Assessment Process Template:
Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).

2. **List** the intended student learning outcomes for the degree program (page 3).
   - What should students know or be able to do if they complete the degree program?

3. **Map** the curriculum onto the student learning outcomes (page 4).
   - Where are the students learning the intended program outcomes?
   - What shared experiences do the students have outside of the curriculum?

4. **Explain** what assessment activity has taken place (page 5).
   - What did you learn from past assessment activities?
   - How did you use what you learned to affirm or improve the student experience?

5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
   - Are the students learning what you want them to learn?
   - How will you know that your students are learning the program outcomes?
   - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment website, attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

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Identifying Information

School/College: Applied Health Sciences

Undergraduate Degree/Major Program Name: Speech & Hearing Science

Faculty Director Contact/Title: Laura DeThorne, PhD Associate Head

Contact Information: lauras@illinois.edu

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
   (identify an individual or team who will coordinate the implementation of the plan)

The development of this plan was led by Dr. Laura DeThorne, Associate Head of Speech & Hearing Science in consultation with Department Head, Dr. Karen Kirk, the Director of Undergraduate Studies, Dr. Ron Chambers, and the full faculty. The implementation of the plan will be overseen by the departmental Director of Undergraduate Studies in conversation with the Department Head and the department Educational Policy Committee.

2. **How will assessment information be shared within the department/program?**
   (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)

This assessment plan was reviewed and discussed by the SHS Faculty Advisory Committee (3/28/17), the SHS Educational Policy Committee (4/17/17), and the full department faculty (4/19/17). Progress and results from the assessment plan will be shared at a full faculty meeting at least once per academic year by the Director of Undergraduate Studies in conjunction with the associated SHS Undergraduate Advisor. Within this meeting, faculty will receive an update on the assessment plan (actions and results), in addition to data on student enrollment for each of the four undergraduate concentrations, and discuss any potential need for action.

3. **What is the plan for production of an annual summary report?**
   (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

The annual summary report will be prepared by the Director of Undergraduate Studies based on the plan provided herein and the template that is provided from the Provost's Office.

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Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- Look to the campus student learning outcomes as a resource for program-level outcomes. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

1. Students will describe basic anatomical, physiological, behavioral, and social aspects of speech, language, & hearing processes across the lifespan. (Consistent with Campus Learning Outcome #1)

2. Students will apply knowledge of how disruptions in speech, language, and/or hearing processes relate to human communication functioning and disability. (Consistent with Campus Learning Outcome #1)

3. Students will demonstrate the ability to read and evaluate literature related to human communication processes across academic disciplines. (Consistent with Campus Learning Outcome #1)

4. Students will apply knowledge of communication-related disabilities to inform discussions of cultural-linguistic diversity (Consistent with Campus Learning Objective #4).

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Step 3: Undergraduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
    - o May indicate with an X
    - o Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

Curriculum Map					
Degree Program Courses or Experiences		Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4
SHS 120	Child, Comm, & Lang Ability	X	X		X
SHS 121	American Sign Language I	X			X
SHS 150	Hearing Processess & Disorders	X	X		X
SHS 170	**Intro Hum Comm Sys & Disorders**	**X**	**X**		**X**
SHS 191 X	**Freshmen Seminar**		**X**		
SHS 200	**General Phonetics**	**X**		**X**	
GCL 220	Grand Challenge - Frameworks for Health & Wellness: Building Healthy Communities		X		X
SHS 221	American Sign Language II	X			X
SHS 222	Lang & Culture Deaf Communities	X			X
SHS 240	**Intro Sounds & Hearing Science**	**X**			
SHS 270	Comm Disability in the Media				X

Course	Title				
SHS 271	Communication and Aging		X	X	X
SHS 280	Communication Neuroscience	X	X		
SHS 291*	Research Lab Experience in SHS				
SHS 300	**Anat & Physiol Spch Mechanism**	**X**			
SHS 301	**General Speech Science**	**X**			
SHS 320	**Development of Spoken Language**	**X**		**X**	**X**
SHS 321	American Sign Language III	X			X
SHS 352	Hearing Health and Society	X	X	X	X
SHS 375	Comm Partners & Health	X			X
SHS 380	Comm Competence and Disorders	X	X		X
SHS 383	Neurodev Disorders in Context	X	X	X	
SHS 383	Neuroplasticity & Communication	X		X	
SHS 385	Evidence-Bases Practice in Commmunication Sciences and Disorders			X	
SHS 390*	Individual Study				
SHS 395*	Honors Individual Study				
SHS 410	Stuttering: Theory & Practice		X		
SHS 427	Language and the Brain	X	X		
SHS 430	Devel & Disorders Phonol Artic	X	X	X	X
SHS 431	Lang Disorders Preschool Child		X		X
SHS 450	**Intro Audiolo & Hear Disorders**	**X**	**X**		**X**
SHS 451	Aural Rehab Children to Adults	X	X	X	

SHS 470	Neural Bases Spch Lang	X	X		
SHS 473	Augmentative & Alt Comm		X	X	X
SHS 475	Prepracticum in SHS		X		

Note: Bold represents core courses across all concentrations; the asterisk represents individual study courses that vary based on the instructor but are likely in all cases to contribute to at least one of the four learning objectives.

Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) *and* any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

We have made significant changes within our undergraduate program in the last five years. Specifically, in order to respond to low enrollment in our Human Communication Sciences concentration (<5 students/year) and informal feedback from students that this concentration was underspecified,

- We removed the Human Communication Sciences concentration and added two new concentrations: Cultural-Linguistic Diversity and Neuroscience of Communication. We also updated the other two existing concentrations: Audiology and Speech-Language Pathology. All four new and revised concentrations went into effect fall 2014.
- Related to the concentration revisions, we have developed new course proposals for SHS 280 (Communication Neuroscience), 380 (Comm Competence), 385 (Current Issues in Evidence-based Practice), and 389 (Neuroplasticity).

Based on an emerging partnership with the Karolinska Institute in Stockholm, Sweden and the popularity of Study Abroad Programs with our students (none of which had a focus on coursework in our field),

- We developed an UG Student Exchange Program with the Karolinksa Institute (formalized Jan 2014) that includes an exchange of up to 8 students/year (4 from KI & 4 from Illinois). The Exchange has received high praise from participating students; a videotaped interview from one of our participating students is available here:
  http://shs.illinois.edu/marisa_carrozza

A large percentage of our undergraduates apply to graduate programs (~75%), we received informal feedback from juniors and seniors requesting more individualized mentorship from faculty about the process, including access to letters of recommendation. As a result,

- We developed the Junior-Faculty Mentoring Program in 2014-2015, which pairs each junior in SHS with a faculty mentor who is expected to be available to meet with them at least

once/semester. Informal perceptions by the Head and Director of Undergraduate Studies suggest that this has decreased questions about graduate school, and specifically concerns about obtaining letters of recommendation. We have also been using the Junior-Faculty Mentoring Program to identify strong candidates for the ASPIRE program given our significant need to increase the cultural-linguistic diversity of our student body.

To increase communication with our undergraduate students,

- we began inviting student representatives to attend faculty meetings and key committees beginning in the fall of 2013.
- In the fall of 2016, we revised our departmental bylaws to specify the election of an undergraduate student representative each year to attend faculty meetings and to serve as members of the Award Committee and Educational Policy Committee.
- In the last couple years we created departmental Facebook and Twitter accounts

Based in part on informal feedback from students, we have updated our curriculum as follows:

- Added a new course in Neurodevelopmental Disabilities (SHS 383)
- Redesigned the on-line section of SHS 120 (Children, Communication, & Language Ability)
- Redesigned SHS 222 (Language & Culture of Deaf Communities) to include an on-line component that provides asynchronous lectures
- Developed a new course rubric for experimental courses (SHS 383) to differentiate it from the independent study course number (SHS 390)

Finally, to support campus efforts to connect interdisciplinary general education to real-world topics, we have participated in the Grand Challenge Learning Initiative (Health & Wellness track); specifically we

- Developed and taught a 100-level Experience Course (GCL 199: What autism?)
- Jointly developed and taught a 200-level Critical Framings Course (GCL 220: Building Healthy Communities)
- Submitted a Campus course (SHS 222: Language & Culture of Deaf Communities), which was accepted

Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at *least three questions* you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

Question 1:	Do students report developing competence across the 4 objectives?	
	Student Learning Outcome:	1,2,3, & 4
	Sources/Methods for acquiring evidence:	Electronic survey across Fr, So, Jr, & Sr, administered in key courses; 2 focus groups (Fr/So, Jr/Sr); Chancellor's Survey items, select ICES scores on core courses; informal feedback during Jr. mentoring
	Timeline:	Y1: Develop electronic survey & focus group questions Y2: Get feedback on the questions via student focus groups Y3: First administration of electronic survey across key courses (i.e., 170, 240, 300, & 450) Y4: Review survey results & clarify via focus groups Y5: Second administration of electronic survey
Question 2:	Do Juniors/Seniors demonstrate basic competence across the 4 objectives?	
	Student Learning Outcome:	1,2,3, & 4
	Sources/Methods for acquiring evidence:	Review of key course projects (% students getting As, Bs, etc. and some common themes of problems); GPA for core courses
	Timeline:	Y1: Identify key course projects aligned with each objective (e.g., 385, 473, 475, & 480) Y2/Y3: Review/report student grades on key projects and core courses Y4/Y5: Consider need to revise assessment plan and/or curriculum

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Question 3:	How well is our program preparing students for life after college?	
	Student Learning Outcome:	N/A
	Sources/Methods for acquiring evidence:	First Destination Survey (https://illinisuccess.illinois.edu), Jr/Sr Focus group; Chancellor's Survey; Informal feedback via Junior-Faculty Mentoring; alumni survey or focus group
	Timeline:	Y1: Obtain & review data from First Destination Illini Success Survey; develop questions for alumni survey/focus group Y2: Review results from First Destination & Chancellor's Survey with Jr/Sr via focus group; also get feedback on alumni survey/focus group questions Y3: Complete alumni survey/focus group Y4: Review results from alumni survey/focus group with faculty and consider potential curriculum modification Y5: Review potential curricular modification with Jr/Sr focus group