

**Degree Program
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Human Ecology
Department: Family Studies and Human Services – Communication Sciences and Disorders
Date: October 22, 2004

B. Contact Person(s) for the Assessment Plans

Linda Hoag, Associate Professor
Robert Garcia, Assistant Professor

C. Degree Program

B.S. in Communication Sciences and Disorders

D. Assessment of Student Learning Three-Year Plan

Student Learning Outcome(s)

1. Identify the anatomical structures of the auditory system.
2. Identify the anatomical structures of the speech mechanism and how they function.
3. Assign correct phonetic symbols to the speech sounds of American English.

Special rationale for selecting these learning outcomes (optional):

These SLOs were selected because they represent essential knowledge areas at the undergraduate level of preparation for graduate training. The undergraduate curriculum in communication sciences and disorders focuses on acquiring a knowledge base related to the normal processes of communication and swallowing.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Comm.	Diversity	Academic / Professional Integrity	
1. Identify the anatomical structures of the auditory system.	X					
2. Identify the anatomical structures of the speech mech. and how they function.	X					
3. Assign correct phonetic symbols to the speech sounds of American English.	X					

- 1. How will the learning outcomes be assessed? What groups will be included in the assessment?**

Please refer to the tabular format on the next page.

- 2. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

Please refer to the tabular format on the next page.

- 3. What is the unit's process for using assessment results to improve student learning?**

Please refer to the tabular format on the next page.

Assessment of Student Learning Outcomes
 Communication Sciences and Disorders
 Undergraduate Program (B.S.)

Learning Outcomes	Measures		Who will be Assessed?	Timetable for Assessment	Baseline Created?	Improvement Plan
	Direct	Indirect				
1) Identify the anatomical structures of the auditory system.	<u>FSHS 361</u> Exam 2 Worksheet Final Exam	<u>FSHS 361</u> Student self-assessment of this learning outcome at the end of the semester	All students enrolled in the course	2005 Fall Semester 2006 Fall Semester 2007 Fall Semester	3-year baseline data created after 2007 fall semester ^a	^a Because enrollment is moderate in this course, students' performance and self-assessment will be compiled over a three year period of time. In spring 2008 a weekly faculty meeting will be designated to evaluate the data and establish the SLO baseline. Future assessments will be compared to the baseline to monitor students' learning performance. In addition, the faculty will continue to evaluate the appropriateness of the SLO and its baseline.
2) Identify the anatomical structures of the speech mechanism and how they function.	<u>FSHS 360</u> Exam 1,2,3 3 Lab Practicals Final Exam	<u>FSHS 360</u> Student self-assessment of this learning outcome at the end of the semester	All students enrolled in the course	2006 Spring Semester 2007 Spring Semester 2008 Spring Semester	3-year baseline data created after 2008 spring semester ^b	^b Because enrollment is moderate in this course, students' performance and self-assessment will be compiled over a three year period of time. In fall 2008 a weekly faculty meeting will be designated to evaluate the data and establish the SLO baseline. Future assessments will be compared to the baseline to monitor students' learning performance. In addition, the faculty will continue to evaluate the appropriateness of the SLO and its baseline.
3) Assign correct phonetic symbols to the speech sounds of American English.	<u>FSHS 347</u> Exam 1 Exam 2 Exam 3 Exam 4	<u>FSHS347</u> Student self-assessment of this learning outcome at the end of the semester	All students enrolled in the course	2007 Fall Semester 2008 Fall Semester 2009 Fall Semester	3-year baseline data created after 2009 fall semester ^c	^c Because enrollment is moderate in this course, students' performance and self-assessment will be compiled over a three year period of time. In spring 2010 a weekly faculty meeting will be designated to evaluate the data and establish the SLO baseline. Future assessments will be compared to the baseline to monitor students' learning performance. In addition, the faculty will continue to evaluate the appropriateness of the SLO and its baseline.

Student Outcomes	FSHS 347	FSHS 360	FSHS 361	FSHS 442	FSHS 443	FSHS 446	FSHS 515	FSHS 549	FSHS 560	FSHS 567
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SLO: Critical Thinking: Students will be able to interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

Interp. audiogram based on type & deg of hearing loss: use info to determine aud structures										K,S
Able to analyze spec. aspects of oral and written lang & interp results to determine pres. or absence of impairment					K,S					
Able to analyze specific aspects of spch. sound prod. & interp results to determine presence or absence of impairment						K,S				
Able to analyze and critique the clinical research literature and apply the findings to clinical practice.									K	
Able to analyze and critique aspects of the clinical process.								K,S		

Student Outcomes	FSHS 347	FSHS 360	FSHS 361	FSHS 442	FSHS 443	FSHS 446	FSHS 515	FSHS 549	FSHS 560	FSHS 567
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SLO: Personal & Professional Development: An understanding of professional ethics demonstrating personal & social responsibility, and working effectively with peers.

Demonstrate familiarity with the profession's code of ethics.								K		
As part of a group project, the student will function as a contributing member of the group and complete their responsibilities in a timely manner.									S	

**Undergraduate Student Learning Outcomes for
Communication Sciences & Disorders**

- B = Basic
- CE=Clinical Experience
- CP = Class Project
- CS = Case Study
- E = Emerging
- EX = Examination
- IP = Independent Project
- IS = Independent Study
- IW = Intervention Work
- K=Knowledge
- LE = Lab Experience
- OP = Oral Presentation
- P = Proficient
- QZ = Quiz
- RP = Research Project
- S = Skill
- SY = Syllabus on file
- WA=Written Assignment
- WS=Worksheet

Graduate Student Learning Outcomes for Communication Sciences & Disorders

Student Outcomes	FSHS 705	FSHS 706	FSHS 725	FSHS 741	FSHS 742	FSHS 744	FSHS 750	FSHS 760	FSHS 780	FSHS 841	FSHS 844	FSHS 847	FSHS 851	FSHS 897	FSHS 899
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SLO: Knowledge: Students will demonstrate a depth of knowledge and apply the methods of inquiry in communication sciences and disorders, and they will demonstrate a breadth of knowledge across their discipline.

Demonstrate knowledge of normal and abnormal comm. and aerodigestive behaviors.			K	K	K	K	K-EX,WA	K	K	K	K				
Demonstrate knowledge of assmnt of comm. and aerodigestive behaviors.			K	K	K		K	K	K	K	K				
Demonstrate knowledge of intervention techniques in comm. and aerodigestive disorders.			K	K	K	K	K	K	K	K	K				

SLO: Skills: Demonstrate the ability to apply knowledge through critical thinking, inquiry and analysis, and communication to solve problems and to produce scholarly and creative works including but not limited to design, art, performance, original research in the form of thesis or dissertation.

Demonstrate skills in assmnt of disorders related to the scope of practice in SLP	S	S										S		S	
Demonstrate skills in management of disorders related to the scope of practice in SLP.	S	S-CS										S	S	S	

SLO: Attitudes: Exhibit an awareness of their responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples, etc.) and professional conduct towards all constituent groups, including students, faculty, public, etc.

Demonstrate knowledge of code of ethics and its application to practices in SLP.	K,S	K,S											K-EX,SA S		
Demonstrate professional conduct towards clients, family, and professional colleagues.	K,S	K,S											K,S		