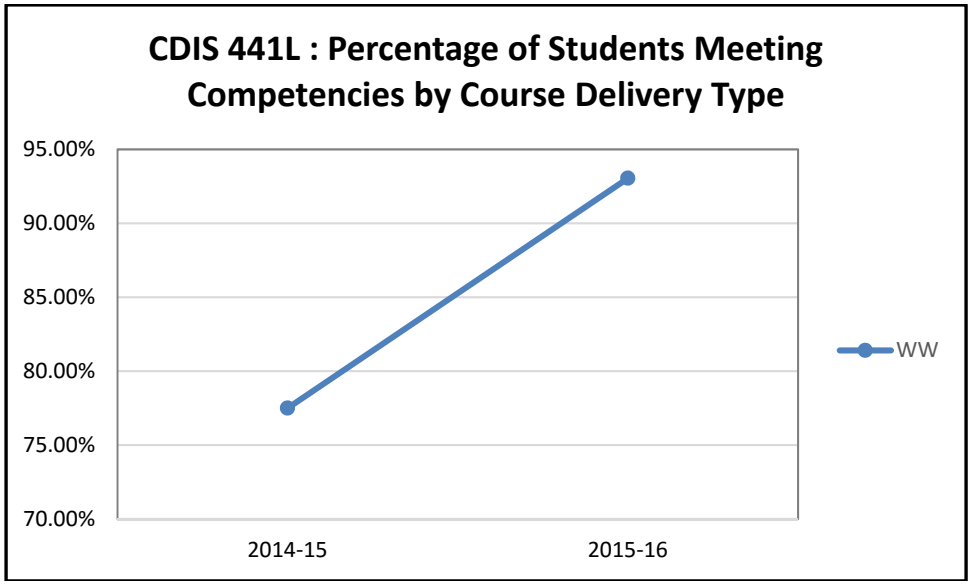
Course:	441	Objective:	800.2		
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	94.00	-1.10	-0.2470
Wilkerson	1WW	16	100.00	4.90	1.1004
Wilkerson	1WW	8	91.30	-3.80	-0.8533
		Sum	285.30		
		Mean	95.10		
		Variance	19.83		
		St Dev.	4.45		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	441	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Wilkerson	1WW	16	95.03	4.56	0.5711
Wilkerson	1WW	16	81.26	-9.21	-1.1547
Wilkerson	1WW	8	95.13	4.66	0.5836
		Sum	271.42		
		Mean	90.47		
		Variance	63.67		
		St Dev.	7.98		



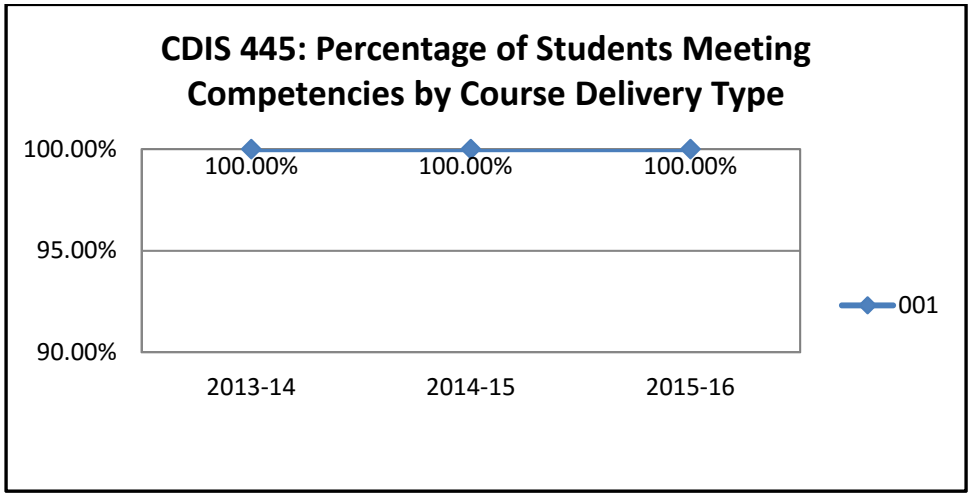
CDIS 441L Speech-Language Preclinical		
Measure(s)	**Data Sources**	**Performance Criteria**
800.18) Complete clinical observations as assigned	Practicum activity	70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected 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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	441L	**Objective:**	**800.18**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Wilkerson	1WW	16	88.00	-5.04	-0.8520
Wilkerson	2WW	16	100.00	6.96	1.1775
Wilkerson	1WW	16	88.00	-5.04	-0.8520
Wilkerson	2WW	16	100.00	6.96	1.1775
Wilkerson	3WW	16	100.00	6.96	1.1775
Wilkerson	1WW	8	93.30	0.26	0.0444
Wilkerson	2WW	8	100.00	6.96	1.1775
Wilkerson	3WW	8	75.00	-18.04	-3.0506
		Sum	744.30		
		Mean	93.04		
		Variance	34.96		
		St Dev.	5.91		


