

Assessment Report

B.S. in Communication Sciences and Disorders 2023-2024

The Bachelor of Science (B.S.) in Communication Sciences and Disorders prepares students for graduate level studies in speech-language pathology and audiology or graduate level coursework in other educational and health related professions. Program goals are based on the knowledge and skills recommended by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. Undergraduate students are expected to demonstrate knowledge and skills related to the foundations of speech and language and basic aspects of professional practice. At the undergraduate level, students are expected to demonstrate performance equivalent to 70% or better. Final data for degree completion rates and acceptance to graduate programs are not available at the time of this report.

Academic Assessment

Program Goals Learning Outcomes and Student Performance

Students will:

- Demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language, and swallowing. Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language.
- Interpret acoustic and aerodynamic measures of speech.
- Interpret and transcribe speech using the International Phonetic Alphabet (IPA)
- Demonstrate knowledge of normal development of speech, language, and hearing across the lifespan. Identify normal developmental milestones for speech and language.
- Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing.
- Students will demonstrate knowledge of the effect of cultural and linguistic differences on communication. Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations.
- Students will identify and develop culturally responsive assessment, treatment, and counseling skills for service delivery to culturally and linguistically diverse groups.
- Define and describe the five major components of language (i.e., phonology, morphology, syntax, semantics, and pragmatics).
- Demonstrate understanding of how social, cognitive, biological, and cultural factors influence language.

Student Outcomes:

CDIS 3123, Normal Phonology and Articulatory Processes:

- Comprehensive Final – 82/82, 100% scored 70% or better.

CDIS 3203, Articulation Disorders:

- Comprehensive Final -81/81, 100% scored 70% or better.

CDIS 3213, Anatomy and Physiology of the Speech and Hearing Mechanisms:

- Comprehensive Final – 83/83 (90%) scored 70% or better.

CDIS 3223, Language Development in Children:

- Comprehensive Final – 100% (82/82) scored 70% or better.

CDIS 3253, Culturally Responsive Practice in Communication Disorders:

- Comprehensive Final – 100% (66/66) scored 70% or better.
- Capstone Project – 100% (66/66) scored 70% or better.

CDIS 4183, Clinical Assessment in Speech-Language Pathology

- Comprehensive Final - 100% (66/66) scored 70% or better.

CDIS 4213, Introduction to Speech and Hearing Science:

- Final Grade – 98% (30/30) scored 70% or better.

CDIS 4223, Language Disorders in Children:

- Final Grade – (80/80) 100% scored 70% or better.

CDIS 4253, Neurological Bases of Communication:

- Comprehensive Final – 100% (71/71) scored 70% or better.

CDIS 4273, Communication Behavior and Aging:

- Comprehensive Final – 100% (147/147) scored 70% or better.

Clinical Education

CDIS 4003 – 1 section of 9 students completed the course in the fall, 1 section of 10 students completed the course in the spring. All accrued direct-patient contact time and observation time that can later count toward certification.

Over 1,400 hours of clinical observation hours were coordinated in the community. Observation hours are counted toward the certification of clinical competence for the American Speech-Language Hearing Association.

Over 2000 speech, language, and hearing screenings in the NW Arkansas area were conducted by students under faculty supervision.

Additional Assessment: All honors students completed proposals and proposal presentations with scores of 80% or better. All senior Honors students successfully defended their Honors Theses/Projects.

Assessment Plan: Based on the results, **no changes** in the assessment process are planned for the next academic year. Faculty continue to discuss opportunities for an online post-baccalaureate program as well as an online major and/or undergraduate certificate program to better prepare speech-language pathology assistants. Faculty reported a concern coverage for teaching with a significantly increased number of rising juniors in the program. A clinical instructor is in the process of being hired to support this need.