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1. ASSESSMENT ACTIVITIES IN REPORT CYCLE

a. External Accreditation:

Although there are no national accreditation agencies for undergraduate programs in communication sciences and disorders, the UWRF program in Communication Sciences and Disorders, in combination with the graduate program, is approved by the Wisconsin Department of Public Instruction (DPI). This agency has provided no recommendations regarding assessment.

b. Dates of the assessment cycle:

Internally, the program uses an annual assessment cycle. Data on course learner outcomes are collected during fall, spring, and summer semester courses and reflect the percent of students meeting learner outcomes in each undergraduate course.

Students take an Exit Examination in May prior to graduation. Current student surveys are distributed in May prior to graduation.

The Program Director summarizes those data, develops a report and presents those data and report at an October departmental meeting each year. Department members identify program strengths and program limitations and create department goals based on the survey and exit examination data. These are written into the annual Department Strategic Plan document which includes an action plan to address program limitations. Each year, the status of the previous Department Strategic Plan is also discussed and modified to reflect those items already addressed/completed and those that continue to require action.

Externally to the program, a three- year assessment cycle is used. Assessment Plans are submitted to the University Assessment Committee as part of its three- year cycle of review. Aggregate assessment reports (based on departmental annual reports) are submitted to the campus consistent with its three- year cycle of review. These reports are the focus of the October departmental assessment during that year. An electronic copy of the report (including action plan) is posted to the program’s assessment section of the T drive.
c. Learner Outcomes:

The following learner outcomes directly relate to the University Strategic Goal 1: Distinctive Academic Excellence. Learner outcomes 3a. – c., and 4.a – c. require knowledge of working with clients who are culturally and linguistically diverse. As such they are also directly related to the University Strategic Goal 3: Global Education and Engagement. Learner Outcome #5 is directly related to the University Strategic Goal 2: Innovation and Partnerships.

A graduate with an undergraduate degree in communicative disorders will be able to:

1. Describe the biological and neurological bases of normal human communication (COMD 262).

2. Describe and apply basic speech and hearing science information and concepts (COMD 264).

3 Describe the processes of:
   A. speech development (COMD 350)
   B. language development (COMD 261)
   C. hearing development (COMD 360)

4. Describe etiologies, prevention, assessment and intervention strategies for:
   A. articulation/phonological disorders (COMD 350)
   B. hearing disorders (COMD 360)
   C. voice disorders (COMD 460)
   D. fluency disorders (COMD 463)
   E. language disorders (COMD 362)

5. Integrate knowledge of normal human communication processes and disorders when assisting with and conducting intervention sessions in the University Speech-Language-Hearing Clinic (COMD 479).

These learner outcomes meet the needs of external stakeholders (i.e., graduate programs in Communicative Disorders, the Wisconsin Department of Public Instruction, the Wisconsin Department of Safety and Regulation, the Minnesota Department of Health and the Minnesota Department of Education). The learner outcomes meet the expectations for admission to graduate schools and the expectations of a certification and licensing agencies.
<table>
<thead>
<tr>
<th>Course</th>
<th>LO1: Describe the biological and neurological bases of normal human communication</th>
<th>LO2: Describe and apply basic speech and hearing science information and concepts</th>
<th>LO3: Describe the process of speech development, language development, and hearing development</th>
<th>LO4: Describe the etiologies, prevention, assessment and intervention strategies For disorders of: articulation/phonology hearing voice fluency and language</th>
<th>LO5: Integrate knowledge of normal human communication processes and disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMD 261 Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 262 Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 264 Spring</td>
<td>Computerized speech laboratory assignment</td>
<td>Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 350 Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 360 Fall</td>
<td>Exam</td>
<td>Exam</td>
<td></td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>COMD 362 Spring</td>
<td></td>
<td>Language Sample Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 460 Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 463 Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMD 479 (Capstone Experience)</td>
<td>Single Subject research project with client Speech-Language-Hearing Clinic Paper and Presentation</td>
<td>Single subject research project with client in Speech-Language-Hearing Clinic Paper and Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learner outcomes related to knowledge are directly assessed in individual courses each semester (see Table 1). Learner outcomes are also directly assessed by an examination in May of the senior year.