CDIS 441L : Percentage of Students Meeting Competencies by Course Delivery Type
95.00%
90.00%
85.00%
80.00%
75.00%
70.00%
2014-15
2015-16
WW

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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	**445**	**Objective:**	**445.001**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Wilkerson	001	16	100.00	0.00	0.00
Wilkerson	001	16	100.00	0.00	0.00
		Sum	200.00		
		Mean	100.00		
		Variance	0.00		
		St Dev.	0.00		



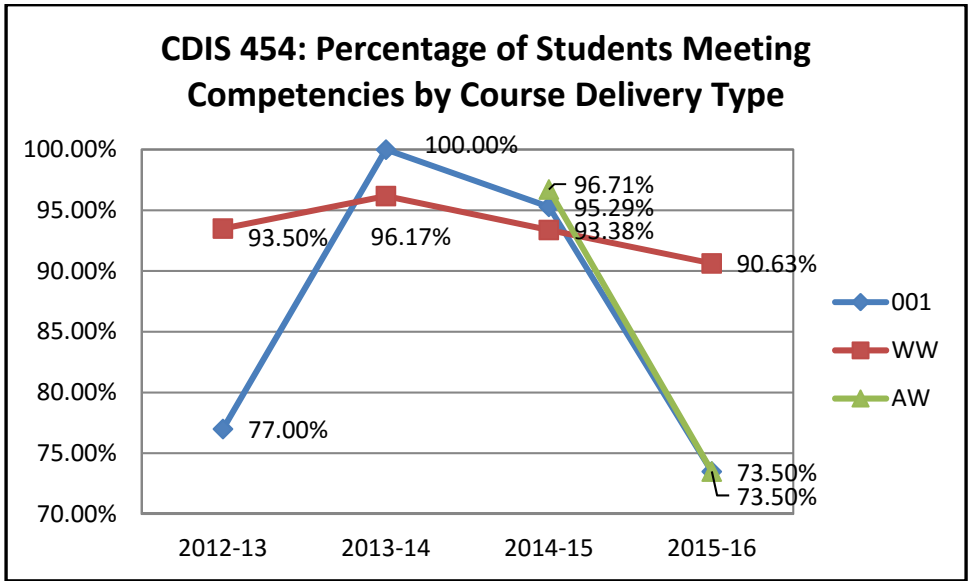
CDIS 454 Speech and Language Assessment		
Measure(s)	**Data Sources**	**Performance Criteria**
700.2) Describe impact of and modifications necessary for successful assessment with diverse multicultural clientele	Assessment Report	70% of total students will meet course specific, entry-level competency 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 2015-16

