

College of Health and Human Sciences  
School of Allied Health & Communicative Disorders  
Communicative Disorders  
B.S., Communicative Disorders  
January 27, 2023

Submitted by: Jamie Mayer, Associate Professor, AHCD

## BS in COMD

The primary objective of the program is to provide students with a foundation of basic information about the normal development and use of speech, language, and hearing. The mission of the program is to prepare students to enter graduate training or to gain employment in any of a variety of fields, including those related to the area of communicative disorders, e.g., audiology or speech-language pathology.

### **1. Student Learning Outcomes**

\*modified and accepted by faculty January 18, 2023

Undergraduate-degree recipients from the Communicative Disorders program will be able to:

1. Demonstrate effective oral communication skills with a clear central message, evidence of an organizational framework, and audience-appropriate language choices.
2. Demonstrate effective written communication that clearly conveys meaning to the intended audience and is free of errors.
3. Apply quantitative reasoning skills to communication-related activities and review of relevant research literature in communication sciences and disorders.
4. Identify and demonstrate culturally and linguistically responsive interpersonal professionalism.
5. Apply critical thinking skills to analyze discipline-specific questions and challenges in communication sciences and disorders.
6. Acquire discipline-specific facts and basic scientific foundations including anatomical, physiological, developmental, and behavioral aspects of sound, speech, language and communication.

## 2. Program-by-Baccalaureate Learning Outcomes Matrix

Each program outcome is delineated below with respect to level of support (strongly supports (S), moderately supports (M), or doesn't support (blank) for each baccalaureate learning outcome.

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge / skills creatively
SLO 1: Oral communication	M	M			S	M		
SLO 2: Written communication	M	M			S	M		
SLO 3: Quantitative literacy							S	
SLO 4: CLD interprofessional skills	M	S			M	S	S	
SLO 5: Critical thinking	M		M	S		M	S	S
SLO 6: Discipline-specific knowledge integration	M		M	M	M			S
Overall	M	S	M	S	S	S	S	S

### 3. Curriculum Map

The curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. We will be using this tool for not only sequencing the curriculum and instruction, but also identifying strategic places to formatively and summatively assess student learning outcomes, and to continuously assess strengths and gaps in the curriculum.

The courses identified with an asterisk, below, are elective courses in our major. The cells containing two asterisks, below, represent where specific SLOs will be directly assessed.

Course	Student Learning Outcome					
	1. Oral communication	2. Written communication	3. Quantitative literacy	4. CLD interprofessional skills	5. Critical thinking	6. Discipline-specific knowledge integration
COMD 220				B**		B
COMD 221	B**	B**	B	B		B
COMD 300		B	B		B	D
COMD 305		B	B**		B**	D
COMD 323		D			D	D**
COMD 325	D	D	D		D	D
COMD 330		D			D**	D
COMD 421*		D		D	D	D
COMD 423*		D		D		D
COMD 429		P**	D**	D	P	P

Course	Student Learning Outcome					
	1. Oral communication	2. Written communication	3. Quantitative literacy	4. CLD interprofessional skills	5. Critical thinking	6. Discipline-specific knowledge integration
COMD 435	P**	P	P	P**	P	P**
AHCD 494*	P	P	P	P	P	P
AHCD 498*	P	P	P	P	P	P
AHCD 499*	P	P	P	P	P	P

*Note.* Course supports the outcome at the B=beginning, D=developing, or P=proficient level.

#### 4. Assessment Methods

##### Assessment Methods-by-Outcomes Matrix

Outcomes are listed in the first row, and each assessment method is listed in the first column. Assessments are listed in chronological order, from the first students will see, to the last. Each assessment method has been evaluated to determine: (1) which outcome(s) it *primarily* measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. This maps out where our degree program is planning to formatively, summatively, directly, and indirectly assess each outcome.

Assessment Method	Student Learning Outcome					
	1. Oral communication	2. Written communication	3. Quantitative literacy	4. CLD interprofessional skills	5. Critical thinking	6. Discipline-specific knowledge integration
ASHA cultural competence pre-/post checklist				F, S, D		
Embedded assessment: Rubrics	F, D	F, D	F, D		F, D	
Student Senior Survey	S, I	S, I	S, I	S, I	S, I	S, I
Knowledge integration pre-/post- test						F, S, D
First Destination Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment						

Explanation of Assessment Methods

Individual student-level targets are often preset scores on an exam, scores on a rubric, etc. Program-level targets are often expressed as the percent of students demonstrating they meet individual student-level targets.

