

Speech and Hearing Sciences  
Plan for Assessment of Student Learning Outcomes  
The University of New Mexico

**A. College, Department, and Date**

1. College: Arts and Sciences
2. Department: Speech and Hearing Sciences
3. Date: 05/12/08

**B. Academic Program of Study**

B.A., Speech and Hearing Sciences

**C. Contact Persons for the Assessment Plan**

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**D. Broad Program Goals & Measurable Student Learning Outcomes**

**1. Broad Program Learning Goals for this Degree Program**

- A. Students will relate normal structure and function of human communication to selected communication disorders.
- B. Students will record, analyze, and report on communicative behaviors.
- C. Students will demonstrate understanding of the impact of linguistic and cultural diversity on human communication.
- D. Students will demonstrate understanding of treatment principles for selected speech and language disorders.

**2. List of Student Learning Outcomes for this Degree Program**

- A.1. Students will explain the impact of a given disorder on speech using the framework of the source-filter theory of speech production.
- A.2. Students will compare and contrast normal structure and function of speech, language, or hearing with the structure and function for a given communication disorder.
- B.1. Students will identify phonological processes in a child's speech corpus.
- B.2. Students will describe morphologic, syntactic, semantic, and pragmatic behaviors of typically-developing children.
- C.1. Students will apply systems theory in explaining communicative and social issues in their lives.
- D.1. Students will justify treatment targets for a child with a speech sound disorder using clinical principles provided in class.
- D.2. Students will write behavioral objectives for a given speech or language disorder.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

<b>University of New Mexico Student Learning Goals</b>				
<b>Program SLOs</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility</b>	<b>Program SLO is conceptually different from university goals</b>
A.1. Students will explain the impact of a given disorder on speech using the framework of the source-filter theory of speech production.	XX			
A.2. Students will compare and contrast normal structure and function of speech, language, or hearing with the structure and function for a given communication disorder.	XX			
B.1. Students will identify phonological processes in a child's speech corpus.	XX	XX		
B.2. Students will describe morphologic, syntactic, semantic, and pragmatic behaviors of typically-developing children.	XX			
C.1. Students will apply systems theory in explaining communicative and social issues in their lives.	XX			
D.1. Students will justify treatment targets for a child with a speech sound disorder using clinical principles provided in class.	XX	XX		
D.2. Students will write behavioral objectives for a given speech or language disorder.	XX	XX		

## **2. How will learning outcomes be assessed?**

- A.1. Students will explain the impact of a given disorder on speech using the framework of the source-filter theory of speech production.

Direct assessment: acceptable or better performance by 75% of students on SHS 330 essay question using scoring rubric. Essays will be collected from all students enrolled in SHS 330 in Fall, 2008 and reviewed by faculty assessment committee in Spring, 2009.

- A.2. Students will compare and contrast normal structure and function of speech, language, or hearing with the structure and function for a given communication disorder.

Direct assessment: acceptable or better performance by 75% of students on SHS 310 case study using scoring rubric. Case studies will be collected from all students enrolled in SHS 310 in Spring, 2009 and reviewed by faculty assessment committee in Fall, 2009.

- B.1. Students will identify phonological processes in a child's speech corpus.

Direct assessment: acceptable or better performance by 75% of students on SHS 428 assignment using scoring rubric. Assignments will be collected from all students enrolled in SHS 428 in Fall, 2008 and reviewed by faculty assessment committee by Spring, 2009.

- B.2. Students will describe morphologic, syntactic, semantic, and pragmatic behaviors of typically-developing children.

Direct assessment: acceptable or better performance by 75% of students on SHS 430 assignment using scoring rubric. Assignments will be collected from all students enrolled in SHS 430 in Fall, 2009 and reviewed by faculty assessment committee by Spring, 2010.

- C.1. Students will apply systems theory in explaining communicative and social issues in their lives.

Direct assessment: acceptable or better performance by 75% of students on SHS 459 assignment using scoring rubric. Assignments will be collected from all students enrolled in SHS 459 in Spring, 2009 and reviewed by faculty assessment committee in Fall, 2010.

- D.1. Students will justify treatment targets for a child with a speech sound disorder using clinical principles provided in class.

Direct assessment: acceptable or better performance by 75% of students on SHS 428 assignments using scoring rubric. Assignments will be collected from all students enrolled in SHS 428 in Fall, 2009 and reviewed by faculty assessment committee in Spring, 2010.

- D.2. Students will write behavioral objectives for a given speech or language disorder.

Direct assessment: acceptable or better performance by 75% of students on SHS 458 assignment using scoring rubric. Assignments will be collected from all students enrolled in SHS 428 in Spring, 2011 and reviewed by faculty assessment committee in Fall, 2011.

**3. When will learning outcomes be assessed?**

	<b>Fall</b>	<b>Spring</b>
2008-2009	A1, B1	A2
2009-2010	B2, D1	C1
2010-2011	C2	B3, D2

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

1. A faculty assessment committee designated by the chair will be responsible for analyzing and interpreting evidence and making recommendations to the department.
2. The faculty assessment committee will present outcomes assessment results and recommendations regarding assessment mechanisms, curriculum design, and pedagogy at a regularly scheduled faculty meeting each semester.
3. Results of the outcomes assessment will be presented to SHS department members each semester and to the office of the Provost as required.