College of Education
Annual Assessment Reports for Undergraduate Programs

Family and Human Services (FHS)
Educational Foundations (EDF)
Communication Disorders and Sciences (CDS)

Annual Departmental Assessment Report

Department or Program: Family and Human Services (FHS) Program, Department of Counseling Psychology and Human Services

Academic Year of Report: 2016-2017

Department Contact Person for Assessment: Jessica M. Cronce, PhD, FHS Program Director

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Section 1: Learning Objectives Assessed for this Report

The FHS curriculum encompasses a set of ten specific student learning objectives (LO). The objectives are organized into five categories:

Core Skills:

LO1. Graduates will have knowledge of theories of interaction of human systems including: individual, interpersonal, group, family, organizational, community and societal.
LO2. Graduates will understand human services ethics and their application in practice.
LO3. Graduates will develop awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.

Core Knowledge:

LO4. Graduates will understand the scope of conditions that promote or inhibit human functioning.
LO5. Graduates will understand the historical development of human services.

Professional Skills:

LO6. Graduates will have knowledge and skills in information management.
LO7. Graduates will develop their interpersonal skills.
LO8. Graduates will have knowledge and skills in direct service delivery and appropriate interventions.

Administrative and Management Skills:

LO9. Graduates will have knowledge and skills in the administrative aspects of the service delivery system.

Professional Products:

LO10. Graduates will have knowledge and skills in systematic analysis of service needs; planning appropriate strategies, services and implementation; and evaluation of outcomes.

For the **2016-2017 academic year**, we opted to focus on assessment of learning objectives under the category of ***Professional Skills*** (**LO 6, LO 7, and LO 8)** for the purpose of this report.

Section 2: Assessment Activities

A total of five classes (one with two sections) were included as part of this year's assessment. All courses utilized direct measures of assessment (i.e., student performance on assignments) to gauge students' achievement of learning objectives (see **Table 1** for a description of assignments by course, as well as benchmarks for achievement).

Table 1. Assessment Methods by Course
Assignment (Score Needed to Establish Competency/Total Possible Points)

	LO6: Graduates will have knowledge and skills in information management.	**LO7:** Graduates will develop their interpersonal skills.	**LO8:** Graduates will have knowledge and skills in direct service delivery and appropriate interventions.
FHS 215: Exploring Family and Human Services	Site Report Presentation: 1 rubric element (8/10)		
FHS 216: Diversity in Human Services			Article Presentation, whole assignment (40/50)
FHS 406: Field Studies	Site Placement Confirmation (1/2) Work Plan (1/2) Midterm Evaluation (1/2)	Midterm Evaluation (1/2)	Midterm Evaluation (1/2)
FHS 410: Program Management & Administration	Lesson Activities 1-8: 1 rubric element (4/5)	Discussion Forums 1-3: 1 rubric element (8/10) Group Homework 1-2: 2 rubric elements (6/8)	
FHS 493-01: Junior Professional Practices—Advanced Clinical Interventions			Reflection Paper: 2 rubric elements (14/20) Content Quizzes 1-7 (5/5)
FHS 493-02: Junior Professional Practices—Advanced Clinical Interventions			Reflection Paper: 1 rubric element (10/15) Case Study Discussion Forum (23/30 + qualitative comments)

Deidentified data from each course were organized by assignment and learning objective and sent to the Program Director in Excel format. The Program Director imported and combined data across courses into SPSS for analysis. Each row of data in the SPSS file represents one observation (e.g., total observations in relation to LO6 in FHS 406 are equal to 540, as there were 180 students enrolled, and each were assessed on 3 separate measures related to LO6). Six variables were created from these data: three representing students' raw scores on assignments organized by learning objective and three representing assignment-

specific benchmarks for achieving competency. From these, three additional variables were created denoting dichotomously if a student's raw score matched or exceeded the benchmark (*1*) or was less than the benchmark (*0*). Overall percentages and percentages by class were calculated based on these three variables (see **Table 2**). Percentages were also calculated based on students' class standing (i.e., pre-major/non-major, 1st year major, 2nd year major) and participation in either the main FHS program or the Early Childhood Emphasis (ECE) area within FHS (see **Table 3**). Finally, three additional variables were created to examine the distribution of scores by assignment relative to competency benchmarks (see **Appendix A** for relevant histograms). FHS 406, which is a *pass/no-pass* (P/NP) field-based practical experience class, was excluded from these analyses, as there are only three possible scores used in the rubric for all assignments—*below expectations (0), meets expectations (1), exceeds expectations (2)*—and nearly all students receive a score of 1.