Learner outcomes are indirectly assessed through a senior exit survey distributed in May prior to graduation.

d. How the program engaged with internal stakeholders regarding assessment during the report cycle:

Direct assessment of first year students:

Direct assessment occurred in each of the following courses: CSD 261, 264, 350, 360, 362, 460, 463, and 479. See Table 1 for details.

Indirect assessment of graduating seniors:

Surveys were distributed the first week in May prior to graduation.

Regularly Scheduled Faculty Meetings/Discussions

An October departmental meeting(s) is devoted to program assessment data. Faculty and staff review the data and develop actions plans based on those data. From that discussion, the Department Strategic Plan for the academic year is written.

e. How the program engaged with external stakeholders regarding assessment during the report cycle.

The program completes an annual Continuous Review Report that is submitted to the Department of Public Instruction as part of the UWRF Educator Preparation Program.

Professional entry level in our field is the master’s degree. As graduates are not employed in the field with a bachelor’s degree, employers are not surveyed. Graduates of the undergraduate program must attend graduate school to work as speech-language pathologists.

f. How the program engaged in assessment activities related to out-of-classroom learning with ties to learning outcomes and external stakeholder needs:

The program provides experiences for learning outside the classroom.

During the freshman or sophomore year students enroll in COMD 275 Practicum: Observation/Discussion. Students complete 25 clock hours of observation in the University Speech-Language-Hearing Clinic. Clinical supervisors
who are certified speech-language pathologists mentor students. ARTIFACT: Reflection Papers and Clock Hour Form

During the senior year students enroll in COMD 479 Clinical Procedures and Experience. Students assist a graduate student working with a client in the University Speech-Language-Hearing Clinic for 14 weeks. Students assist with clinical preparation and data collection during each session throughout the semester. Students independently lead one or two sessions with a client. Students complete a capstone project during this experience. This experience is directly tied to Learner Outcome #5. ARTIFACT: Lesson Plan, Reflection Paper and Presentation.

Out-of-classroom experiences directly relate to practicum experiences (venues are practicum experiences associated with CSD 275 and CSD 479.

Students also enroll in out-of-classroom experiences through TED 211, TED 252, and SPED 330 and are evaluated using a skill outcome rubric. The Teacher Education Department (TED), however, evaluates these experiences.

Out-of-classroom experiences are needed for students to meet external stakeholder (i.e., employers, Wisconsin Department of Public Instruction, Wisconsin Department of Safety and Professional Services, other state departments of education and health, American Speech-Language-Hearing Association Certification Department) expectations for certification. Out-of-classroom experiences require that students draw on program knowledge outcomes. Each learner outcome is directly linked to national and state certification standards that have been developed by external stakeholders.

g. Changes to learner outcomes, assessment methods, and curriculum that occurred during the report cycle.

There were no changes in learner outcomes, assessment methods during the report cycle. During the report cycle, the program changed its name from Communicative Disorders to Communication Sciences and Disorders to be consistent with national trends.

h. Changes in how the program learning outcomes are linked to the UWRF strategic goals.

Although no learning outcome changes have been made since the submission of the program’s assessment plan, knowledge and skill learning outcomes continue to be linked to UWRF’s strategic plan. Knowledge outcomes are directly related to the University Strategic Plan Goal 1: DISTINCTIVE ACADEMIC EXCELLENCE. Skill outcomes are acquired in the University Speech-Language-Hearing Clinic and Out-of-Classroom learning experiences. As such, they are directly linked to the University Strategic Plan Goal 2: INNOVATION AND PARTNERSHIPS. Knowledge and skill outcomes
include students’ ability to work with individuals and families who are culturally and linguistically diverse. As such, this is directly linked to the University Strategic Plan Goal 3: GLOBAL EDUCATION AND ENGAGEMENT.

i. Status of action plan identified in previous report.

