Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Program 2017**

Department: Communication Disorders and Sciences

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. CDS | Objectives describe student behaviors and are clear and programmatic. Four of the undergraduate learning goals have been adopted by the program: critical thinking, responsible citizenship, writing, and speaking. Are there any aspects of quantitative reasoning covered in your curriculum that could be incorporated into your assessment plan? |
| **How, Where, and When Assessed** | Level 3, B.S. CDS | There are direct and indirect measures here, which provide a solid source of multiple measures. This department has assessment down to a science and is a good model for other programs. I like how your writing rubric focuses on mechanics at the lower level courses and then increases skills including critical thinking at the senior level. |
| **Expectations** | Level 3, B.S. CDS | Expectations for average scores and means are identified and connect to outcomes for objectives. |
| **Results** | Level 3, B.S. CDS | Results are given for each measure identified, and are clearly analyzed by the department for the improvement of student learning. Congratulations on the increase in your students’ acceptance rates at graduate schools! Thirty-five percent above the national average is really impressive. |
| **How Results Will be Used** | Level 3, B.S. CDS | Results are used and have direct impact on the students’ learning, which is clearly outlined in Part Three of your plan. The department takes assessment and its data seriously. All faculty appear to be involved with assessment of student learning. |

Although assessment of student learning should be ongoing, your two-year reporting cycle will continue with your next report due **June 15, 2019**.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess. [↑](#footnote-ref-1)