Qualitative data were also provided from one course (FHS 483-02). See **Appendix B** for a word cloud representing these data.

Table 2. Assessment Results

	LO6: Graduates will have knowledge and skills in information management.	**LO7:** Graduates will develop their interpersonal skills.	**LO8:** Graduates will have knowledge and skills in direct service delivery and appropriate interventions.
Overall (across all courses)	**95.4% (730/765)**	**97.4% (224/230)**	**94.8% (643/678)**
FHS 215: Exploring Family and Human Services	77% (87/113)		
FHS 216: Diversity in Human Services			100% (32/32)
FHS 406: Field Studies	99.4% (537/540)	98.3% (177/180)	98.3% (177/180)
FHS 410: Program Management & Administration	92.5% (74/80)	94% (47/50)	
FHS 493-01: Junior Professional Practices—Advanced Clinical Interventions			96.1% (369/384)
FHS 493-02: Junior Professional Practices—Advanced Clinical Interventions			85.1% (97/114)

Table 3. Assessment Results by Year in Program

	LO6: Graduates will have knowledge and skills in information management.	**LO7:** Graduates will develop their interpersonal skills.	**LO8:** Graduates will have knowledge and skills in direct service delivery and appropriate interventions.
FHS Pre-major or Non-major (i.e., undeclared, other major)	77% (87/113)		100% (32/32)
FHS 1st year major	100% (303/303)	100% (101/101)	94.7% (567/599)
FHS 2nd year major	100% (204/204)	100% (68/68)	100% (68/68)
FHS-ECE 1st year major			100% (15/15)
FHS-ECE 2nd year major	92% (104/113)	90.2% (55/61)	72.7% (8/11)

Overall conclusions drawn from these results include: **(a)** the majority of students are achieving competency on program learning objectives, suggesting use of effective instructional practices and appropriate assessment methods; and **(b)** some rubrics used to assess performance and grading practices may require recalibration to allow for greater variability of scores (consistent with the variability that is already evident in FHS 215 and FHS 493-02). With few exceptions, score distributions relative to the benchmark were moderately to significantly negatively skewed, and some rubrics (e.g., FHS 493-01 content quizzes) created a ceiling effect, whereby competency was demonstrated by receiving the top possible score. Although not evident in the data presented, other conclusions include: **(c)** that although some courses utilized qualitative assessment, these data were not uniformly assessed in such a way that allowed them to be easily tracked and summarized for the purpose of this report, resulting in only qualitative data from a single course being included; and **(d)** other indirect measures of student performance are clustered at times of year that precluded their inclusion in this report.

One course, FHS 215, evidenced good score variability, with a somewhat lower relative rate of achieving LO 6 (77%). One possible explanation for this rate it that this course was largely populated by non-majors this term (only 15 students of 113 were FHS pre-majors). As such, the nature of the assignment may have been seen as less relevant to non-majors. Specifically, students were asked to:

> "…choose a human service organization and gather information regarding the structure and services of the organization. Appropriate ways to obtain this information include…looking online and through the organization's brochures. When determining which organization to research, consider the nature of the work that is of greatest interest to you and select an agency that offers such opportunities…[Next,] create a one-page bulleted handout summarizing your findings in a user-friendly manner for your peers. You will be asked to give a short (5-10 minute) presentation to a small group in class on your findings."

Although it is not known how many non-majors still may intend to apply to FHS, to the extent that they do not intend to pursue FHS field studies and a human services career, they may have been less invested in conducting and summarizing research on a community organization. *Among only the 15 declared FHS premajors*, 93% (14/15) achieved competency on this learning objective.

One course, FHS 406, evidenced a lower relative rate of achieving LO 8 (72.7%) among students enrolled in their second year of the ECE program. This percentage is likely heavily influenced by the small number of students enrolled in the course (only 11), and is potentially impacted by the nature of the program, which is distance-based learning.

Findings from this assessment and a draft of this report were shared with FHS faculty via email and were subsequently discussed during a regularly scheduled faculty meeting on June 14, 2017. Actions in response to this assessment suggested by the faculty are detailed below.