Based on the data from previous annual assessments, students identified their knowledge in the area of fluency disorders as relatively low compared to other content areas.

Action Plan

- The Program Director hired a different instructor with demonstrated knowledge, experience and expertise in the area of fluency disorders. This instructor began teaching the course fall of 2017. The undergraduate surveys data from spring of 2018 revealed a sizable increase in self-reported knowledge in this area.

ASSESSMENT ACTIVITY RESULTS

a. Direct assessment results by learning outcome

Table 2. Direct Assessment By Learner Outcomes by Academic Year

<table>
<thead>
<tr>
<th>Learner Outcome</th>
<th>Percent Achieved 2015-2016</th>
<th>Percent Achieved 2016-2017</th>
<th>Percent Achieved 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the biological and neurological bases of normal human communication (COMD 262)</td>
<td>90%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>Describe and apply basic speech and hearing science information and concepts (COMD 264)</td>
<td>92%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Describe the process of speech development (CSD 350)</td>
<td>93.5%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Describe the process of language development (CSD 261)</td>
<td>98%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Describe the process of hearing development (CSD 360)</td>
<td>94%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>Describe etiologies, prevention, assessment and intervention strategies for articulation / phonological disorders (CSD 350)</td>
<td>93.5%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Course</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Describe etiologies, prevention, assessment and intervention strategies for hearing disorders (CSD 360)</td>
<td>92%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Describe etiologies, prevention, assessment and intervention strategies for voice disorders (CSD 460)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Describe etiologies, prevention, assessment and intervention strategies for fluency disorders (CSD 463)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Describe etiologies, prevention, assessment and intervention strategies for language disorders (CSD 261)</td>
<td>100%</td>
<td>97.22%</td>
<td>100%</td>
</tr>
<tr>
<td>Integrate knowledge of normal human communication processes and disorders when assisting with, and conducting intervention sessions in the University Speech---Language---Hearing Clinic. (COMD 479)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data from spring of 2016 was unavailable at the time of the writing of this report. Data from spring of 2017 was not collected. The new dept chair (2016-2017) neglected to send out the exit exams spring of 2017.
b. Results/findings from out--of--classroom experiences

During the freshman or sophomore year students enroll in COMD 275 Practicum: Observation/Discussion. Students complete 25 clock hours of observation in the University Speech-Language-Hearing Clinic. Clinical supervisors who are certified speech-language pathologists mentor students. ARTIFACT: Reflection Papers and Clock Hour Form

Outcomes:
Table 3. Percent of students enrolled in CSD 275 who earned 25 clock hours.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>62/64 (97%)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>55/57 (96%)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>42/43 (98%)</td>
</tr>
</tbody>
</table>

During the senior year students enroll in COMD 479 Clinical Procedures and Experience. Students assist a graduate student working with a client in the University Speech-Language-Hearing Clinic for 14 weeks. Students assist with clinical preparation and data collection during each session throughout the semester. Students independently lead one or two sessions with a client. Students complete a capstone project during this experience. This experience is directly tied to Learner Outcome #5. ARTIFACT: Experience, Lesson Plan, Reflection Paper and Presentation.
Outcomes:

See Figure 2 and Table 4

Table 4. Percent of students enrolled in CSD 479 who completed the experience, lesson plan, presentation and reflection paper.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>39/39 (100%)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>33/33 (100%)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>20/20 (100%)</td>
</tr>
</tbody>
</table>

Out-of-classroom experiences directly relate to practicum experiences (venues are practicum experiences associated with CSD 275 and CSD 479).

Students also enroll in out-of-classroom experiences through TED 211, TED 252, and SPED 330 and are evaluated using a skill outcome rubric. The Teacher Education Department (TED), however, evaluates these experiences.

Out-of-classroom experiences are needed for students to meet external stakeholder (i.e., employers, Wisconsin Department of Public Instruction, Wisconsin Department of Safety and Professional Services, other state departments of education and health, American Speech-Language-Hearing Association Certification Department) expectations for certification. Out-of-classroom experiences require that students draw on program knowledge outcomes. Each learner outcome is directly linked to national and state certification standards that have been developed by external stakeholders.
c. Indirect student assessment results

![Bar chart showing survey scores over three years](image)

Figure 3. Undergraduate Student Exit Survey Results 2016, 2017 and 2018.

