

**Eastern New Mexico University**  
**Student Learning Assessment Plan/Report – 2008/2009**  
**Department: Health and Human Services - CDIS**

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**Mission**

Program Mission:

The mission of the Communicative Disorders 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 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 ASHA accreditation policy and as specified by Knowledge and Skills Acquisition (KASA) learning outcomes. 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 – we offer ITV/PolyComm courses, online/internet courses, and WebCT enhanced courses each semester. 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 improve 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](http://www.enmu.edu/cdis)

**Summary of assessment outcomes (2008-2009). Plan of Action for using results to improve learning.**

**SUMMARY**

Our assessment plan measures have been carefully selected to inform our program on the *most* critical bits of knowledge we expect our undergraduates to achieve. Similarly, our graduate outcomes have been selected to aggregate much of the data that we routinely collect from our courses at this level. We are pleased to discover that both undergraduate and graduate outcomes were met once again during this reporting year.


**PLAN of ACTION.**

**Undergraduate Program:** Our undergraduate program has produced excellent results for several years now. ENMU will begin offering an online option for the B.S. in CDIS beginning in the summer of 2010 and so revisions to assessment may occur in the next 2010-2011 year.

**Graduate Program:** Though our outcomes have been met, our data shows us that some of our graduate students continue to struggle with particular aspects of coursework and KASA outcomes attainment, ultimately affecting the timely completion of their graduate degrees. Examination of this data has confirmed our suspicions and shown clear trends: students who must work substantial hours during their matriculation as well as students who enter our program with a history of lower GRE and GPA achievement tend to struggle with their performance while in our graduate program much more so than do the rest of our students (particularly in their first semester). This has led us to make several programmatic changes.

1. **Development of a “part-time” graduate track.** We have rearranged our courses so that students may easily extend their 2 year course of study to 3 and 4 years and still progress through the degree plan in an orderly fashion.
2. **Careful advising.** Student records are examined upon acceptance, at mid-term, and at the end of every semester. Professors notify both the graduate coordinator and the student when classroom outcome achievement is in jeopardy during the course of a class. “At-risk” students meet with the graduate coordinator to discuss options which may improve student performance. We now hold graduate student meetings at the start of each fall and spring term to discuss issues with students which may interfere with their successful completion of our program.
3. **Reconfiguration of course credits/course rotations and development of additional courses and course sequences to support students.** The faculty have carefully examined student outcomes achievement and made note of where students seems to struggle most. Curriculum changes were proposed and accepted to allocate additional teaching time to those courses with more challenging or greater volumes of content (either through creating new courses or including an additional credit hour for instruction) beginning in Fall of 2010. We were able to do this without increasing the number of hours required for the degree by examining graduate syllabi to identify areas of reduplicated content and then subsequently eliminating any “double-teaching” in the curriculum. This allowed us to “trim” hours from existing courses to bolster others. We also revised our course rotations to create an “applied research” course sequence and redistributed some of our first semester classes to even out the rigor of new content across fall and spring. We have additionally offered free tutoring for struggling students in both personal and individual formats.

Scoring rubrics and student tracking documents were not attached as our plan is already lengthy. These are available upon request.



**Form 2: ASSESSMENT PLAN/REPORT OF STUDENT LEARNING 2008-2009**

**Measure** = Instrumentation/Methodology

**Outcome** = Result

**Performance Criteria** = Minimal standard for successful achievement

**Action Taken** = Use of results to improve student learning

| PLAN  |  |   |
|---|--|---|
| Learning Objective #1   | Knowledge Outcome: CDIS undergraduate students will demonstrate requisite knowledge of normal development in speech, language, and hearing abilities.  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| <b>Measure(s)</b><br>1A) <u>Classroom based assessment</u> – Students will receptively/expressively identify normal developmental milestones and characteristics of articulatory/phonologic and other speech skills.<br>1B) <u>Classroom based assessment</u> – Students will receptively/expressively identify normal developmental milestones and characteristics of multiple language parameters.<br>1C) <u>Classroom based assessment</u> - Students will receptively/expressively identify normal development and characteristics of auditory/hearing abilities. | <b>Performance Criteria</b><br>1A) 70% of students will create developmental milestone charts with an average grade of C or better.<br>1B) 70% of students will pass a comprehensive final examination on the development of semantics, morphology, syntax, and pragmatics with a grade of C or better.<br>1C) 70% of students will pass a comprehensive final examination on the development of normal hearing with a grade of C or better. | <b>Timeline/Population</b><br>1A) CDIS 311, 2008-9<br>1B) CDIS 250, 2008-9<br>1C) CDIS 302, 2008-9  |
| REPORT  |  |   |
| <b>Finding(s) or Outcome(s)</b><br>1A) 100% of students completed this task with $\geq$ C<br>1B) 87.5% of students passed this exam with $\geq$ C<br>1C) 91% of students passed this exam with $\geq$ C   | <b>Action(s) Taken</b><br>1A) Continue plan unchanged<br>1B) Continue plan unchanged<br>1C) Continue plan unchanged  | <b>Timeline for Action(s)</b><br>1A) 2009-10 academic year<br>1B) 2009-10 academic year<br>1C) 2009-10 academic year  |