Section 3: Actions Taken Based on Assessment Analysis

Across all learning objectives, the faculty intend to discuss how to organize and align indirect assessments with the designated assessment report timeline, such that they may be included in future reports. Faculty will additionally discuss grading practices and rubrics that allow more variability in scores and avoid floor/ceiling effects.

Specific to Learning Objective 6 in FHS 215: Assessment of students' motivation for taking FHS 215, including intent to apply for admission to the FHS major, and long-term career goals will be added to the

course next year, to help assess how this relates to achievement of this learning objective. However, generally speaking, the variability in scores seen in this class is desirable; so, faculty will discuss the rubrics and grading practices used in this course as a point of comparison when discussing how to increase variability of scores in other courses.

Specific to Learning Objective 8 in FHS 406 among ECE students: The ECE program was the subject of review by a committee of internal and external stakeholders early this year, and the Dean of the COE reached a decision to transition ECE from FHS to Special Education and Clinical Sciences (SPECS) on February 14, 2017. As of June 8, 2017, a decision was reached to suspend admissions into ECE to allow for a full redesign of the program and transition into SPECS. However, FHS will continue to support students currently matriculated in ECE who adhere to the policies and conditions printed in their FHS student handbook related to continued enrollment in the major through to the point of graduation. Thus, we will confer with the GE who supervised the work of the ECE students this year over the summer (when current ECE first-year majors ascend to second-year major status and begin FHS 406) in order to determine how to better ensure all students achieve competency on this learning objective in the coming year.

Section 4: Other Efforts to Improve the Student Educational Experience

FHS has actively engaged in several continuous improvement efforts this academic year directly related to the learning goals above. Principal among these efforts has been revision to the FHS curriculum, including a reduction of required courses and credits, expansion of options for meeting professional studies requirements outside of FHS, and course-level changes affecting FHS 493. These changes were made to **(a)** increase flexibility for students to pursue depth and breadth of training in areas most relevant to a given student's career goal within human services; and **(b)** increase accessibility and equity, by reducing required field study credits (FHS 406) that are associated with fees beyond tuition. It is believed that these changes will ultimately allow the program to facilitate **(c)** stronger alignment of program course content with the expertise of tenure track faculty members; and **(d)** greater infusion of professional training content in equity, inclusion, and social justice throughout the FHS curriculum. All of the changes outlined above were approved by the UO Curriculum Committee, Undergraduate Council, and UO Senate this term; thus, these changes will be implemented, and outcomes assessed, next academic year.

