



Comprehensive Assessment Plan Template

Academic Degree Programs with (SLOs)

Cycle: 2021-2025

I. Program Information	
Degree Program:	Master of Science in Communication Disorders
Department:	Communication Sciences and Disorders
Assessment Coordinator (Name, Email):	Donald R. Fuller, donald.fuller@utrgv.edu

II. Program Student Learning Outcomes (SLOs): (add or delete rows as needed)	
Include the program-level student learning outcomes (SLOs) that will be assessed during the next four years (2021-2022; 2022-2023; 2023-2024; 2024-2025). The SLOs should identify the knowledge, skills, or values that students are expected to achieve as they participate in - or complete - a program of study. Note: A minimum of '3' SLOS is required. Maximum: '7'. Recommended: '4'	
SLO 1: Students will demonstrate knowledge of the nature, assessment, and remediation of disorders of articulation; fluency; voice and resonance; receptive and expressive language; hearing; swallowing; cognitive aspects; social aspects; and augmentative and alternative communication for entry-level professional practice in the discipline.	
SLO 2: Students will demonstrate knowledge of the ASHA Code of Ethics and how to apply standards of ethical professional conduct to clinical practice.	
SLO 3: Students will demonstrate knowledge of contemporary professional issues including professional credentialing, collaborative practice, cultural competence, and research and evidence-based practice.	
SLO 4: Students will demonstrate the personal attributes of empathy and concern for clients, clinical reasoning, accountability, integrity, and professional duty.	
SLO 5: Students will demonstrate oral and written communication skills commiserate with entry-level professional practice.	

III. Curriculum Map		Complete this table to show where in the curriculum the program SLOs are Introduced, Developed or Mastered. In addition, identify the courses or experiences where significant program assessments are expected to take place, including the sampling of student artifacts. Note: In the cells below identify achievement levels (1=Introduced; 2=developed; 3=mastered) for each SLO and, when applicable, numbers should be followed by the letter "A" if assessment occurs in the course (example: 3; A). The information provided in this section will be useful for all program faculty (including those not leading program assessment) to show how individual courses should align to the program learning outcomes. Thus, it is important to complete this curriculum map with as much input from program faculty as possible to ensure the curriculum is discussed from the program perspective rather than the course perspective. Additional resources on curriculum mapping are included below.						
Degree Plan Sections	List <i>all</i> course names/numbers and experiences propriety to the degree plan	<u>SLO 1</u>	<u>SLO 2</u>	<u>SLO 3</u>	<u>SLO 4</u>	<u>SLO 5</u>		
<i>Major Required Courses (list all)</i>	COMD 6180			3A	3A			
	COMD 6301		3A	3A	3A	3A		
	COMD 6302		3A	3A	3A	3A		
	COMD 6303		3A	3A	3A	3A		
	COMD 6304		3A	3A	3A	3A		
	COMD 6310	3A	3A	3A		3A		
	COMD 6325	3A	3A			3A		
	COMD 6335	3A	3A			3A		
	COMD 6340	3A	3A			3A		
	COMD 6345	3A	3A			3A		
	COMD 6355	3A	3A			3A		
	COMD 6360	3A	3A			3A		
	COMD 6365	3A	3A			3A		
	COMD 6370	3A		3A		3A		
	COMD 6385	3A	3A	3A		3A		

	COMD 6390	3A	3A	3A		3A		
	COMD 6395		3A	3A	3A	3A		
	COMD 6396		3A	3A	3A	3A		
	COMD 6397	3A	3A	3A		3A		
<i>Summative Assessment</i>		3A				3A		
<i>Praxis National Examination</i>		3A						
III. Long-Term Assessment Plan	Provide a brief description of the essential components of your program's Comprehensive Assessment Plan for the next FOUR years (2021-2022; 2022-2023; 2023-2024; 2024-2025) by drawing on the SLOs and Curriculum Map provided in the sections above.							
Program SLOs (add or delete rows as needed)	<u>Assessment Schedule¹</u> Specify the semester/year. (e.g., SP22, SP23, SP24, SP25) the SLO will be assessed during the next four years.	<u>Assessment Setting</u> Identify the specific courses or student experiences where significant assessments will take place, including those where student artifacts will be sampled from?	<u>Assessment Activities</u> What signature student work products, performances or other activities will be used to assess student learning? (e.g., a capstone project, presentation, exam, exhibition, dissertation)	<u>Assessment Tools</u> How will the assessment activity be scored/evaluated? (e.g., rubric)				
SLO 1:	Sp22, Sp23, Sp24, Sp25	All academic courses (excluding 6180, 6301, 6302, 6303, 6304, 6395, 6396), Department Comprehensive Exam or Thesis, and Praxis National Exam	Students will be required to successfully complete a thesis or written comprehensive exam and take the Praxis national examination in speech-language pathology.	Students taking thesis must successfully pass their oral defense of the thesis by the members of their thesis committee (100% pass rate required). Students who opt for the comprehensive exam must earn a score of 80 or higher (100% pass rate required). All students must take the Praxis national examination at least once during their graduate studies. Criterion for success is 90% or higher pass rate.				
SLO 2:	Sp22, Sp23, Sp24, Sp25	6301, 6302, 6303, 6304, 6310, 6325, 6335, 6340, 6345, 6355,	Students will be exposed to the ASHA Code of Ethics throughout their studies and in several of the	As students take the academic and clinical courses listed under <i>Assessment Setting</i> , they may be				