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**454**	**Objective:**	**700.2**			**Course:**	**454**	**Objective:**	**800.12L**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Worthington	001	16	78	-7.40	-0.8673	Worthington	001	16	72	-9.00	-0.9540
Worthington	1AW	16	78	-7.40	-0.8673	Worthington	1AW	16	72	-9.00	-0.9540
Worthington	1WW	16	82	-3.40	-0.3985	Worthington	1WW	16	88	7.00	0.7420
Lebsack	2WW	16	93.00	7.60	0.8907	Lebsack	2WW	16	93.00	12.00	1.2720
Worthington	1WW	8	96.00	10.60	1.2423	Worthington	1WW	8	80.00	-1.00	-0.1060
		Sum	427.00					**Sum**	405.00		
		Mean	85.40					**Mean**	81.00		
		Variance	72.80					**Variance**	89.00		
		St Dev.	8.53					**St Dev.**	9.43		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**454**	**Objective:**	**800.12S**			**Course:**	**454**	**Objective:**	**800.13**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Worthington	001	16				Worthington	001	16	61	-22.60	-1.0920
Worthington	1AW	16				Worthington	1AW	16	61	-22.60	-1.0920
Worthington	1WW	16				Worthington	1WW	16	100	16.40	0.7924
Lebsack	2WW	16	93.00	0.00	0.00	Lebsack	2WW	16	100.00	16.40	0.7924
Worthington	1WW	8				Worthington	1WW	8	96.00	12.40	0.5992
		Sum	93.00					**Sum**	418.00		
		Mean	93.00					**Mean**	83.60		
		Variance	0.00					**Variance**	428.30		
		St Dev.	0.00					**St Dev.**	20.70		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**454**	**Objective:**	**800.14**			**Course:**	**454**	**Objective:**	**800.15L**		
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Worthington	001	16	83	-7.00	-0.7660	Worthington	001	16			
Worthington	1AW	16	83	-7.00	-0.7660	Worthington	1AW	16			
Worthington	1WW	16	100	10.00	1.0944	Worthington	1WW	16			
Lebsack	2WW	16	100.00	10.00	1.0944	Lebsack	2WW	16	100.00	22.00	0.7071
Worthington	1WW	8	84.00	-6.00	-0.6566	Worthington	1WW	8	56.00	-22.00	-0.7071
		Sum	450.00					**Sum**	156.00		
		Mean	90.00					**Mean**	78.00		
		Variance	83.50					**Variance**	968.00		
		St Dev.	9.14					**St Dev.**	31.11		

Learning Outcomes Analysis: Aggregate Data – All students											
Course:	**454**	**Objective:**	**800.15S**			**Course:**	**454**	**Aggregate Data**			
Instructor	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**	**Instructor**	**Delivery**	**Weeks**	**Total Avg**	**Dev. Score**	**Z-Score**
Worthington	001	16				Worthington	001	16	73.50	-10.28	-0.9544
Worthington	1AW	16				Worthington	1AW	16	73.50	-10.28	-0.9544
Worthington	1WW	16				Worthington	1WW	16	92.50	8.72	0.8096
Lebsack	2WW	16	100.00	0.00	0.00	Lebsack	2WW	16	97.00	13.22	1.2274
Worthington	1WW	8				Worthington	1WW	8	82.40	-1.38	-0.1281
		Sum	100.00					**Sum**	418.90		
		Mean	100.00					**Mean**	83.78		
		Variance	0.00					**Variance**	116.02		
		St Dev.	0.00					**St Dev.**	10.77		



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 2015-16

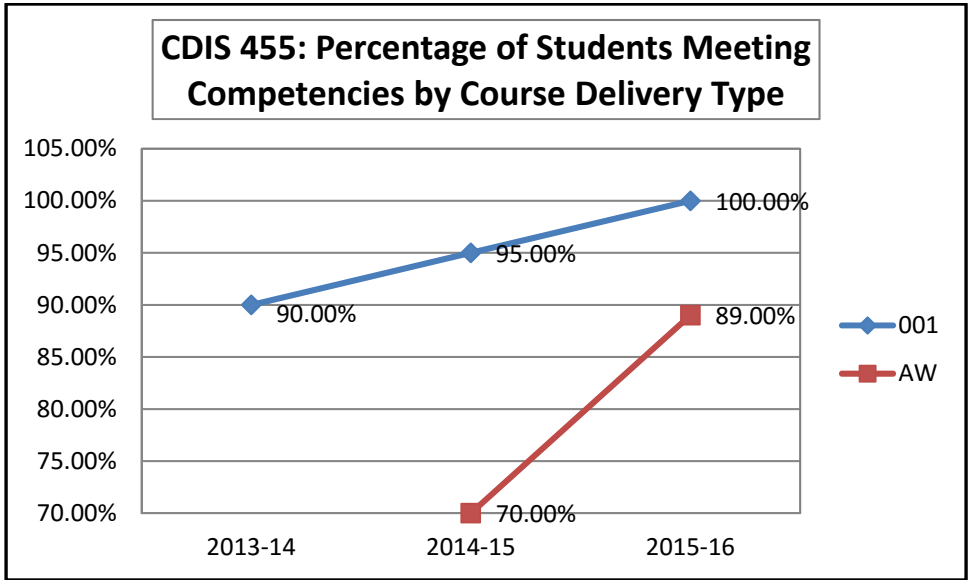
Learning Outcomes Analysis: Aggregate Data – All students

