

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: Communication Sciences and Disorders – B.S.</p>
	<p>Program Purpose:</p> <p>The primary purpose of the Bachelor of Science program in Communication Sciences and Disorders is to provide undergraduates knowledge regarding basic communication processes and disorders and underlying biological, neurological, and physiological principles related to speech, language, and hearing development and disorders.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Students will demonstrate knowledge of acoustic, psychological, developmental, and linguistic elements that are foundational for communication.</p>
	<p>Goal 2: Students will demonstrate knowledge of common clinical features associated with speech sound disorders, language disorders, and hearing impairments.</p>
	<p>Goal 3: Students will demonstrate effective written communication and critical thinking skills as indicated by the completion of a case study which will include the demonstration of the ability to apply their knowledge base to etiology, assessment, and treatment individuals with communication disorders during their senior year in the capstone course.</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process

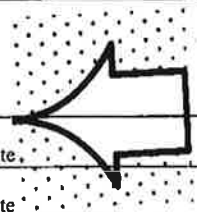
Closing the Loop Process	Data Collection	Who & How: The Curriculum Committee will compile assessment data during May each year.
		Timeline: Data will be compiled in May each year.
	Data Analysis	Who: The Chair of the CSD Curriculum Committee, Dr. Dee Lance, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The Chair of the CSD Curriculum Committee was selected, because the chair of the CSD Curriculum Committee, is responsible to oversee the committee's "... annual review of the curriculum to insure that undergraduates are prepared for graduate study in speech-language pathology and that master's students acquire the knowledge and skills for national certification and licensure." (Departmental Bylaws, 2011)
		Timeline: Data will be analyzed in August each year.
	Data Dissemination	Who & How: The Chair of the CSD Curriculum Committee will share the results with the Curriculum Committee to discuss the analysis and determine whether any changes are warranted in the curriculum.
		Timeline: The Chair of the CSD Curriculum Committee will meet with the CSD Curriculum Committee in August each year.
	Resulting Actions	How: The Chair of the CSD Curriculum Committee will document results and compile initial recommendations to present for the consideration of the Curriculum Committee where recommendations will be discussed, modified as needed, and finalized. Final recommendations will be forwarded to the Department Chair for approval and implementation.
		Timeline: The Department Chair will share results and recommendations with the department faculty before the Spring semester of implementation.
	Re-assessment/ Evaluation	How: Re-assessment of changes and impact on the curriculum will be conducted the following year as outlined above as a part of the overall annual assessment.
		Timeline: One year after implementation.

Semester and/or academic year for which the data applies: Spring 2015

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Students will demonstrate knowledge of speech and sound acoustics, structure and function of human anatomy necessary for speech and language, language and speech development, and linguistic elements that are foundational for communication.	
	Related Program Goal(s)	Goals 1 & 3	
	Assessment Activity/Artifact/Output	In written case studies all students enrolled in Capstone for CSD will demonstrate appropriate knowledge of these principles. In these written reports they will be expected to organize and develop ideas logically and demonstrate their knowledge of the acoustic, psychological, developmental, and linguistic elements that are foundational for communication	
	Assessment Method	Written case studies will be graded according to a designated rubric (see attached) by the course instructor.	
	Benchmark	Ninety percent of students will receive a 4 or better on the written case study.	
	Academic Course of Assessment	The SLO will be assessed in Capstone for CSD. This course will be taught and assessed by a full-time faculty member in Communication Sciences and Disorders.	
	Frequency	This outcome will be assessed annually.	
Observations	Data Summary	This SLO has not yet been assessed. The course is a new offering in our curriculum and will be assessed beginning in Spring 2015.	
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet	
	Responsible Authority Analysis	Authority Responsible for Analysis: CSD Curriculum Committee Chair Date of Analysis: Comments:	
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Date of Presentation: Comments:	
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date:	
	Acknowledgement	Provide signature of Department Chair acknowledging above results.	Date: _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.	Date: _____



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CI-Process Student Learning Outcome Information Sheet