| PLAN   |  |   |
|--|--|---|
| <b>Learning Objective #2</b>   | <b>Knowledge Outcome: CDIS undergraduate students will demonstrate requisite knowledge of normal anatomy essential to successful communication</b> | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| <b>Measure(s)</b>  | <b>Performance Criteria</b>  | <b>Timeline/Population</b>  |
| 2A) <u>Classroom based assessment</u> – Identify relevant anatomical structures to support the speech process  | 2A) 70% of students will pass criterion referenced measures assessing respiration, phonation, and articulation with grades averaging C or better.  | 2A) CDIS 400, 2008-9  |
| 2B) <u>Classroom based assessment</u> – Identify relevant anatomical structures to support the hearing process | 2B) 70% of students will pass a comprehensive final examination on hearing anatomy and physiology with a grade of C or better.                     | 2B) CDIS 302, 2008-9  |
| REPORT   |  |   |
| <b>Finding(s) or Outcome(s)</b>  | <b>Action(s) Taken</b>   | <b>Timeline for Action(s)</b>   |
| 2A) 100% of students passed this with $\geq$ C   | 2A) Continue plan unchanged  | 2A) 2009-10 academic year   |
| 2B) 100% of students passed this exam with $\geq$ C  | 2B) Continue plan unchanged  | 2B) 2009-10 academic year   |

| PLAN   |   |   |
|--|---|---|
| <b>Learning Objective #3</b>   | <b>Skills Outcome: CDIS undergraduate students will gather and transcribe clinical data samples.</b>      | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| <b>Measure(s)</b>  | <b>Performance Criteria</b>   | <b>Timeline/Population</b>  |
| 3A) <u>Classroom based assessment</u> - Independently collect and transcribe a 50 utterance speech sample using appropriate phonetics/diacritics | 3A) 70% of students will submit phonetic transcriptions using IPA graded at 70% or better.                | 3A) CDIS 311, 2008-9  |
| 3B) <u>Classroom based assessment</u> - Independently collect and transcribe a 50 utterance language sample                                      | 3B) 70% of students will submit a transcription of receptive/expressive language graded at 70% or better. | 3B) CDIS 424, 2008-9  |
| REPORT   |   |   |
| <b>Finding(s) or Outcome(s)</b>  | <b>Action(s) Taken</b>  | <b>Timeline for Action(s)</b>   |
| 3A) 95% of students achieved 70% or better as measured by 100 word phonetic transcription  | 3A) Continue plan unchanged   | 3A) 2009-10 academic year   |
| 3B) 98% of students achieved 70% or better as measured by 100 word language sample   | 3B) Continue plan unchanged   | 3B) 2009-10 academic year   |