Course:	455	Objective:	455.001			Course:	455	Objective:	455.002		
Instructor	Delivery	Weeks	455.001	Dev. Score	Z-Score	Instructor	Delivery	Weeks	455.002	Dev. Score	Z-Score
Copple	001	16	100	6.00	0.7071	Copple	001	16	100	7.00	0.7071
Copple	1AW	16	88	-6.00	-0.7071	Copple	1AW	16	86	-7.00	-0.7071
		Sum	188.00					Sum	186.00		
		Mean	94.00					Mean	93.00		
		Variance	72.00					Variance	98.00		
		St Dev.	8.49					St Dev.	9.90		

Learning Outcomes Analysis: Aggregate Data – All students

Course:	455	Objective:	455.004			Course:	455	Objective:	455.004		
Instructor	Delivery	Weeks	455.004	Dev. Score	Z-Score	Instructor	Delivery	Weeks	455.004	Dev. Score	Z-Score
Copple	001	16	100	2.00	0.7071	Copple	001	16	100	2.00	0.7071
Copple	1AW	16	96	-2.00	-0.7071	Copple	1AW	16	96	-2.00	-0.7071
		Sum	196.00					Sum	196.00		
		Mean	98.00					Mean	98.00		
		Variance	8.00					Variance	8.00		
		St Dev.	2.83					St Dev.	2.83		

Learning Outcomes Analysis: Aggregate Data – All students					
Course:	455	Aggregate Data			
Instructor	Delivery	Weeks	Total Avg	Dev. Score	Z-Score
Copple	001	16	100.00	5.50	0.7071
Copple	1AW	16	89.00	-5.50	-0.7071
		Sum	189.00		
		Mean	94.50		
		Variance	60.50		
		St Dev.	7.78		



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 2015-16 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 2016-17

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 2015-16
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
2) 100% of students graduating during 2015-16 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 2016-17

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 2015-16
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
3) 100% of students graduating during the 2015-16 academic year successfully passed their portfolio projects	3) Continue plan unchanged	3) AY 2016-17

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 2015-16
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
4) 100% of CDIS graduate students taking the exam in 2015-16 passed the NESPA within 3 months of graduation (see table below for detail)	4) Continue plan unchanged	4) AY 2016-17

Praxis Examination Category Analysis
2015-16 Graduates

	Foundations & Professional Practice	Screening, Assessment, Evaluation, & Diagnosis	Planning, Implementation, & Evaluation of Treatment	Total Score
NESPA Maximum Range	34-36	35-36	34-36	100-200
ENMU Performance Range	22-31	22-31	22-29	162-193
Average Raw Points Available	35.95	35.73	34.54	35.41
Average ENMU Raw Points Earned	25.92	26.57	25.14	25.88
Average ENMU PCR	72.1	74.36	72.79	73.08
ENMU Pass Rate	NSD from 1415	NSD from 1415	NSD from 1415	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
FA15-SU16	37	100	173
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

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
FA15-SU16	Residential	21	21	100	173
	Distance	16	16	100	173
	Total	37	**37**	100	**173**
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**
3 yr avg	Residential	14.33	14.33	100	652 & 174.5
	Distance	14.67	14.67	100	676.5 & 174.5
	Total	**29**	**22**	100	**664.25 & 174.5**

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)	**Performance Criteria**	**Timeline/Population**
5) Students will complete the program in a timely manner	5) 80% of students will complete the program within their established timeframe	5) Graduating students in 2015-16
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
5) 100% of students completing did so within their expected timeframes; 90% of all students admitted completed the program; 90% of all students admitted completed within expected timeframes	5) Continue unchanged; 75% of students lost were due to factors which could not be controlled by the program	5) 2016-17

5 year Program Completion Rates

Period	#	% Complete in 2-2.5 yrs (generally 6-7 semesters)	% Complete in 3-3.5 yrs (generally 8-9 semesters)	% Complete in 4+ yrs (generally 10+ semesters)	# not Complete	% Complete
2015-16	41	(n=27) 66%	(n=9) 22%	(n=1) 2%	4 (10%)	90
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

2015-2016: 1 student left SLP; 1 student TR to closer university; 1 student suspended for poor academic performance; 1 student left (gave no reason)
2014-2015: 1 student left due to illness; 1 student lost FA; 1 student suspended for poor academic performance
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)

