

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Communication Sciences and Disorders DATE December 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Barbara Combs & Mary Askim-Lovseth

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments: *The Department of Communication Sciences & Disorders is accredited by the American Speech and Hearing Association and must address the standards of that association. Those standards/learning goals are extensive and detailed. The department will host an accreditation visit this fall.*

Undergraduate: A graduate degree in communication disorders is required for students to work as speech language pathologists or audiologist, and so the undergraduate degree is designed to prepare students to complete the professional and graduate study needed to secure licensure. Learning goals are tied to the ASHA (*American Speech and Hearing Association*) Standards which are outlined in the department's tracking form, *Assessment of Knowledge and Skills Summary* (KASA). In addition, each course syllabus details expected outcomes and assessments aligned with the ASHA standards. When students successfully complete the assessments, they are checked as met in the tracking form.

Graduate: The standards/ learning goals for successful completion of the MS program in Speech-Language Pathology are outlined in the department's tracking form *Assessment of Knowledge and Skills Summary* (KASA). Student progress is tracked through the completion of this document. As students successfully meet assessment criteria, the related standard is checked off on the tracking form.

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

UG/G 1 Communication ("communicate effectively, both orally and in writing")

UG/G 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")

UG/G 3 Informed choices ("make informed choices")

UG/G 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")

_____ 5 Lifelong learning ("commit themselves to lifelong learning")

UG/G 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

_____ 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals: *The following general education goals appear to be aligned with particular ASHA standards and apply to both the graduate and undergraduate programs:*

GE: Communication: Aligns with ASHA Standard III-A: *The applicant must possess skill in oral & written communication*

GE: Critical/creative Thinking: Aligns with ASHA Standard IV-E: *The applicant for certification must complete a program that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes such as screening, developing case histories, selection of evaluation procedures, integration and synthesis of information, etc., as well as specific performance outcomes.*

GE: Informed Choices: Clinicals note skill outcomes related to designing appropriate assessment techniques, identifying target behaviors, writing treatment goals and objectives, designing appropriate procedures, etc. These appropriate "choices" regarding treatments should be informed choices.

GE: Understanding Across Disciplines: ASHA Standard: III-B: The applicant must demonstrate knowledge of the principles of biological and physical sciences, mathematics, and the social/behavioral sciences.

GE: Cross-Cultural Appreciation: In the clinicals there is a knowledge outcome related to “student will identify factors that will impact delivery of services to culturally and linguistically diverse populations.” (also noted in ASHA Standard IV-G-1a, 1d).

The remaining goals may be aligned; however, there was not enough information in the report to clearly make the connections between department (ASHA) standards and general education goals.

Undergraduate:

Graduate:

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• If so, were specifically chosen assessment methods appropriately aligned with individual goals?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• Were both direct and indirect assessment methods used as components of a “multiple measures” approach?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____

Comments: All comments apply to both programs since the undergraduate degree is designed to lead seamlessly to the successful completion of the graduate degree. Assessment methods noted in the annual report and 2005 assessment plan include paper and pencil tests, a case study and oral and written comprehensive exams, written evaluations of clinical experiences, questionnaires sent to external site supervisors and employers, Praxis exams (standardized national test) and independent studies.

Undergraduate:

Graduate:

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES <u>X</u>	NO ____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES ____	NO <u>X</u>	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES ____	NO ____	QUALIFIED Y/N <u>X</u>
• Were the results tied to goals for student learning?	YES ____	NO <u>X</u>	QUALIFIED Y/N ____

Comments: All comments apply to both programs since the undergraduate degree is designed to lead seamlessly to the successful completion of the graduate degree. Several general assessment results were reported but not tied to the ASHA standards directly. The assessment results did indicate that the department was satisfied for the most part that students were meeting standards at an acceptable level.

At least one of the results implied the need for improvement as noted in this quote: “Department comprehensive examination results: 9 students did not perform appropriately on at least one portion of the clinical examinations. Feedback and remedial instruction were given to these students, and all passed a reexamination of the areas where deficiencies were found.” It seems that although remediation was successful the evidence indicates a need to attend to that portion of knowledge or practice where students were not faring well. The report did not provide the detail to determine which ASHA standard was not being met at an acceptable level.

Undergraduate:

Graduate:

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- UG/G 1 Communication ("communicate effectively, both orally and in writing")
 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
 3 Informed choices ("make informed choices")
 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
 5 Lifelong learning ("commit themselves to lifelong learning")
 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:
The department reported that all master's level students successfully completed theses or independent studies indicating that the general education goal related to communication was addressed and satisfactorily met.

Undergraduate:

Graduate:

4. CLOSING THE LOOP

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

YES _____ NO _____ QUALIFIED Y/N _X_

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

YES _____ NO _____ QUALIFIED Y/N _X_

Comments: Curricular changes were listed but it was not clear whether or not the changes were a result of assessment findings nor was enough detail given to determine how the changes might directly address goals/standards. The only evidence of direct closing the loop strategy involved comments from employers indicating graduates had less preparation in swallowing disorders; a change was noted that the coursework would be changed by combining two existing courses.

Undergraduate:

Graduate:

SUMMARY

Strengths

- X A specific plan for assessment is in place.
 X Student learning goals are well-articulated.
 X Assessment methods are clearly described.
 X Assessment methods are appropriately selected.
 X Assessment methods are well-implemented.
 X 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.
 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:

The department's assessment plan and procedures are clearly strengths. There is obvious commitment to assessing and guiding students throughout the entire undergraduate and graduate program. We recommend that CSD align, where appropriate, the ASHA Standards to the UND general education goals. Also, in future annual or assessment reports it would be helpful to tie assessment results and actions to related goals/standards. More specificity regarding areas of deficiency in assessment results (such as that noted with swallowing disorders) would provide the necessary input to developing closing the loop strategies.

Reviewer(s):	Name	Barbara Combs	Mary K. Askim-Lovseth
	Department	Teaching & Learning	Marketing
	Phone Number	777-2862	777-2930
	e-mail	barbaracombs@mail.und.edu	mary.askim@mail.business.und.edu

Section 1: UG:Y G:Y Section 2: UG:Y G:Y Section 3: UG:? G:? Section 4: UG:? G:?

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

Materials accessed for this report:

ASSESSMENT PLAN DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS MARCH 28, 2005 (<http://www.und.nodak.edu/dept/datacol/assessment/unsecure/0405/csd.pdf>)

Communication Sciences & Disorders Annual Report, FY2007

<http://www3.und.edu/dept/websub/0506/reports/preview.php>