Learner Outcomes Related to Questions asked on the exit survey (Figure 3 (same learner outcomes as in 1c. and Table 1)

Trend data revealed a consistent improvement in the area of knowledge in fluency disorders from 2016-2018. That area had been identified as an area for development in 2015 through the UG exit survey. At that time, the ad hoc instructor was given feedback about teaching strategies, etc. Starting in 2017, a new ad hoc instructor was assigned to the course and scores have continued to increase. Trend data also reveal improvement or stability in all other learner outcomes. Exit surveys are reviewed in a Department meeting in October of each year.

d. Alumni Assessment Results

Data were not collected, as almost half of the alumni are current graduate students in our program and are being assessed as part of our graduate program assessments. The department has been discussing methods to better track past graduates of our undergraduate program to improve this process.

e. Indirect professional assessment results

Professional entry level in our field is the master’s degree. As such students are not employed in the field following graduation. Rather, they must attend graduate school to work as speech-language pathologists. In the future, the program will survey other...
CSD Program Directors to determine the preparedness of undergraduate students to enter graduate programs.

ACTION PLANS

a. Where/how performance is or is not meeting program expectations, and

b. Actions the program will take to improve learning outcome performance

Indirect and direct assessment data revealed that student performance is meeting the expectations of the program.

c. Actions the program will take to maintain/improve out-of-classroom learning experiences

The program will continue to offer clinical experiences in CSD 275 and CSD 479.

d. Actions the program will take to maintain/improve indirect student assessment

Although the program does not have plans for significant changes to the content of indirect assessments, it will increase the number of survey reminders in an effort to increase the number of respondents. We will return to providing the professional knowledge exit exam (voluntarily) within a given course to increase the sample size.

e. Actions program will take to maintain/improve indirect alumni assessment

The program will implement annual alumni surveys for alumni who are not enrolled in our graduate program. The program is in the process of developing an advisory board that will include alumni. The department is also discussing ways to more effectively track alumni of the undergraduate program and encourage participation in the alumni survey.

f. Actions the program will take to maintain/improve indirect professional assessment.

The program is in the process of developing an advisory board that will include public school, hospital, nursing home, and rehabilitation center speech-language pathologists and administrators (as well as alumni). The board will meet twice per year. Feedback from this group will enhance the program’s knowledge of stakeholder expectations. This will add an important layer to the program’s current assessment activities.
The program will develop a survey for CSD Program Directors. This survey will address the preparedness of our graduate students when they enter other graduate programs in CSD.

g. Actions the program will take to maintain/enhance the process for assessment

1. The program will continue to perform direct assessments of learner outcomes in each undergraduate course and professional knowledge exit exam (voluntary).
2. The program will implement actions to increase the number of respondents to indirect assessments.
3. The program will evaluate questions/projects used for direct assessments and will modify them as needed.
4. The program will continue to review and revise questions on the professional knowledge exit exam as course content is updated/modified.
5. The program will develop a professional advisory board (that will include alumni).
6. The program will implement a Graduate Program Director Survey.

h. Action plan summary table:

<table>
<thead>
<tr>
<th>Action</th>
<th>When Assessed</th>
<th>Review Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct assessment for specific learner outcomes</td>
<td>Ongoing in courses</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Undergraduate Direct Assessment Exam</td>
<td>May of each year</td>
<td>October Faculty Meetings</td>
</tr>
<tr>
<td>Undergraduate Exit Survey</td>
<td>May of each year</td>
<td>October Faculty Meetings</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>May 2019</td>
<td>October Faculty Meetings</td>
</tr>
<tr>
<td>Graduate Program Director Survey</td>
<td>May 2019</td>
<td>October Faculty Meetings</td>
</tr>
</tbody>
</table>