Program Completion Rates
Residential vs. Distance Students

Year		# Begin	# Complete	Complete 2-2.5 yrs	Complete 3-3.5 yrs	Complete 4+ yrs	Completed as Expected (On Time)	Completed Later Than Expected	Not Complete	% Complete
15-16	Resident	23	21	15	6	0	(n=21) 91%	0	(n=2) 9%	91%
	Distance	18	16	12	3	1	(n=16) 89%	0	(n=2) 11%	89%
	Total	**n=41**	**n=37**	**n=27**	**n=9**	**n=1**	**(n=37) 90%**	**n=0**	**(n=4) 10%**	**90%**
14-15	Resident	15	13	10	2	1	(n=13) 87%	0	(n=2) 13%	87%
	Distance	16	15	7	5	3	(n=13) 81%	(n=2) 13%	(n=1) 6%	94%
	Total	**n=31**	**n=28**	**n=17**	**n=7**	**n=4**	**(n=26) 84%**	**(n=2) 6%**	**(n=3) 10%**	**90%**
13-14	Resident	11	9	3	5	1	(n=7) 64%	(n=2) 18%	(n=2) 18%	82%
	Distance	15	13	11	1	1	(n=11) 74%	(n=2) 13%	(n=2) 13%	87%
	Total	**n=26**	**n=22**	**n=14**	**n=6**	**n=2**	**(n=18) 69%**	**(n=4) 15%**	**(n=4) 15%**	**85%**
3 yr T	Resident	n=49	n=43	n=28	n=13	n=2	n=41	n=2	n=6	43 complete
3 yr Avg		16	14	9	4	1	84%	4%	12%	88%
3 yr T	Distance	n=49	n=44	n=30	n=9	n=5	n=40	n=4	n=5	44 complete
3 yr Avg		16	15	10	3	2	82%	8%	10%	90%
3 yr T 3 yr Avg	**Total**	**n=98 Avg=33**	**n=87 Avg=29**	**n=58 Avg=19**	**n=22 Avg=7**	**n=7 Avg=2**	**n=81 83%**	**n=6 6%**	**n=11 11%**	**n=87 89%**

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 2015-16
Results		
Finding(s) or Outcome(s)	**Action(s) Taken**	**Timeline for Action(s)**
6) 92% of graduates were employed within 3 months of graduation	6) Continue plan	6) 2016-17

Employment Rates of Graduates

Period	Employment Rate in Profession		
	# of Graduates	**% of Graduates Employed within 3 months of graduation**	**Reason for Unemployment**
2015-2016	37	92	Travelling, Preaching, Vacationing
2014-2015	28	100	
2013-2014	22	100	
2012-2013	17	100	
2011-2012	13	100	
2010-2011	9	100	

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
2015-2016	Residential	21	95	1 is travelling
	Distance	16	88	1 is preaching, 1 is vacationing
	Total	**37**	92	
2014-2015	Residential	13	100	
	Distance	15	100	
	Total	**28**	100	
2013-2014	Residential	9	100	
	Distance	13	100	
	Total	**22**	100	
3 year average	Residential	14.33	98	
	Distance	14.67	96	
	Total	**29**	97	

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.
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:

	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)	☐	☐

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. Global/Diversity Course Assessment Report
6. Graduate Knowledge and Skills Acquisition (KASA) Checklist
7. Graduate Admissions Rubrics
8. Portfolio Scoring Rubric
9. 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 as applicable to a spoken and/or 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 320

320- 001 Students will critically appraise their own beliefs as well as the viewpoints of others. Students will learn to critique/defend and negotiate differences in opinion.	
	CDIS 320
	Exam/Paper/Essay
320-002 Students will recognize and communicate how disabilities have been viewed and treated historically in the U.S. and across the globe. The student will also compare/contrast how different societies presently view individuals with a disability.	
	CDIS 320
	Exam/Paper/Essay
320-003 Students will analyze relationships between culture, religion, SES, gender, and disability.	
	CDIS 320
	Exam/Paper/Essay
320-004 Students will recognize, communicate, and critically appraise barriers for, stigmas about, and discrimination of individuals with a disability.	
	CDIS 320
	Exam/Paper/Essay

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

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 communication methodologies 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
800.12S Using a disordered sample, score NRT and analyze results according to strengths/weaknesses and developmental norms	Speech
	CDIS 454
	GFTA/APP Analysis
800.12L 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 place/manner/voice analysis; identify error types (SODA, pattern of error, intelligibility index, and phonetic inventory	CDIS 454 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
800.15S 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 CDIS 454 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 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, central tendency, variability, correlation, regression, significance, power, alpha levels, independent t-test, and ANOVA/MANOVA	
	CDIS 455
	Quiz/Exam

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: 2015-16

Course	CDIS 245 American Sign Language II	Semester	FA15
Course Catalog Description	Continuation of American Sign Language I, providing students with a more advanced study of sign lexicon, ASL structure and grammar, and language in context. Focus on sign narratives and storytelling. Additional topics to be addressed will be ASL classifiers, spatial referencing and role shifting in narratives, Deaf culture and history. Prerequisite: CDIS 244. (Odd F)		
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; continued vocabulary development; advanced practice using fingerspelling, numbers, classifiers, ASL structure and grammar; conceptual conversational functions; spatial referencing and role shifting in narratives; and additional information about Deaf Culture and history.		

