

### C. Undergraduate CSD Degree Program (B.A./B.S.)

I. Objectives – The purpose of the undergraduate major is, with the combination of all major courses together, to provide essential background knowledge and foster attitudes to learning critical to further graduate education in Audiology or Speech-Language Pathology. The CAA standards provide a foundation for identifying the introductory and basic objectives consistent with the purpose of the program. See Table 3 that follows

II. Course/Learning Experiences – See middle and right columns in Table 3 that link undergraduate courses and learning experiences to the objectives in the left column. These columns list the academic and clinical courses with associated clinical experiences that link to the objectives. The departmental course syllabi (not included in this report but on file in the Department) have explicit course/learner objectives that link to the objectives.

III. Evaluation/Assessment Methods – See the “Overview of CSD Assessment” at the beginning of the this Assessment section for a summary of assessment methods used for the undergraduate program.

- a. Attitudes of Learning assessed for sophomores and seniors annually
- b. Praxis (national examination) Practice test given to sophomores and seniors annually

### IV. Results

For the undergraduate program, results of the attitudes to learning assessment were presented last year in May, 2007 as a research paper, co-authored by two CARS and two CSD colleagues (Jaime A. Cid, Donna L. Sundre, Rory A. DePaolis, and Vicki A. Reed), at the annual convention of the Association for Psychological Science (APS). For the cohorts of seniors in the recent consecutive assessment years, there was no difference in the groups of seniors in work avoidance. However, the seniors differed in a positive direction from sophomores, who indicated more work avoidance behaviors. Results of the knowledge assessment in the several consecutive years indicated that seniors responded correctly to more test items than the sophomores, and the differences were significant. Effect sizes were moderate to large. Examination of students' performances in the different content areas assessed on the test suggested trends that corresponded to the curriculum sequence and coverage, with student responding less correctly to content associated with courses typically not taken until the semester in which students participate in the assessment and more correctly to content taken previous to the assessment and given greater coverage in the curriculum. More data over several additional years are necessary to draw firmer conclusions, but to date the data are encouraging with regard to demonstrating achievement of the undergraduate program's aims.