

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Departments on Assessment Activities Reported in 2003-2004 Annual Reports

DEPARTMENT Communication Sciences & Disorders DATE April 3, 2005

COMMITTEE MEMBER(S) CONDUCTING REVIEW Paul E. Sum

STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------|--------|-------------------|
| • Were any goals referenced? | YES___ | NO_N__ | QUALIFIED Y/N ___ |
| • If so, were goals well articulated? | YES___ | NO___ | QUALIFIED Y/N ___ |
| • Do goals address student learning? | YES___ | NO___ | QUALIFIED Y/N ___ |

Comments:

Student learning goals are not referenced in the report. There is mention of topic exams for graduate students but these do not specify learning goals beyond a broad content-oriented, topical area.

ASSESSMENT METHODS

- | | | | |
|--|---------|-------|--------------------|
| Were any specific assessment methods referenced? | YES_Y__ | NO___ | QUALIFIED Y/N ___ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES___ | NO___ | QUALIFIED Y/N _Y__ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES___ | NO___ | QUALIFIED Y/N _N__ |

Comments:

Since the goals are not specified, it is difficult to ascertain whether the assessment tools are appropriate, I assume they are. Also, it is unclear what kinds of methods take place within the capstone seminar. I assume there are both direct and indirect methods here but cannot be sure. It is unclear whether the course work methods (exams, quizzes, etc.) are assessed in a systematic way or if informally faculty simply “check” for inordinate numbers of failing students. The ASLHA national exam is a solid direct measure for the graduate program.

ASSESSMENT RESULTS

- | | | | |
|--|--------|--------|--------------------|
| Were any assessment results reported? | YES___ | NO___ | QUALIFIED Y/N _N__ |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES___ | NO_N__ | QUALIFIED Y/N ___ |
| • If so, were the results clear in terms of how they indicate need for improvement? | YES___ | NO___ | QUALIFIED Y/N _N__ |
| • Were the results tied to goals for student learning? | YES___ | NO_N__ | QUALIFIED Y/N ___ |

Comments:

The report notes satisfaction with student performance but says little more than this. Thus, it is difficult to determine the level of achievement expected or how this level is evaluated. The report does note that over 90% of the students pass the ASLHA national exam implies satisfaction.

CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?

YES____ NO____ QUALIFIED Y/N _N__

- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning?

YES____ NO____ QUALIFIED Y/N _N__

Comments:

Without a clear articulation of student learning goals assessed over the past year, or the standards expected, it is difficult to determine whether actions taken were appropriate. The report notes that changes to the graduate curriculum have taken place, but it is unclear what form of assessment was used to initiate this change.

SUMMARY

Strengths

- ____ A specific plan for assessment is in place.
- ____ Student learning goals are well-articulated.
- X Assessment methods are clearly described.
- ____ Assessment methods are appropriately selected.
- ____ Assessment methods are well-implemented.
- ____ Direct and indirect methods are implemented.
- ____ Results are reported.
- ____ Results are tied to closing the loop.
(decision-making is tied to evidence)

Areas for Improvement

- ____ No specific plan for assessment is in place.
- X Student learning goals are not well-articulated.
- ____ Assessment methods are not clearly described.
- ____ Assessment methods are not appropriately selected.
- ____ Assessment methods are not well-implemented.
- ____ A single type of assessment methods predominates.
- ____ No results are reported.
- X Results are not clearly tied to closing the loop.
(decision-making is not directly tied to evidence)

OVERALL SUMMARY AND RECOMMENDATIONS:

It would be helpful to clearly articulate student learning goals assessed over the past year and link these more specifically to assessment methods. Clearly, assessment is taking place and a process is in place. However, based on this report, without the assistance of the assessment plan, the process remains ambiguous.