

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2010 Annual Reports**  
**GRADUATE PROGRAMS**

**DEPARTMENT** Communication Sciences and Disorders (CSD) **\_DATE\_** April 28, 2011 \_\_\_\_\_

**COMMITTEE MEMBER(S) CONDUCTING REVIEW\_**Krista Lynn Minnotte, Joan Hawthorne\_\_

**1. STUDENT LEARNING GOALS**

- |                                       |          |        |                    |
|---------------------------------------|----------|--------|--------------------|
| • Were any goals referenced?          | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • If so, were goals well articulated? | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • Do goals address student learning?  | YES__X__ | NO____ | QUALIFIED Y/N ____ |

***Comments:***

CSD does reference specific goals and the goals are well-articulated. The goals are derived from standards set by the American Speech-Language-Hearing Association (ASHA). The annual report goes into considerable detail regarding the goals centered on knowledge acquisition; it would likely be beneficial to provide further details about the goals that focus on the acquisition of specific skills. The report mentions that specific courses are linked to each goal.

**2. ASSESSMENT METHODS**

- |  |          |        |                    |
|--|----------|--------|--------------------|
| Were any specific assessment methods referenced?   | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals?        | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES__X__ | NO____ | QUALIFIED Y/N ____ |

***Comments:***

A number of specific assessment methods are employed by CSD, including both direct and indirect methods. Indirect methods take the form of questionnaires given to supervisors and employers.

**3. ASSESSMENT RESULTS**

- |  |          |        |                     |
|--|----------|--------|---------------------|
| Were any assessment results reported?  | YES__X__ | NO____ | QUALIFIED Y/N ____  |
| • If so, were the results clear in terms of how they specifically affirm achievement of goals? | YES____  | NO____ | QUALIFIED Y/N __X__ |
| • If so, were the results clear in terms of how they indicate need for improvement?            | YES____  | NO____ | QUALIFIED Y/N __X__ |
| • Were the results tied to goals for student learning?   | YES____  | NO____ | QUALIFIED Y/N __X__ |

***Comments:***

CSD has reported assessment results. The results appear to indicate that the department is largely achieving its stated goals pertaining to graduate education. The results are communicated in a general and somewhat vague manner, and it is unclear how the results link back to the stated student learning goals. It might be useful to focus on each goal separately as results are reported, thereby leading to greater clarity in terms of the linkage between the results and specific goals.

**4. CLOSING THE LOOP**

- |   |          |        |                    |
|---|----------|--------|--------------------|
| Were any actions taken on the basis of assessment results reported? | YES__X__ | NO____ | QUALIFIED Y/N ____ |
| • If so, do curricular or other improvements/                       |          |        |                    |

changes arising from assessment results  
 directly address goals for student learning? YES ☒ NO ☐ QUALIFIED Y/N ☐

**Comments:**

CSD lists two courses that were changed on the basis of the assessment data.

**SUMMARY**

*Strengths*

*Areas for Improvement*

☐ A specific plan for assessment is in place.  
☒ Student learning goals are well-articulated.  
☐ 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.)

☐ 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.  
☐ Results are not clearly tied to closing the loop.  
 (Decision-making is not directly tied to evidence.)

**OVERALL SUMMARY AND RECOMMENDATIONS:**

CSD has well-articulated student learning goals. The department collects assessment data that uses both direct and indirect methods. The goals themselves are clear, the assessments are implemented and monitored with a high level of detail, and results are clearly getting used; however, little information about the alignment between methods and findings is available. It may be that this information is provided elsewhere (for your program accreditor), but the annual report itself does not describe how findings from particular assessments, linked to particular goals, led to specific conclusions and actions.

**MATERIALS REVIEWED**

☒ Annual report  
☐ Appendices (cited in annual report)  
☐ Other (please describe)  
☐ Assessment plan (as posted)  
☒ Previous assessment review

Reviewer(s):	Name	Krista Lynn Minnotte	Joan Hawthorne
	Department	Sociology	Academic Affairs
	Phone Number	777-4419	777-4684
	e-mail	krista.minnotte@und.edu	joan.hawthorne@email.und.edu

Section 1: ☐ Y ☐ ? Section 2: ☐ ? Section 3: ☐ ? Section 4: ☐ Y ☐ ?