| PLAN  |   |   |
|---|---|---|
| <b>Learning Objective #4</b>  | <b>Skills Outcome: CDIS undergraduate students will analyze non-disordered clinical data samples according to normal characteristics and features.</b>                                  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| <b>Measure(s)</b>   | <b>Performance Criteria</b>   | <b>Timeline/Population</b>  |
| 4A) <u>Classroom based assessment</u> – Students will analyze the features of normal articulation and phonology.        | 4A) 70% of students will analyze standard speech productions for normal characteristics and features (e.g., syllable shape, place, manner, voice) with an average grade of C or better. | 4A) CDIS 400, 2008-9  |
| 4B) <u>Classroom based assessment</u> – Students will analyze the features of normal receptive and expressive language. | 4B) 70% of students will analyze standard language productions for normal characteristics and features (e.g., MLU, MLR) with an average grade of C or better.                           | 4B) CDIS 424, 2008-9  |
| 4C) <u>Classroom based assessment</u> – Students will analyze and interpret normal audiograms and tympanograms.         | 4C) 70% of students will analyze normal audiometric and tympanometric results with 70% accuracy or better.  | 4C) CDIS 342, 2008-9  |
| REPORT  |   |   |
| <b>Finding(s) or Outcome(s)</b>   | <b>Action(s) Taken</b>  | <b>Timeline for Action(s)</b>   |
| 4A) 100% of students passed this with $\geq$ C  | 4A) Continue plan unchanged   | 4A) 2009-10 academic year   |
| 4B) 100% of students passed this with $\geq$ C  | 4B) Continue plan unchanged   | 4B) 2009-10 academic year   |
| 4C) 88.9% of students passed with $\geq$ C  | 4C) Continue plan unchanged   | 4C) 2009-10 academic year   |

| PLAN  |  |   |
|---|--|---|
| Learning Objective #5   | Skills Outcomes: CDIS undergraduate students will independently apply and follow established professional and clinical procedures.   | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| Measure(s)  | Performance Criteria   | Timeline/Population   |
| 5A) <u>Classroom based assessment</u> – Students will exhibit competency with clinical skills needed for supervised delivery of speech and language services.                                   | 5A1) 70% of students will follow established professional procedures for administration of speech assessment tasks<br>5A2) 70% of students will follow established professional procedures for administration of language assessment tasks<br>5A3) 70% of students will follow an established therapy plan of care for speech or language intervention during supervised clinical services | 5A1) CDIS 311, 2008-9<br><br>5A2) CDIS 424, 2008-9<br><br>5A3) CDIS 444, 2008-9   |
| 5B) <u>Classroom cased assessment</u> – Students will exhibit competency with clinical skills needed for supervised delivery of hearing services.   | 5B) 70% of students will demonstrate adequate performance on hearing assessment tasks  | 5B) CDIS 446, 2008-9  |
| REPORT  |  |   |
| Finding(s) or Outcome(s)  | Action(s) Taken  | Timeline for Action(s)  |
| 5A1) 100% of students achieved this objective<br>5A2) 100% of students achieved this objective<br>5A3) 100% of students achieved this objective<br>5B) 100% of students achieved this objective | 5A1) Continue plan unchanged<br>5A2) Continue plan unchanged<br>5A3) Continue plan unchanged<br>5B) Continue plan unchanged  | 5A1) 2009-10 academic year<br>5A2) 2009-10 academic year<br>5A3) 2009-10 academic year<br>5B) 2009-10 academic year   |

| PLAN   |  |   |
|--|--|---|
| Learning Objective #6  | Skills Outcome: CDIS undergraduate students will communicate effectively using both oral and literate venues.                  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| Measure(s)   | Performance Criteria   | Timeline/Population   |
| 6A) <u>Classroom based assessment</u> – Students will exhibit competency with oral reporting.    | 6A1) 70% of students will prepare and present an informational session on communicative disorders with a grade of C or better. | 6A1) CDIS 311/424, 2008-9   |
|  | 6A2) 70% of students will prepare and present a verbal report to the clinical supervisor with a grade of B or better.          | 6A2) CDIS 444, 2008-9   |
| 6B) <u>Classroom based assessment</u> – Students will exhibit competency with written reporting. | 6B1) 70% of students will complete research journal summaries with an average grade of C or better                             | 6B1) CDIS 400/421, 2008-9   |
|  | 6B2) 70% of students will complete a senior project research paper with an average grade of C or better                        | 6B2) CDIS 434, 2008-9   |
|  | 6B3) 70% of students will construct measurable long term goals and short term objectives with an average grade of B or better  | 6B3) CDIS 443, 2008-9   |
|  | 6B4) 70% of students will compose therapeutic progress reports with an average grade of B or better                            | 6B4) CDIS 444, 2008-9   |
| REPORT   |  |   |
| Finding(s) or Outcome(s)   | Action(s) Taken  | Timeline for Action(s)  |
| 6A1) 100% of students passed this outcome as measured by final presentation for CDIS 311         | 6A1) Continue plan unchanged   | 6A1) 2009-10 academic year  |
| 6A2) 100% of students achieved this objective at B or better                                     | 6A2) Continue plan unchanged   | 6A2) 2009-10 academic year  |
| 6B1) 100% of students passed this with $\geq$ C  | 6B1) Continue plan unchanged   | 6B1) 2009-10 academic year  |
| 6B2) 100% of students passed this exam with $\geq$ C   | 6B2) Continue plan unchanged   | 6B2) 2009-10 academic year  |
| 6B3) 90% of students completed this task as measured by final exam item analysis                 | 6B3) Continue plan unchanged   | 6B3) 2009-10 academic year  |
| 6B4) 100% of students achieved this objective with a grade of B or better                        | 6B4) Continue plan unchanged   | 6B4) 2009-10 academic year  |