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.

Please note that there is no data to report for this course as it was cancelled due to low enrollment during the Fall 2015 semester. Because of repeated cancellations for the reason stated above, the CDIS Program will no longer offer this course effective Fall 2017 when the new catalog goes into effect.

Contact Person Dwayne Wilkerson Phone number 575-562-2159 Email dwayne.wilkerson@enmu.edu

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

Area V-B: Humanities Competencies Academic Year: 2015-16

Course	CDIS 246 American Sign Language III	Semester	SP16
Course Catalog Description	Continuation of American Sign Language II; designed to assist students in improving general conversational competence in ASL related to phonology, sign lexicon, syntax and discourse. Focus on semantic meaning, accurate lexical choices, appropriate use of non-manual behaviors and the use of context to determine meaning. Students will also expand their signing skills with an emphasis on ASL grammar usage in dialogues, short stories and narratives. Prerequisite: CDIS 245. (Even S)		
Instructor's Required Reading	Mikos, K., Smith, C., & Lentz, E. M. (2003). Signing naturally: Level 3 workbook. San Diego, CA: Dawn Sign Press.		
List of Topic Areas Covered	Advanced visual-receptive and expressive signing skills; practice in accurate semantic/lexical sign choices; appropriate use of non-manual behaviors; ASL grammar in dialogues, short stories and narratives; sign and voice interpreting; and additional information about Deaf Culture and history.		

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.

Please note that there is no data to report for this course as it was cancelled due to low enrollment during the Spring 2016 semester. Because of repeated cancellations for the reason stated above, the CDIS Program will no longer offer this course effective Fall 2017 when the new catalog goes into effect.

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Global/Diversity Course Assessment Report

Global/Diversity Course Assessment Report

Eastern New Mexico University

Course	CDIS 320 – Issues in Disability – Dr. Leslie Costa-Guerra	Semester/Year	Fall 2015
Course Catalog Description	Disability conditions/situations as experienced from multiple perspectives (e.g., individuals with disability and society); relationship/interconnectedness between personal, cultural and global agendas; considers the various models of viewing disability as well as defining disability across global frameworks (e.g., the World Health Organization); attention to individual/societal response, cultural/ethical considerations, personal and civic responsibilities, and laws and the justice system as they pertain to disability. (F, S, Su)		
Instructor's Required Reading	Davis, L.J. (2013). The disability studies reader (4th ed.). New York, NY: Routledge.		
List of Topic Areas Covered	Survey of disability from a global context including historical, cultural, educational, political, philosophical, ethical, and economic perspectives. Other aspects of the course address disability related to identity, stereotyping, transitions and stages, activism and empowerment, services and service providers.		

ENMU Global/Diversity Learning 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.
1. Demonstrate critical thinking skills and advanced communication skills.	LO #11. Students will critically appraise their own beliefs as well as the viewpoints of others. Students will learn to critique/defend and negotiate differences in opinion.	Procedure(s): view point paper about disability and education, and equal access (ADA) for diverse subcultural groups (e.g, ethnic groups, LGBT, religious groups, sports groups, etc.) 23 students completed the assignment Scoring rubric attached*	Course assessment in CDIS is based on the following criteria: 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.)	Data Analysis: Each assessment measure was carefully selected to provide information about the skills and knowledge that we expect our students to achieve and/or acquire in this course. To accomplish this, both skills performance and written measures were used as part of the student assessment. An analysis of the outcomes data indicated

