# Action Plan Summer 2016

**TEAM:** Communication Sciences and Disorders  
**MEMBERS:** Giuliana Miolo & Lynn Gilbertson  

**GOALS:** What goals do you want to achieve by August 2016?  
1) Re-design a capstone project to be implemented in the senior seminar that will address oral communication and integrated learning  
2) Create a draft of revised student learning outcomes for discussion and approval at the department retreat  
3) Revise/finalize sustainable process for data collection and discussion and determine meeting schedule for the 2016-2017 academic year  
   a. Solidify data collection process (who/where/when/how are data to be entered and tracked)  
   b. Create process for documenting changes made in courses/assessment based on data collection  
   c. Determine process for tracking high impact practices (UG research, travel abroad, minor)  
   d. Determine dates for assessment discussion and reserve time on the department calendar  

**ACTIONS with TIMELINE:** List and describe the actions you’ll take to achieve these goals, including a timeline for the actions.  
<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Use institute feedback to finalize action plan goals</td>
<td>6/15</td>
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<tr>
<td>Miolo and Gilbertson meet to discuss draft of SLO’s and capstone assignment</td>
<td>6/23</td>
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<tr>
<td>Finalize capstone assignment and SLO’s</td>
<td>6/27</td>
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<tr>
<td>Consult with administrative assistant/ Dept. Chair to reserve dates for departmental assessment meetings during 2016-2017 contract period</td>
<td>7/05</td>
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<tr>
<td>Send materials to department chair for inclusion on the departmental meeting agenda</td>
<td>7/12</td>
</tr>
<tr>
<td>Make any changes to documents and process based on Dept. Chair feedback and re-submit for meeting agenda</td>
<td>7/21</td>
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<tr>
<td>Present plan at Assessment Institute</td>
<td>8/17</td>
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<tr>
<td>Submit written report to Assessment Office</td>
<td>8/31</td>
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</tbody>
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**ASSESSMENT TOOLS & STRATEGIES:** What specific assessment tools will you develop and/or use? What strategies will you use? Include information about:  
- the specific SLOs you are targeting and why  
  - Through the re-design of the capstone project, we will be addressing two SLO’s  
    1) Students will demonstrate oral communication sufficient for entry into professional environments  
    2) Students will demonstrate competency in applied and integrated learning  
  - Based on previous data, oral communication is one of the areas in which CSD students need improvement. Oral communication and integrated/applied learning are the ELO’s targeted for assessment in 2016-2017. Assessment of integrated and applied learning through the capstone project will allow the department to evaluate if the students are prepared to execute their post-baccalaureate plans.
• *if applicable* how you will make use of what your program, college, and/or campus already has available
  - We will be re-designing an already existing capstone assignment to better utilize the project for to assess the specified SLO’s.
  - We will be making modifications to the campus oral communication rubric.

• direct measures of student learning you will use
  - We will be using a modification of the campus oral communication rubric as a direct measure
  - We will design a rubric or scoring process for evaluating the students’ integrated and applied learning

• indirect measures of student learning you will use
  - Currently, we are not using any indirect measures. In the future we may use the department’s senior exit survey data or the SOAS for indirect assessment.

### DISCUSSION & DATA USE:

*How does your plan ensure meaningful discussion and use of data on student learning?*

Our short term goals involve preparation for a larger, more efficient discussion with other department members. After we re-design the capstone project and revise the SLOs, we will send the documents to them for feedback and approval. We also hope to model the assessment process and implementation using previous data to identify areas for improvement, and then present a key assessment aimed at improving learning outcomes.

### MOVING FORWARD

*How will your plan help your program make meaningful progress in its assessment of student learning?*

These short-term goals will set up a key assessment, clarify the SLO’s for future assessment, and create a sustainable schedule/process for departmental assessment meetings.

### RESOURCE NEEDS

*Discuss what you need to achieve the goals, e.g., budget, time, additional learning.*

We will need time set aside dates on our department’s yearly calendar for discussion of assessment findings and possible actions. The stipend from the assessment institute will be enough to compensate the team members for their time and effort during the non-contracted period as they complete their short-term goals.

### BARRIERS/DIFFICULTIES

*Discuss the barriers or difficulties you will need to overcome.*

During the non-contract period, it may be difficult to organize collaborative work time because team members have very different schedules and obligations. However, we have set attainable and realistic goals. We are working with a team of highly motivated and committed faculty.
TEAM: Communication Sciences and Disorders
MEMBERS: Giuliana Miolo & Lynn Gilbertson

GOALS: What goals do you want to achieve by the end of Spring 2017?
1) Department members will approve revised SLO’s.
2) Department members will discuss the validity of each key assignment to determine any necessary changes and to identify gaps in SLO assessment.
   • Each instructor will present their key assignment in upper level courses and the evaluation criteria.
   • If an SLO is not being assessed, we will identify a course where a key assignment may be implemented.
3) We will finalize where we will introduce, develop, and assess each of the SLOs across the major.
   • Each instructor will share how they are introducing and developing the SLOs in their lower level courses.
4) Department members will approve modified campus rubrics for assessing SLOs to be implemented across the 200, 300, and 400 level courses. Using the same rubrics across courses will provide faculty and students with consistent performance expectations and grading criteria.
5) We will finalize the process for evaluating data reliably.
   • 2 faculty will review a sample (10%) of the key assignment addressing the year’s SLO(s). They will bring their scores to the department meeting and discuss any points of agreement/disagreement and serve as facilitators in a “closing the loop” discussion based on the data presented.