| PLAN  |  |   |
|---|--|---|
| Learning Objective #7   | CDIS undergraduate students will show pre-requisite competence and readiness for graduate study  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Accreditation Objective? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |
| Measure(s)  | Performance Criteria   | Timeline/Population   |
| 7A) <u>Classroom-based</u> assessment – Students will demonstrate proficiency with CDIS undergraduate curricula “essential knowledge outcomes.” | 7A) 70% of students will score $\geq 70\%$ on a comprehensive multiple-choice examination of core component undergraduate criteria (graduate pre-requisites) | 7A) CDIS 444, 2008-9  |
| REPORT  |  |   |
| Finding(s) or Outcome(s)  | Action(s) Taken  | Timeline for Action(s)  |
| 7A) 100% of students scored $\geq 70\%$ (other results pending)   | 7A) Continue plan unchanged; discuss moving exam to different course in 2010-2011  | 7A) 2009-10 academic year   |

| PLAN   |   |   |
|--|---|---|
| Learning Objective #8  | CDIS graduate students will demonstrate entry-level competence in academic coursework and on Knowledge and Skills Assessment criteria (KASA) as established by ASHA.  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Competency Number <input type="checkbox"/><br>Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| Measure(s)   | Performance Criteria  | Timeline/Population   |
| 8A) <u>Classroom based assessment</u> – Students will show proficiency with core curricular knowledge presented in CDIS coursework | 8A) 70% of CDIS grades earned will be completed at a “B” or better (practicum excluded)   | 8A) All 2008-9 CDIS grad classes  |
| 8B) <u>Classroom based/field assessment</u> – Students will show proficiency with knowledge and skills outcomes (KASA)             | 8B1) 75% of students will show entry-level competence on knowledge and skills outcomes during initial summative measurement (i.e., on their first attempt). Less than 25% will require any form of remediation plan.<br>8B2) Less than 25% of CDIS grad students will require comprehensive examinations to address unresolved remediation plans<br>8B3) Less than 25% of CDIS grads will begin internship placements with unresolved remediation plans   | 8B1) All CDIS grads; KASA progress in 2008-9<br><br>8B2) CDIS graduation candidates; KASA progress in 2008-9<br><br>8B3) CDIS 2 <sup>nd</sup> year students; KASA progress in 2008-9  |
| REPORT   |   |   |
| Finding(s) or Outcome(s)   | Action(s) Taken   | Timeline for Action(s)  |
| 8A) 84% of CDIS grades earned were completed at a “B” or better level (practicum was excluded)                                     | 8A) Even though we met this outcome as stated, we noted that 47% of our CDIS students earned a C in at least one course during the 2008-2009 academic year. Though non-degree students are included in this number, we find this statistic to be somewhat disturbing: almost half of our students last year will be re-taking one of their courses. Our student degree plans and course offerings are set up in such a way as to allow for re-takes without re-formulating the student’s degree plan in most cases and so graduate will not be delayed for most; however, we still find this number appalling. Steps we have taken to eliminate this failure are explained in our plan of action summary at the beginning of this document. | 8A) 2009-10 academic year   |
| 8B1) 95% of CDIS graduate students achieved the KASA outcomes for that coursework; 5% required some form of remediation plan       | 8B1) Though pleased with our outcomes achievement, we do continue to refine this process and the KASA Outcome checklist (see strategic plan Goal 3, Outcome 1D);  | 8B1) 2009-10 academic year  |
| 8B2) 0% of CDIS graduate students were required to use comprehensive exams to address unresolved outcomes.                         | 8B2) Continue plan unchanged  | 8B2) 2009-10 academic year  |
| 8B3) 5% of CDIS grads entering internship placements during 2008-9 had remediation plans in place                                  | 8B3) Continue plan unchanged  | 8B3) 2009-10 academic year  |