**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

**UNIVERSITY ASSESSMENT COMMITTEE**  
**Feedback to Academic Departments on Assessment Activities Reported in 2010 Annual Reports**  
**UNDERGRADUATE PROGRAMS**

DEPARTMENT Communication Sciences and Disorders (CSD) 4/28/11

COMMITTEE MEMBER(S) CONDUCTING REVIEW **Krista Lynn Minnotte, Joan Hawthorne**

**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 assessment results reported in the CSD annual report appear to apply only to the graduate program. However, CSD has posted an updated undergraduate assessment plan, which does reference student learning goals. The student learning goals are well articulated and each goal includes specific objectives. The goals address student learning, with three of the four goals focused on knowledge and understanding, and one goal centered on students demonstrating proficiency in particular skills. The assessment plan identifies which specific courses are linked to each of the stated goals.*

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

- X   1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)  
     2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)  
     3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)  
  X   4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)  
  X   5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)  
  X   6 Diversity (“demonstrate understanding of diversity and use that understanding...”)  
     7 Lifelong learning (“commit themselves to lifelong learning”)  
     8 Service/citizenship (“share responsibility both for their communities and for the world”)

**Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:**

*CSD's third goal of “the student will understand the fundamentals of multicultural issues in the identification and treatment of speech and language disorders” aligns with the Essential Studies goal of Diversity. Their fourth goal of “the student will achieve proficiency in those skills needed to interpret, disseminate, and apply research in the field of communication disorders” is arguably aligned with the Essential Studies goals of Thinking and Reasoning- quantitative reasoning and Information Literacy. One of the objectives under goal 4 relates specifically to proficiency in written communication.*

**2. ASSESSMENT METHODS**

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

**Comments:**

*The assessment plan does reference specific methods that will be used to assess their stated goals, including specific criteria that will be used in determining whether students have met expectations. As mentioned above, CSD's undergraduate assessment plan does an excellent job of specifying which classes are directly linked to each goal. However, all of the assessment of student learning appears to take place once students have reached the capstone course, presumably at or near*

*the end of their program of study. Once you begin collecting that data, you may find that there are goals which are not as well-achieved at that capstone point as you anticipate, in which case digging more deeply into other courses might clarify what's happening (or not happening) in terms of learning. CSD does incorporate a number of assessment methods; however, the assessment methods are all direct assessment methods. CSD would likely benefit by incorporating indirect assessment methods into their assessment plan. Collecting data about student perceptions of their learning around goals (e.g. via surveys or reflective writing) not only can provide useful information but also reinforce the intended outcomes in students' minds – which itself can be helpful to their learning.*

### 3. ASSESSMENT RESULTS

Were any assessment results reported?	YES____	NO_X__	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES____	NO____	QUALIFIED Y/N ____
• If so, were the results clear in terms of how they indicate need for improvement?	YES____	NO____	QUALIFIED Y/N ____
• Were the results tied to goals for student learning?	YES____	NO____	QUALIFIED Y/N ____

#### **Comments:**

*The CSD department has provided an updated undergraduate assessment plan, but no results are reported. The annual report appears to focus solely on the results pertaining to graduate education. The new undergraduate assessment plan should yield useful data in the future.*

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use 'U' (undergraduate) to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

- \_\_\_\_\_ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- \_\_\_\_\_ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- \_\_\_\_\_ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- \_\_\_\_\_ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- \_\_\_\_\_ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- \_\_\_\_\_ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- \_\_\_\_\_ 7 Lifelong learning (“commit themselves to lifelong learning”)
- \_\_\_\_\_ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

**Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:**  
*No assessment results were reported.*

### 4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES____	NO_X__	QUALIFIED Y/N ____
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES____	NO____	QUALIFIED Y/N ____

#### **Comments:**

*No assessment results were reported. The updated assessment plan does include mechanisms that should result in closing the loop activities.*

## SUMMARY

### *Strengths*

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☐ 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.
- ☐ 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.
- ☐ Results are not clearly tied to closing the loop.  
(Decision-making is not directly tied to evidence.)

## OVERALL SUMMARY AND RECOMMENDATIONS:

CSD has provided an updated assessment plan that incorporates clearly articulated goals and methods of assessing goals. The goals are directly tied to student learning. The plan should provide useful data in the future. Mechanisms are in place to ensure that future decision making regarding the CSD curriculum is tied to results from assessment activities. In order to enhance the usefulness of the future data, CSD should consider including indirect assessment methods and incorporating assessment activities throughout the major rather than only during the capstone course.

## MATERIALS REVIEWED

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Annual report            | <input checked="" type="checkbox"/> Assessment plan (as posted) |
| <input type="checkbox"/> Appendices (cited in annual report) | <input checked="" type="checkbox"/> Previous assessment review  |
| <input type="checkbox"/> Other (please describe)             |   |

Reviewer(s):	Name	Krista Lynn Minnotte	Joan Hawthorne
	Department	Sociology	Academic Affairs
	Phone Number	777-4419	777-4684
	e-mail	<a href="mailto:krista.minnotte@und.edu">krista.minnotte@und.edu</a>	<a href="mailto:joan.hawthorne@email.und.edu">joan.hawthorne@email.und.edu</a>

Section 1: Y    Section 2: ?    Section 3: N    Section 4: N

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