



# Comprehensive Assessment Plan Template

## Academic Degree Programs with (SLOs)

Cycle: 2021-2025

I. Program Information	
Degree Program:	Bachelor of Science in Communication Disorders
Department:	Communication Sciences and Disorders
Assessment Coordinator (Name, Email):	Donald R. Fuller, <a href="mailto:donald.fuller@utrgv.edu">donald.fuller@utrgv.edu</a>

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. <b>Note: A minimum of '3' SLOS is required. Maximum: '7'. Recommended: '4'</b>
SLO 1: Students will demonstrate knowledge of the basic human communication and swallowing processes.	
SLO 2: Students will demonstrate knowledge of a variety of speech, language, hearing and swallowing disorders.	
SLO 3: Students will demonstrate knowledge of basic principles and procedures in the provision of clinical speech, language and hearing services.	

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. <b>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.</b>							
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>				
<i>Major Required Courses (list all)</i>	COMD 3310	3A						
	COMD 3315	3A						
	COMD 3320	3A						
	COMD 3330	3A						
	COMD 3340	3A						
	COMD 3355		3A					
	COMD 3360	3A						
	COMD 4310			3A				
	COMD 4330		3A					
	COMD 4340	3A						
	COMD 4350			3A				
	COMD 4360		3A					
	COMD 4365		3A					
	COMD 4370			3A				
	COMD 4380			3A				

	COMD 4390			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	<b><u>Assessment Schedule<sup>1</sup></u></b> <i>Specify the semester/year. (e.g., SP22, SP23, SP24, SP25) the SLO will be assessed during the next four years.</i>	<b><u>Assessment Setting</u></b> <i>Identify the specific courses or student experiences where significant assessments will take place, including those where student artifacts will be sampled from?</i>	<b><u>Assessment Activities</u></b> <i>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)</i>	<b><u>Assessment Tools</u></b> <i>How will the assessment activity be scored/evaluated? (e.g., rubric)</i>				
SLO 1:	Sp22, Sp23, Sp24, Sp25	3310, 3315, 3320, 3330, 3340, 3360, 3430	Aggregate GPA over courses listed	An average GPA will be determined for the courses that make up the basic human communication sciences and the aggregate GPA must be 3.00 or higher. If the criterion isn’t met, an analysis will be conducted to determine which course(s) require(s) a review of content and pedagogical methodology.				
SLO 2:	Sp22, Sp23, Sp24, Sp25	3355, 4330, 4360, 4365	Aggregate GPA over courses listed	An average GPA will be determined for the courses that make up the speech, language, hearing and swallowing disorders courses and the aggregate GPA must be 3.25 or higher. If the criterion isn’t met, an analysis will be conducted to determine which course(s) require(s) a review of content and pedagogical methodology.				
SLO 3:	Sp22, Sp23, Sp24, Sp25	4310, 4350, 4370, 4380, 4390	Aggregate GPA over courses listed	An average GPA will be determined for the courses that make up the principles and procedures in clinical service delivery and the aggregate GPA must be 3.50 or higher. If the criterion isn’t met, an analysis will be conducted to determine which				

<sup>1</sup> 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.

				course(s) require(s) a review of content and pedagogical methodology.
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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](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](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](https://www.utrgv.edu/curriculum-assessment/_files/resources/presentations/mapping.pdf)