

Minutes SPAU, COMD, and CSD Programs

February 16, 2007

In Attendance: Mandy Maguire, Janice Lougeay, Emily Tobey, Felicity Sale, Hanna Ulatowska, Christine Dollaghan, William Katz, Pamela Rollins, Helen Kenedi, Anne van Kleeck, Linda Thibodeau, Karen Kaplan, Robert Stillman

Absent: Ross Roeser, Tom Campbell, Michelle Aldridge, Lucinda Dean, Sandra Chapman, Carol Cokely

The purpose of the meeting was to discuss the assessment findings in conjunction with the program assessments and to discuss and arrive at an action plan for each program. Faculty were sent via email, in advance of the meeting, a matrix describing the program learning goals, assessment measures, criteria for success, and assessment results for each of the 3 degree programs under consideration (attached.) In addition, faculty were sent an email, in advance of the meeting, describing the areas for which we might consider actions as follows:

1. Are our Program Learning Goals Appropriate?
2. Are our measures appropriate and sufficient? Do we have several orthogonal means to evaluate student attainment of each learning goal?
3. Are our criteria for determining program effectiveness appropriate? Do they need to be raised or lowered?
4. Are there modifications needed in the curriculum, practicum, or other aspects of the program which will improve student learning.

Each degree program was discussed individually. Following review of the assessment results and discussions regarding program strengths, weaknesses, and future challenges, the faculty agreed on the following actions indicated by program.

B.S. in Speech-Language Pathology and Audiology (SPAU)

1. Objectives 3 and 4 have only two types of measures which do not provide sufficient direct measurements to adequately evaluate student learning. A measure derived from SPAU 3390 Clinical Practicum would provide useful information regarding student knowledge as demonstrated in supervised clinical practice. Specific data extracted from supervisor evaluations and the students' written reports may be useful. Clinical faculty will work together to identify valid means of assessing student learning through documents gathered in conjunction with clinical practicum.
2. Each of the instructors identified specific content areas in their course assessment reports in which student performance was below expectation. Instructors will examine

how those content areas were presented and make adjustments, as required, to enhance student learning.

3. Faculty will meet periodically over the next year to consider curricular updates in conjunction with preparation of the University 2008-2010 graduate catalog.

M.S. in Communication Disorders (COMD)

1. Our assessments indicated that the program achieved criterion on all measures. However, faculty noticed some weakness in student performance, for example, related to anatomy and physiology of the speech production mechanisms in COMD 6221 goal writing and the development of activities in COMD 6320; and add additional material on alternative evidence-based practices in COMD 7378. Faculty teaching these courses will be responsible for reviewing the content and method of presentation of materials in an effort to enhance student learning in areas where current student performance is weaker than expected.

2. Faculty will meet periodically over the next year to consider curricular updates in conjunction with preparation of the University 2008-2010 graduate catalog.

3. Faculty will revise interview questions to target student self-evaluation of attainment of program learning objectives.

Ph.D. in Communication Sciences and Disorders (CSD)

1. The faculty will review the results from the initial application of the Mentoring Evaluation Form and determine how the form might be improved to gather accurate and valid information regarding Ph.D. student learning.

2. The pace of achieving knowledge and skill milestones failed to meet criterion across several learning goals. This weakness will be addressed through enhanced advising. The faculty have concluded that the pace of acquisition could be improved and that the problem relates, in part, to lack of mutual student-mentor understanding of expectations. Mentors will review with their students, the expectations for each semester's acquisition of knowledge and skills as defined in the program learning goals. They will use a template to be designed by the faculty as a supplement to the degree plan in discussing short and long-term objectives.

3. The Ethical Principles in Research courses offers multiple means of evaluating student knowledge. Dr. Tobey will explore ways of gather data from including in-class projects, on-line training, and other data sources for use in estimating student learning.