Developing a Plan to Assess Student Learning Outcomes across the Communication Sciences and Disorders Curriculum

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Steps Two: Map SLOs/ELOs to Curriculum and Step Three: Determine where SLOs will be introduced, reworded and assessed

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Next Steps
We plan to develop assessment rubrics and evaluate the validity of key assessment projects.

Acknowledgments
Many thanks to our departmental colleagues, participants in the 2016 Assessment Institute and Joan Littlefield Cook, Director of Assessment.

Preparing Students for the 21st Century

In our major, we are committed to preparing our students, not only for graduate study, but also for the competitive post-baccalaureate job market.

Our goal is for students in the major to graduate with the knowledge and skills to pursue a variety of post-baccalaureate options beyond that of speech-language pathology and be in a better position to face the challenges of the 21st century.

Assessment Institute Action Plan

Step One: Revise Student Learning Outcomes

- Students will demonstrate knowledge of:
  - basic human communication processes, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
  - a range of communication disorders and differences
  - the sociocultural contexts that influence human perspectives and individual differences

- Students will be able to:
  - communicate in oral and written forms at a level sufficient for entry into professional environments
  - make evidence-based decisions or conclusions after critically identifying, evaluating and integrating appropriate data and/or information from relevant sources
  - create personal, professional, and academic works that reflect integrated and applied learning
  - take an active role on teams working collaboratively toward a common goal

Step Two: Map SLOs/ELOs to Curriculum

- Knowledge of Human Cultures and the Physical and Natural World
- Communication Inquiry and Critical thinking
- Information Literacy
- Oral and Written
- Teamwork
- Community Engagement
- Cultural Competence
- Lifelong Learning
- Integrated Applied Learning

Step Three: Determine where SLOs will be introduced, reworded and assessed

- Plan: At beginning of year, faculty review plan and data collection tasks
- Collect: Students complete key assignments in classes across curriculum
- Record: Faculty enter student data into excel file
- Analyze: Faculty discuss student performance

Step Four: Create a sustainable plan for tracking and analyzing assessment data

- Record Data: Faculty enter student data into excel file
- Analyze Data: Faculty decide subsequent action (changes in instruction or courses) based on findings

Step Five: Design a new capstone experience

- Plan: In our newly designed capstone project, students will participate in a simulated job interview. As part of this process, the students reflect on their individual accomplishments and how they can apply their acquired knowledge and skills in a post-graduate environment. The students create and present an e-Portfolio that consists of artifacts addressing the Student Learning Outcomes and the LEAP Essential Learning Outcomes. Preparation of the portfolio engages the student in analytical, critical and creative thinking, writing, and creative problem solving across their curricular and co-curricular experiences at UW-W.

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