# Student Learning Outcomes Assessment

**Department:** Communication Sciences and Disorders  
**Academic Year:** 2019-2020

## B.S. Speech and Hearing Sciences

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<th>Year</th>
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| 2019-2020  | 1. At program completion, 80% of graduating seniors will demonstrate knowledge of CSD Content | Assessment Exam     | *Freshman Transfer:* 15.15% (no CSD Courses)  
*Freshman*  
Mean: 43.69%  
N: 6  
Range: 37.88% to 53.03%  
*Sophomore*  
Mean: 56.96%  
N: 10  
Range: 45.45% to 72.73%  
*Junior*  
Mean: 68.83%  
N: 21  
Range: 51.52% to 84.85%  
*Senior*  
Mean: 66.17%  
N: 4  
Range: 48.48% to 86.36% | None                                                                 | N/A                 |

### Impression

One student who never took a CSD course (transfer freshman) took the assessment. This served as a good baseline, and their score was 15.15%, much lower than all other participants.

In general, scores were consistent with expectations, with one exception and that is that Junior scores were higher than Senior scores. The comparison between the two groups is not relevant, however, because of the difference in number of participants. 21 juniors (70% total juniors) took the assessment, while only 4 seniors (17% of total seniors) took the assessment. The lowest senior score was from a transfer student who did not complete all of her undergraduate coursework at Edinboro. When you remove questions related to areas
such as stuttering, swallowing disorders, and research (content areas that students have not had), mean scores for juniors and seniors are at or above 80%.

<table>
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<th>Proposed Action Item: Tool</th>
<th>None</th>
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<tbody>
<tr>
<td>Proposed Action Item: Program Content</td>
<td>Content and qualitative responses indicated that students would like to see additional coursework in adult disorders, swallowing, interprofessional practice, stuttering, and research.</td>
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</table>
| Action Items Implemented | Proposed action items from last year (were these implemented?):
1. (Response to missed target): Review the curricular content, delivery, and assessment tools for concepts and facts pertinent to audiology across courses CSD 230, CSD 355, and CSD 515. A change in faculty as of Fall, 2018 may have confounded results, as the content from 2016-17, when many students took CSD 230, was delivered by adjunct faculty
2. (New target): Create comprehensive assessment to deliver outside of a single course for AY 2019-20, with particular targets in anatomy, physiology, and neural processes of healthy speech and swallowing, and speech and swallowing instrumental descriptors (e.g., acoustic, aerodynamic, endoscopic and videofluoroscopic).
Undergraduate courses CSD 275, CSD 355, CSD 350, and CSD 500 should each ensure ample opportunity for students to acquire the knowledge of healthy speech and swallowing anatomy and processes, and coordinate the content to reinforce major concepts. |
| Objective to be Assessed Again/Next | |