Use of a Weighted Curriculum Map to Guide Programmatic Improvements in CSD
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History & Mission
For almost fifty years, the Department of Communication Sciences and Disorders has trained speech-language pathologists, and has provided speech, language, and hearing services to the state of Hawai‘i.

Using the “C.A.R.E.S. Model”, our mission is to establish a center of excellence for:
- Clinical service for people challenged with speech-language, cognitive, swallowing, hearing, and related disorders.
- Administrative infrastructure for internal and external collaboration and support.
- Research to support evidence based practice.
- Educational training to prepare highly qualified speech and language professionals.
- Service to develop public awareness and participation at the university, state, national, and international levels.

CSD Background
- 7.25 FTE across 12 full and part time faculty. All faculty are engaged across aspects of the C.A.R.E.S. Model.
- 14-16 students per cohort across a 2 year program (6 semesters of training).
- Graduate 10-12 students per year (80%+ graduation rate). 100% Praxis test pass rate.
- 100% Employment Rates. Graduates work locally and nationally in the DOE (school), skilled nursing facilities, and hospitals.
- Program is established with 8 year (max) academic accreditation (2012-2020) by OAA and ASHA.

Assessment Process
1. Introductory meeting was aligned with department’s Strategic Planning Meeting. Dr. Hill joined to introduce assessment process, SLOs and Curriculum Map.
2. Assessment Facilitator held individualized meetings with instructional faculty to discuss courses related to SLOs and complete Course Map.
3. During weekly staff meeting, Weighted Curriculum Map was shared and discussed. Faculty provided input on assessment process and recommendations for next steps to improve the program.

Conclusions
- The Weighted Curriculum Map and Weighted Curriculum Map were successful ways to engage faculty in thinking programmatically, by building upon their course syllabi.
- Faculty reported that the one-on-one meeting with the Assessment Facilitator were both helpful and necessary to complete the process.