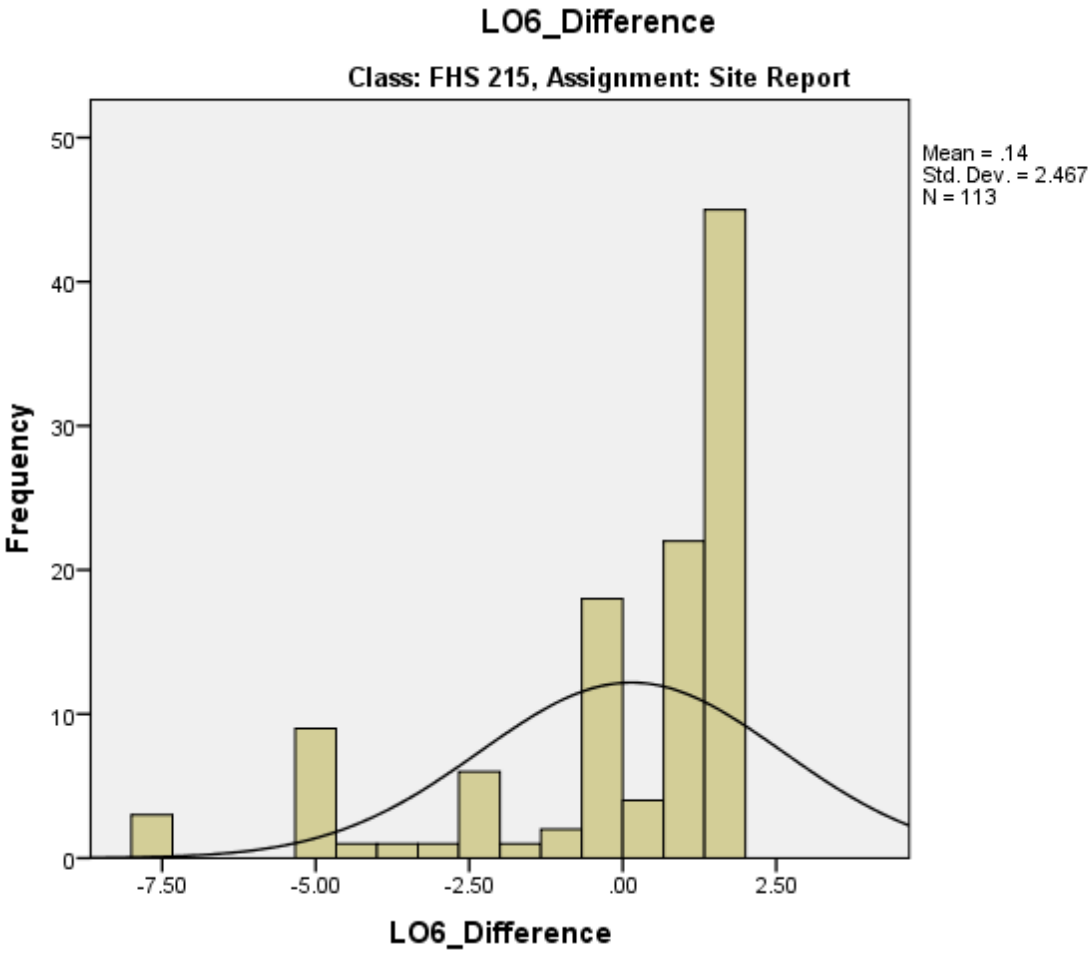
Section 5: Plans for Next Year

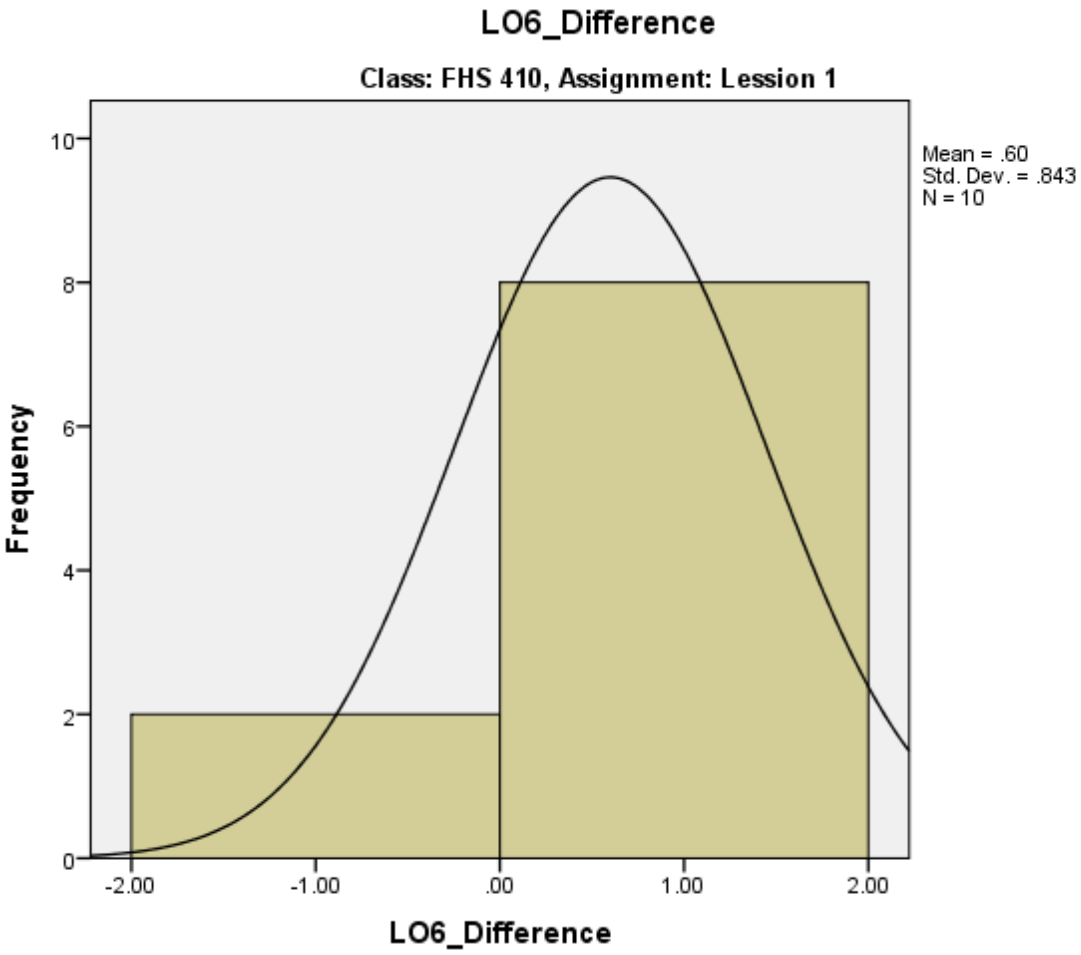
During the next academic year, FHS will focus its assessment of students' performance in relation to **Administrative and Management Skills** (i.e., LO9: *Graduates will have knowledge and skills in the administrative aspects of the service delivery system)*. At this point in time, it is planned to assess LO9 in six classes: FHS 327, FHS 406, FHS 494, FHS 495, FHS 496, and FHS 497. Based on this year's assessment and the curriculum changes detailed above, we will also reassess performance in achieving LO6, LO7, and LO8 in FHS 406 and FHS 215 in the fall or winter. We will also engage in a faculty-led focused effort to increase infusion of topics related to diversity and equity across the entire FHS curriculum, which will be informed by student input gathered through monthly meetings of the FHS Director's Student Advisory Board.