ACTIONS with TIMELINE: List and describe the actions you’ll take to achieve these goals, including a timeline for the actions.

8/15 Send the revised SLOs and rubrics to the faculty for review and feedback
8/22 Ask faculty to prepare for the 8/31 meeting
   • Compile exemplars of key assessments in upper level courses (assignment description, grading criteria/rubric)
   • Determine where instructors are introducing and developing the revised SLOs in their 200 and 300 level courses
   • Review rubrics and determine if they can be utilized consistently across courses addressing similar SLOs at the 200/300 and 400 level
8/31 Meet as a department
   • Discuss and approve revised SLOs
   • Inform faculty of assessment dates in department calendar
   • Discuss assessment process and expectations for instructors
   • Invite faculty to share exemplars of key assessments in their upper level courses and discuss the SLOs that the assessment addresses
   • Invite faculty to share where in the curricular timeline they are introducing and developing the SLOs
9/7 Provide faculty with modified rubrics for oral and written communication for use in their 200/300 and 400 level courses
9/21 If all agenda items not accomplished meet to finish discussion
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov</td>
<td>Review assessment plan and process (how is it going?, questions, concerns)</td>
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<td>12/21</td>
<td>Data due</td>
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<td>2017</td>
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<td>Jan</td>
<td>Check re: Assessment Report in and prep for assessment day (proposals due mid Jan)</td>
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<tr>
<td>Jan</td>
<td>Introduce capstone project to students, request external reviewers</td>
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<td>Feb</td>
<td>Participate in Assessment day</td>
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<tr>
<td>Apr</td>
<td>Review assessment plan and process (talk about Fall data, changes, rubrics)</td>
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<td>May 1</td>
<td>Data due</td>
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<tr>
<td>May 17</td>
<td>Discuss data and course of action for improvement</td>
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<td>May 31</td>
<td>Submit final report to Assessment Office</td>
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**ASSESSMENT TOOLS & STRATEGIES**

What specific assessment tools will you develop and/or use? What strategies will you use? Include information about:

- the specific SLOs you are targeting and why
  - Through the re-design of the capstone project, we will be addressing two SLOs
    1) Students will demonstrate oral communication sufficient for entry into professional environments
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  - Based on previous data, oral communication is one of the areas in which CSD students need improvement. Oral communication and integrated/applied learning are the SLO’s outlined for assessment in 2016-2017. Assessment of integrated and applied learning through the capstone project will allow the department to evaluate if the students are prepared to execute their post Bachelorette plans.
- (if applicable) how you will make use of what your program, college, and/or campus already have available
  - We will be making modifications to the campus written and oral communication rubrics.
- direct measures of student learning you will use
  - rubrics
- indirect measures of student learning you will use
  - None at this time

**DISCUSSION & USE OF DATA**

How does your plan ensure meaningful discussion and use of data on student learning?

The plan clearly outlines the expectations as well as the dates for data collection and discussion. Once we have clarified the process, the emphasis at the department meetings will be on how we will use the data to inform changes in curriculum, assignments, and/or instruction methods.

**MOVING FORWARD**

How will your plan help your program make meaningful progress in its assessment of student learning? How does your academic year plan make use of and/or build on the summer project?

The summer project sets the foundation for the year’s plan. The year’s project is really designed to clarify our assessment process with the entire faculty, outline expectations, and create consistency for sustainability. In addition, we will implement a revised capstone experience to serve as an assessment of two SLO’s (oral communication and integrated/applied learning) which are the SLO’s slotted to be assessed in 2016-2017 as part of the five-year rotation.

**RESOURCE NEEDS**

Discuss what you need to achieve the goals, e.g., budget, time, additional learning.
All members are going to need to re-allocate time to some of the assessment tasks. The assessment team attempted to be strategic in the expectations and meeting dates so as not to coincide with other “high commitment” periods in the academic calendar. We will need outside reviewers for the capstone project assessment.

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<td>We are a very small department and only two of the four faculty members teach the majority of the undergraduate courses. The other faculty devote much of their time to the graduate program and may not be as familiar or invested in assessment at the undergraduate level. There may be some barriers to the timely data collection because of the other commitments faculty members have. We will be experiencing a change in leadership, so we may face some challenges in sustainability and buy in due to changes in staffing.</td>
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<tr>
<th>SUSTAINABILITY</th>
<th>How will the efforts and benefits from your plan continue onward after Spring 2017 to foster sustainable assessment of student learning?</th>
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<td>We hope that the 2016-2017 academic year will serve as a model for the following assessment periods. The foundations of the assessment plan will be implemented during the current academic year. During the following years the department will use the same process but focus on two different SLO’s.</td>
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