| PLAN   |   |   |
|--|---|---|
| <b>Learning Objective #9</b>   | <b>CDIS graduate students will demonstrate competency with research methodology.</b>  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| <b>Measure(s)</b><br>9) Students will complete special project research  | <b>Performance Criteria</b><br>9) 90% of students will complete special project research and presentation/paper requirements as specified in the CDIS research scoring rubric (grade of B or better).   | <b>Timeline/Population</b><br>9) Graduating students in 2008-9  |
| REPORT   |   |   |
| <b>Finding(s) or Outcome(s)</b><br>9) 100% of students graduating during 2008-9 successfully completed their special project requirements with a grade of B or better. | <b>Action(s) Taken</b><br>9) Though we meet this goal consistently, our students continue to show some difficulty with the implementation of EBP principles and application of research to practice. This has led us to develop an applied research sequence of courses beginning in F10. | <b>Timeline for Action(s)</b><br>9) 2009-10 academic year   |

| PLAN   |   |   |
|--|---|---|
| <b>Learning Objective #10</b>  | <b>CDIS graduate students will demonstrate overall programmatic competence through completion of the capstone portfolio project.</b>  | Gen Ed. Competency? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Accreditation Objective? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes |
| <b>Measure(s)</b><br>10) Students will complete portfolio projects   | <b>Performance Criteria</b><br>10) 90% of students will complete portfolio and portfolio presentation requirements as specified in the CDIS portfolio scoring rubric without re-submission (pass on initial attempt according to rubric scoring). | <b>Timeline/Population</b><br>10) Graduating students in 2008-9   |
| REPORT   |   |   |
| <b>Finding(s) or Outcome(s)</b><br>10) 100% of students graduating during the 2008-9 academic year successfully "passed" their portfolio and portfolio presentation requirements upon first submission | <b>Action(s) Taken</b><br>10) Continue plan unchanged   | <b>Timeline for Action(s)</b><br>10) 2009-10 academic year  |

| PLAN   |   |   |
|--|---|---|
| <b>Learning Objective #11</b>  | <b>CDIS graduate students will graduate on time per their degree plans (excepting extenuating circumstances).</b>   | Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes<br>Accreditation Objective? ___ No <input checked="" type="checkbox"/> Yes |
| <b>Measure(s)</b><br>11A) Students will graduate within established degree plan requirements (unless initiating changes for personal reasons).   | <b>Performance Criteria</b><br>11A) 70% of students will graduate according to their initial degree plans as specified by the CDIS Program Director   | <b>Timeline/Population</b><br>11A) All students scheduled to graduate in 2008-9 by initial degree plan  |
| REPORT   |   |   |
| <b>Finding(s) or Outcome(s)</b><br>11A) 82% of students scheduled to graduate in 2008-9 did so (i.e., on-time)<br><br><u>Additional Data:</u><br>11AD1) 12% of all CDIS students in the graduate program at the end of 2008-9 had prolonged their program/had to revise degree plans because they had to re-take classes; 88% of all students in the program in 2008-9 are "on-track" for timely graduation as established by their <b>initial</b> degree plans formulated at admission<br>11AD2) 12% of students in the CDIS Grad Program in 2008-9 were suspended but re-admitted by the graduate school<br>11AD3) 0% of students in the CDIS Grad Program in 2008-9 were suspended with no chance of re-admission | <b>Action(s) Taken</b><br>11A) We have made changes to course rotations and the number of hours allotted to certain content areas to improve this rate. We have also implemented a part-time option and added extra advising for "at-risk" students so that we can avoid matriculation delays as much as possible.<br><br><b>No report needed.....This is just the reporting of additional data for programmatic longitudinal (trend analysis) use.</b> | <b>Timeline for Action(s)</b><br>11A) 2009-10 academic year   |

| PLAN  |   |   |
|---|---|---|
| <b>Learning Objective #12</b>   | <b>CDIS graduate students will pass the National Examination in Speech/Language Pathology &amp; Audiology (NESPA) exam.</b> | Gen Ed. Competency? <input checked="" type="checkbox"/> No ___ Yes<br>Accreditation Objective? ___ No <input checked="" type="checkbox"/> Yes |
| <b>Measure(s)</b><br>12) Students will pass the NESPA.  | <b>Performance Criteria</b><br>12) 70% of students will pass the NESPA upon initial sitting                                 | <b>Timeline/Population</b><br>12) Graduating students in 2008-9   |
| REPORT  |   |   |
| <b>Finding(s) or Outcome(s)</b><br>12) 100% of CDIS graduate students taking the exam in 2008-9 passed the NESPA on their first attempt | <b>Action(s) Taken</b><br>12) Our teaching works! Continue plan unchanged.  | <b>Timeline for Action(s)</b><br>12) 2009-10 academic year  |