¹ Note: Educational programs are strongly encouraged to assess all program SLOs annually. However, due to course rotation schedules or other factors it may be appropriate to stagger assessments. At minimum, each SLO needs to be assessed at least twice in four years to complete the Assess-Intervene-Reassess model of continuous improvement.

		6360, 6365, 6385, 6390, 6395, 6396, 6397	courses listed under <i>Assessment Setting</i> , will solve ethical scenarios to demonstrate their knowledge of the ethical underpinnings of the audiology and speech-language pathology disciplines.	engaged in either a discussion of the ASHA Code of Ethics, a scenario or dilemma in which the Code of Ethics must be applied, or both. Student will document their progress using department Form A . At least 50% of first-year (G1) graduate students must have this form completed by the second week of classes in the Spring semester of their first year, and 100% of second-year (G2) graduate students must have the form completed by the second week of classes in the Spring semester of their second year.
SLO 3:	Sp22, Sp23, Sp24, Sp25	6180, 6301, 6302, 6303, 6304, 6310, 6370, 6385, 6390, 6395, 6396, 6397	During the academic and clinical courses specified in <i>Assessment Setting</i> , students must discuss and demonstrate competence in the areas of contemporary professional issues, collaborative practice, cultural competence, and evidence-based practice. Mastery will be documented using the appropriate department form.	Mastery of contemporary professional issues, collaborative practice, cultural competence, and evidence-based practice will be documented using department Forms B, P-3, P-5 and P-7 , respectively. At least 50% of G1 students must have these forms completed by the second week of classes in the Spring semester of their first year, and 100% of G2 students must have these forms completed by second week of classes in the Spring semester of their second year.
SLO 4:	Sp22, Sp23, Sp24, Sp25	6180, 6301, 6302, 6303, 6304, 6395, 6396	During the academic and clinical courses specified in <i>Assessment Setting</i> , students must discuss and demonstrate competence in the areas of accountability, clinical reasoning, empathy and concern for clients, integrity, and professional duty. Mastery will be documented using the appropriate department form.	Mastery of accountability, clinical reasoning, empathy and concern for clients, integrity, and professional duty will be documented using department Forms P-1, P-2, P-4, P-8, and P-9 , respectively. At least 50% of G1 students must have these forms completed by the second week of classes in the Spring semester of their first year, and 100% of G2 students must have these forms completed by second week of classes in the Spring semester of their second year.

SLO 5:	Sp22, Sp23, Sp24, Sp25	6301, 6302, 6303, 6304, 6310, 6325, 6335, 6340, 6345, 6355, 6360, 6365, 6370, 6385, 6390, 6395, 6396, 6397, Summative Assessment	During the academic and clinical courses, and as a component of the required summative assessment specified in <i>Assessment Setting</i> , students must demonstrate oral and written communication skills that are appropriate for entry-level clinical practice.	Competence in oral and written communication must be documented on department Form P-6 . At least 50% of G1 students must have this form completed by the second week of classes in the Spring semester of their first year, and 100% of G2 students must have the form completed by second week of classes in the Spring semester of their second year.
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Resources on curriculum mapping

1. Program Learning Opportunities and Skills Development Worksheet: https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/pslo.pdf
2. Course Alignment Worksheet: https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/worksheet.pdf
3. Using Curriculum Maps to Design, Scaffold and Assess Student Learning” https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/mapping.pdf