			Based on the above criteria, 94% of students met entry-level competency for this outcome. The course objective was met.	that all of the course objectives were met based on the assessment measures implemented and the data collection mechanisms used. This suggests that the procedures used to assess the students' performance were appropriate and reflective of the students' knowledge. The course outcomes and the assessment results in this report will be included in the annual Assessment Report used for Plans for Improvement and/or Modification: At this time, the course will adopt some minor changes. 1. Some of the links to information have been changed or no longer exist so they have to be modified. 2. The assessment questions do use some information from the links therefore the assessments will also be modified.
2. Articulate multiple perspectives from domestic and global cultures.	LO #4. Students will recognize and communicate how disabilities have been viewed and treated historically in the U.S. and across the globe. The student will also	Procedure(s): view point paper about disability and education, and equal access (ADA) for diverse subcultural groups (e.g, ethnic groups, LGBT, religious groups, sports groups, etc.) 23 students completed the	Course assessment in CDIS is based on the following criteria: 70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments	

	compare/contrast how different societies presently view individuals with a disability.	assignment Scoring rubric attached*	(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.) Based on the above criteria, 90% of students met entry-level competency for this outcome. The course objective was met.	
3. Explain the differences in values, perceptions and ideologies between cultures.	LO #5. Students will analyze relationships between culture, religion, SES, gender, and disability.	Procedures(s): Discussion board on "Everybody is a genius. But, if you judge a fish by its ability to climb a tree, it'll spend its whole life believing that it is stupid." – Albert Einstein Students had to discuss: Please relate this quote to culture, eugenics, ableism, and the impact these factors have on the perception of disability. How does this perspective impact us (whether "disabled" or "non-disabled") every day? Have you ever felt like this? How can this perspective change the way we interact with people who do not meet our ideas of "standard" or "normal"? Scoring rubric attached*	Course assessment in CDIS is based on the following criteria: 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.) Based on the above criteria, 97% of students met entry-level competency for this outcome. The course objective was met.	
4. Research one or more examples of global/diversity challenges. For example, some possibilities include social justice, historic and contemporary inequality, oppression, and resistance for marginalized groups in local and global societies.	LO #10. Students will recognize, communicate, and critically appraise barriers for, stigmas about, and discrimination of individuals with a disability.	Procedure(s): Discussion Board on issues of disability and controversies. Students had to discuss: "Several of your readings for our last unit are controversial ("Is All Help Good Help?" in your course content folder). Based on this	Course assessment in CDIS is based on the following criteria: 70% of total students will meet course specific, entry-level competency for these outcome measures, based on the results of instructor selected assessments	

		topic, choose a method or two and share some evidence about each. What professional opinion would you share? Do you have a personal experience which conflicts with the professional literature? Even if a therapy does not work, what's the harm in giving it a try? It is ethical to charge people for treatments that have no evidence to back them up? Does false hope help or hurt? Please discuss the pros and cons of this topic. Don't feel you have to limit yourself to the therapies discussed in the article." Scoring rubric attached*	(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.) Based on the above criteria, 89% of students met entry-level competency for this outcome. The course objective was met.	

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Graduate Knowledge and Skills Acquisition (KASA) Checklist
(Sample Page)

KASA Outcomes Data Entry Sheet				
Name: *Click and Type*		*Use drop-down menu or click & type*		*Notes*
Review:				
Outcome #	**Outcome**	**Category**	**Data**	
	Pre-Requisite Knowledge			
100.1	Completed undergraduate coursework in (biological) human or animal sciences (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
100.2	Completed undergraduate coursework in physics or chemistry (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
100.3	Completed undergraduate coursework in statistics (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
100.4	Completed undergraduate coursework in social/behavioral sciences (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
100.5	Completed undergraduate coursework in basic audiology (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
100.6	Completed undergraduate coursework in aural rehabilitation (S4B)	Outcome		
		Where Met		
		How Met		
		Date Met		
	Leveling Course Deficiencies			
150.1		Outcome		
		Where Met		
		How Met		
		Date Met		
150.2		Outcome		
		Where Met		
		How Met		
		Date Met		
150.3		Outcome		
		Where Met		
		How Met		
		Date Met		

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, should be included as well. If not obtained, the student should have documentation which details either the date on which he/she will be taking the NESPA, or the date on which he/she 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 onsite at ENMU or at CCS. 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

If any of the above were not completed with an ENMU faculty onsite at ENMU or at CCS, then a demonstration of the work that exhibits the student's ability to complete the above should be included in this section.

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.

Students must NOT submit actual practicum documents from real clients. Students who are unable to reference a selected work completed with an ENMU supervisor must create a "hypothetical" document to demonstrate their mastery of the above - listed skill

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 three-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) *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)		

** 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.

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: _____