Student Learning Outcome	Student Learning Outcome	Students will demonstrate knowledge of common clinical markers and causes of speech sound disorders, language disorders, and hearing impairments.
	Related Program Goal(s)	Goals 2 & 3
	Assessment Activity/Artifact/ Output	In written case studies all students enrolled in Capstone for CSD will demonstrate appropriate knowledge of these principles. They will be expected to organize and develop ideas logically, making insightful connections among basic communication process (e.g., oral and written) and of common clinical features associated with speech sound disorders, language disorders, and hearing impairments.
	Assessment Method	Written case studies will be graded according to a designated rubric (see attached) by the course instructor.
	Benchmark	Ninety percent of students will receive a 4 or better.
	Academic Course of Assessment	The SLO will be assessed in Capstone for CSD. This course will be taught and assessed by a full-time faculty member in Communication Sciences and Disorders.
	Frequency	This outcome will be assessed annually.
Observations	Data Summary	This SLO has not yet been assessed. The course is a new offering in our curriculum and will be assessed beginning in Spring 2015.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: CSD Curriculum Committee Chair Date of Analysis: Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Date of Presentation: Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date:
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

CI-Process Student Learning Outcome Information Sheet

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Students will demonstrate effective written communication and critical thinking skills as indicated by the completion of a case study which will include the demonstration of the ability to apply their knowledge base to etiology, assessment, and treatment individuals with communication disorders during their senior year in the capstone course.
	Related Program Goal(s)	Goals 1, 2, & 3
	Assessment Activity/Artifact/Output	All students enrolled in Capstone For CSD will develop and write case reports for various communication disorders. In that report they will be expected to organize and develop ideas logically, making insightful connections among basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
	Assessment Method	Written case studies will be graded according to a designated rubric (see attached) by the course instructor.
	Benchmark	Ninety percent of students will receive a 4 or better on the written work.
	Academic Course of Assessment	The SLO will be assessed in Capstone For CSD. This course will be taught and assessed by a full-time faculty member in Communication Sciences and Disorders.
	Frequency	This outcome will be assessed annually.
Observations	Data Summary	This SLO has not yet been assessed. It will be assessed beginning in Spring 2015.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: CSD Curriculum Committee Chair Date of Analysis: August 2014 Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Date of Presentation: Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date:
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

**GRADING RUBRIC FOR CASE STUDIES
CAPSTONE COURSE**

Student: _____

Score: _____

- **A 6 point essay demonstrates a *high degree of competence* in response to the question but may have a few minor errors.**
An essay in this category
 - States or clearly implies the writer's position or thesis
 - Organizes and develops ideas logically, making insightful connections among basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
 - Clearly explains and includes key ideas/content, supporting them with well-chosen reasons, examples, or details
 - Integrates evidence from current literature
 - Displays effective sentence variety
 - Is written in a clear and grammatically correct manner
 - Includes citation of relevant literature
- **A 5 point essay demonstrates *clear competence* in response to the question but may have minor errors.**
An essay in this category
 - States or clearly implies the writer's position or thesis
 - Organizes and develops ideas logically, making insightful connections among basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
 - Explains and includes key ideas/content, supporting them with relevant reasons, examples, or details
 - Uses current sources to support argument
 - Displays some sentence variety and facility in the use of language
 - Is generally free from errors in grammar, usage, and mechanics
 - Includes citation of relevant literature
- **A 4 point essay demonstrates *competence* in response to the question.**
An essay in this category
 - States or implies the writer's position or thesis
 - Shows control in the organization and development of ideas
 - Explains and includes some key ideas/content, supporting them, making adequate connections among basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
 - Uses current sources to support argument
 - Displays adequate use of language
 - Shows control of grammar, usage and mechanics, but may display errors
 - Includes citation of relevant literature
- **A 3 point essay demonstrates *adequate competence* in response to the question but may have a few minor errors.**
An essay in this category reveals *one* of the following weaknesses:
 - Limited in stating or implying a position or thesis
 - Limited use of sources
 - Limited organization and development of basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
 - Limited control of the organization and development of ideas
 - Marginal reasons, examples, or details to explain key ideas/content
 - An accumulation of errors in the use of language, grammar, usage, and mechanics
 - Little or no citation of relevant literature
- **A 2 point essay is *seriously flawed*.**
An essay in this category reveals *one or more* of the following weaknesses:
 - No clear position or thesis
 - Weak organization or very little development of basic communication process, causes, clinical features and principles, and appropriate theoretical underpinnings.
 - Few or no relevant reasons, examples, or details regarding key ideas/content
 - Frequent serious errors in the use of language, grammar, usage and mechanics
 - Little or no citation of relevant literature
- **A 1 point essay demonstrates *fundamental deficiencies* in writing and critical thinking skills.**
An essay in this category
 - Contains serious and persistent writing errors, or is incoherent or undeveloped