### Form 3: DETAILED ACTION PLANS and PLANNED CHANGES

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

#### Changes to Plan:

1. Revise Student Outcome Objective(s)
2. Revise Measurement Approach(es)
3. Collect and Analysis Additional Data and Information
4. Change Method(s) of Data Collection
5. Change Timetable for Data Collection
6. Other planned change(s)

#### Implemented Changes

- √ (# of Cs)
- ☐
- ☐
- ☐
- ☐
- ☐

#### Planned Changes

- ☐
- √ (online courses)
- √ (include practicum and online)
- √ (online courses)
- ☐
- ☐

#### Changes to Academic Processes:

1. Modify Frequency or Schedule of Course Offerings
2. Make Technology Related Improvements
3. Make Personnel Related Changes
4. Implement Additional Training
5. Revise Advising Standards or Processes
6. Revise Admission Criteria
7. Other Implemented or planned change(s)

#### Implemented Changes

- √
- ☐
- ☐
- ☐
- √ (grad and undergrad)
- ☐
- ☐

#### Planned Changes

- √ (undergrad/grad catalog changes)
- √ (adding clickers)
- √ (adding faculty)
- ☐
- ☐
- ☐
- ☐

#### Changes to Curriculum:

1. Revise and/or Enforce Prerequisites
2. Revise Course Sequence
3. Revise Course Content
4. Add Course(s)
5. Delete Course(s)
6. Other implemented or planned change(s)

#### Implemented Changes

- ☐
- √
- √ (504)
- ☐
- ☐
- ☐

#### Planned Changes

- √ (remove some from undergrad)
- √ (grad/undergrad catalog changes)
- √ (research sequence and 504)
- √ (preclinical, 590, and research sequence)
- √ (clinical management)
- ☐

## Form 4: CURRICULAR MAP OF STUDENT LEARNING OBJECTIVES/OUTCOMES

Enter course numbers across the top of the matrix. Below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

**I = Outcome is introduced**

**E = Outcome is emphasized**

**R = Outcome is reinforced**

**A = Outcome is assessed**

## Undergraduate Program

[illegible]

Enter course numbers across the top of the matrix. Below, indicate where the targeted outcome is “introduced,” “emphasized,” “reinforced,” or “assessed.”

**I = Outcome is introduced**

**E = Outcome is emphasized**

**R = Outcome is reinforced**

**A = Outcome is assessed**

## Graduate Program

[illegible]

**Form 5: PROGRAM LONGITUDINAL ASSESSMENT DATA**

**NM = Not Met                  M = Met                  \* PM = Probably Met (Instructor's Best Estimate/Data Lost in WebCT Failure)**

**We have no data available for AY 04-05**

| <b>Outcome</b>        | <b>AY05-06</b> | <b>AY06-07</b> | <b>AY07-08</b> | <b>AY08-09</b> | <b>AY09-10</b> |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| <b>UG Outcome 1A</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 1B</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 1C</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 2A</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 2B</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 3A</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 3B</b>  | Not an outcome | PM             | M              | M              |                |
| <b>UG Outcome 4A</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 4B</b>  | Not an outcome | PM             | M              | M              |                |
| <b>UG Outcome 4C</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 5A1</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 5A2</b> | Not an outcome | PM             | M              | M              |                |
| <b>UG Outcome 5A3</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 5B</b>  | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6A1</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6A2</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6B1</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6B2</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6B3</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 6B4</b> | Not an outcome | M              | M              | M              |                |
| <b>UG Outcome 7A</b>  | NM             | M              | M              | M              |                |
| <b>Gr Outcome 8A</b>  | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 8B1</b> | Modified       | NM             | M              | M              |                |
| <b>Gr Outcome 8B2</b> | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 8B3</b> | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 9</b>   | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 10</b>  | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 11A</b> | Not an outcome | M              | M              | M              |                |
| <b>Gr Outcome 12</b>  | Not an outcome | M              | M              | M              |                |