Method	Description	Timeline	Person Responsible	Objectives Addressed
Course-level direct assessment				
Embedded Assessment: Rubrics  VALUE Rubrics (Oral communication, Written communication, Critical thinking)  Quantitative Reasoning Rubric	Embedded assessment procedures are used by COMD faculty to gauge student progress on specific assignments related to targeted learner outcomes. All embedded assessments will be evaluated using shared rubrics to allow for SLOs to be examined reliably and systematically across courses within the COMD program.  SLOs 1 (oral communication), 2 (written communication) and 5 (critical thinking) will be assessed on specific course assignments (see Course x SLO matrix) by the corresponding VALUE rubrics ( <i>Valid Assessment of Learning in Undergraduate Education</i> , attached), modified from the	Each semester; data aggregated yearly	All faculty teaching undergraduate courses relevant to targeted outcomes	SLOs 1, 2, 3, 5

Method	Description	Timeline	Person Responsible	Objectives Addressed
	<p>AAC&amp;U,  <a href="https://www.aacu.org/initiatives/value-initiative/value-rubrics">https://www.aacu.org/initiatives/value-initiative/value-rubrics</a>.</p> <p>SLO 3 (quantitative reasoning) will be evaluated in relevant courses (see Course x SLO matrix) using the Quantitative Reasoning Rubric (attached), modified from <i>Northern Illinois University Rubrics for Outcome Assessment, Quantitative and Qualitative Reasoning</i> (<a href="https://www.niu.edu/general-education/about/learning-outcomes.shtml">https://www.niu.edu/general-education/about/learning-outcomes.shtml</a>)</p> <p>Rubric scores will be reported holistically (average level across rubric criteria, per student).  All rubrics:  Student-level target:  Level 4  Program-level target:  80%.</p>			
Program-level indirect assessment				

Method	Description	Timeline	Person Responsible	Objectives Addressed
<p>BS in COMD Pre-Post Knowledge Integration Assessment</p>	<p>A 50-question, multiple-choice assessment (attached) will be administered to students at two timepoints (early and late) during their undergraduate program. This assessment is designed to measure students' knowledge acquisition from across the COMD curriculum. Questions were chosen by faculty consensus to be representative of the breadth of the curriculum (aggregated).</p> <p>Student-level target: 80% accuracy (end of program) Program-level target: Minimum 20% increase from early (COMD 220) to late (COMD 435) student cohorts.</p>	<p>Administered each fall (early, students enrolled in COMD 220) and spring (late, students enrolled in COMD 435).</p>	<p>Program coordinator in conjunction with office staff and AHCD Chair</p>	<p>SLO 6</p>
<p>ASHA pre/post Cultural Literacy Self-Assessment Checklist</p>	<p>The Cultural Literacy Checklist from the American Speech-Language Hearing Association (attached, see citation below) will be administered to students at two timepoints (early and late) during their COMD undergraduate program.</p> <p>This assessment is designed for students and/or professionals to assess and reflect on</p>	<p>Administered each fall (early, students enrolled in COMD 220) and spring (late, students enrolled in COMD 435).</p>	<p>Program coordinator in conjunction with office staff and AHCD Chair</p>	<p>SLO 4</p>

Method	Description	Timeline	Person Responsible	Objectives Addressed
	<p>their cultural competence in the context of culturally responsive knowledge and practices. The assessment is scored on a 1-5 scale (1 = “Strongly Agree,” 5 = “Strongly Disagree”).</p> <p>American Speech-Language-Hearing Association. (2021). Cultural competence check-in: Self-reflection. <a href="https://www.asha.org/sites/eassets/uploadedfiles/multicultural/self-reflection-checklist.pdf">https://www.asha.org/sites/eassets/uploadedfiles/multicultural/self-reflection-checklist.pdf</a>.</p> <p>Student-level target: Average score of &lt;1.5 (end of program) Program-level target: Minimum 20% increase from early (COMD 220) to late (COMD 435) student cohorts.</p>			

Method	Description	Timeline	Person Responsible	Objectives Addressed
Senior survey	Seniors in our program will be contacted each spring via email and asked to complete an electronic survey (see attached) designed to gauge: (1) the extent to which each student feels he or she met targeted Program outcomes, and (2) the student's ultimate destination following completion of the program: e.g., graduate school, employment, etc.	Conducted annually for graduating seniors during the spring semester	Program coordinator in conjunction with office staff and AHCD Chair	All
First Destination Alumni Survey	Data from Questions 11 and 12 (i.e., extent to which current position is related to undergraduate degree, and extent to which the degree program prepared the individual for continuing education) of NIU's <i>First Destination Survey</i> ( <a href="https://www.niu.edu/effectiveness/assessment/survey.shtml">https://www.niu.edu/effectiveness/assessment/survey.shtml</a> ) will be collected yearly.	Conducted annually for alumni during the spring semester	Program coordinator in conjunction with office staff and AHCD Chair	All