Appendix A: Distribution of Scores by Learning Objective by Class by Assignment Relative to Competency Benchmark

Note: In all histograms, "0" means the student received the benchmark score on that assignment. Scores greater than 0 indicate that the student's score exceeded the benchmark, and scores less than 0 indicate that the student's score was below the benchmark. Hyphens are not permitted in SPSS; thus, FHS 493a = FHS 493-01 and FHS 493b = FHS 493-02.

Learning Objective 6

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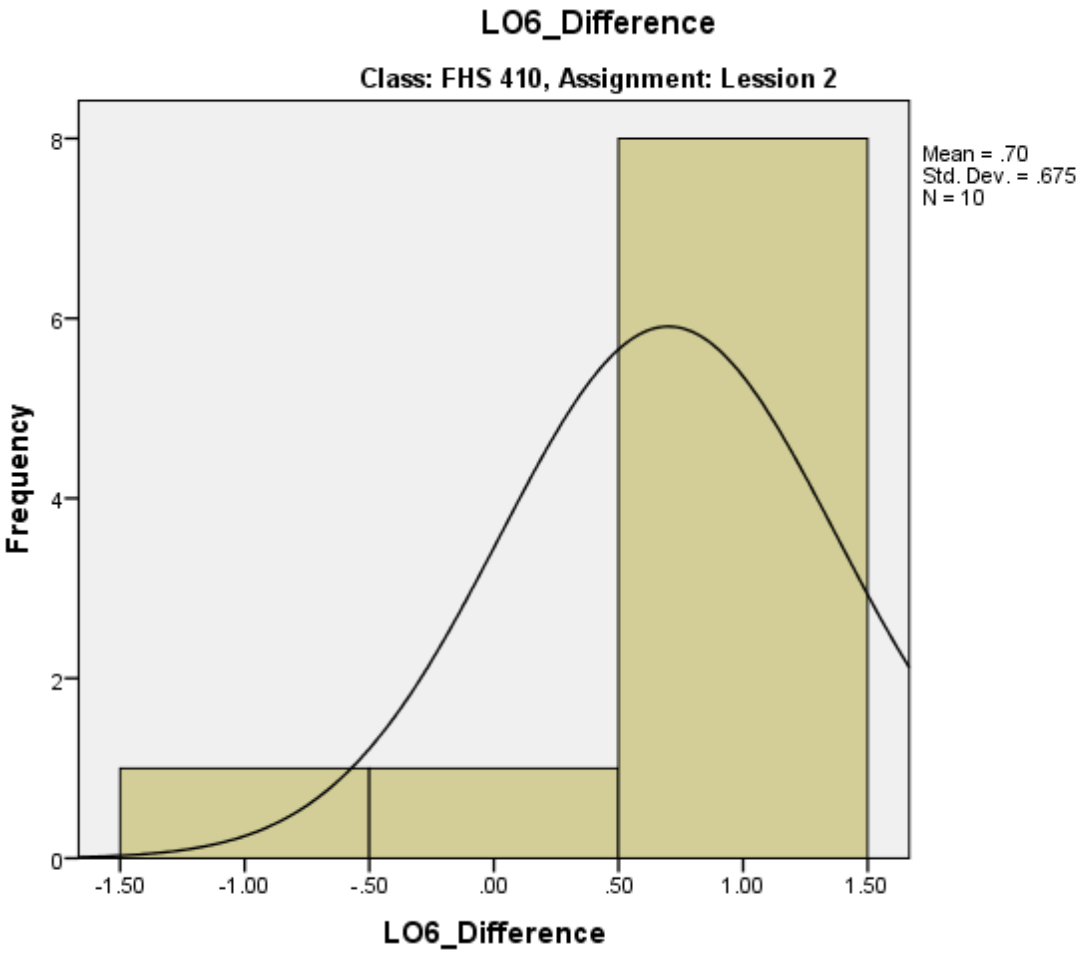
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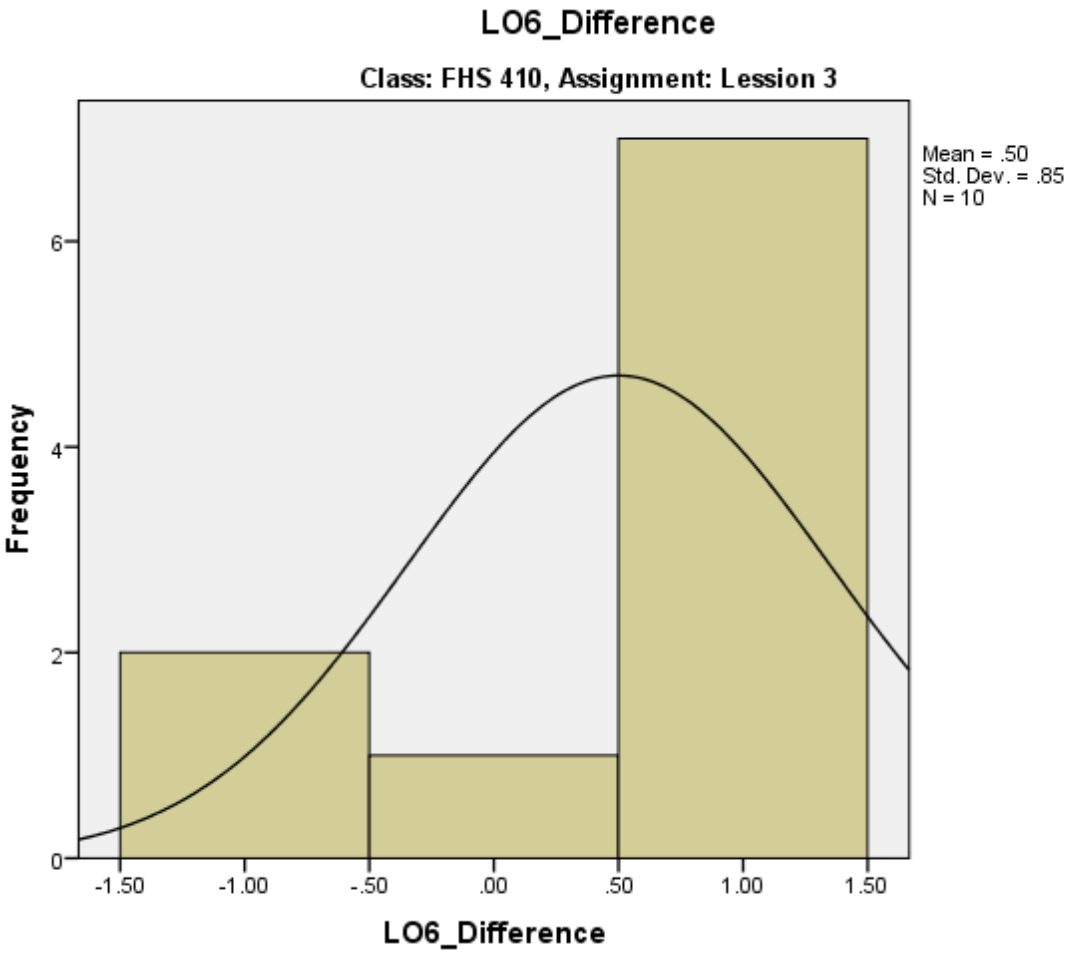
LO6_Difference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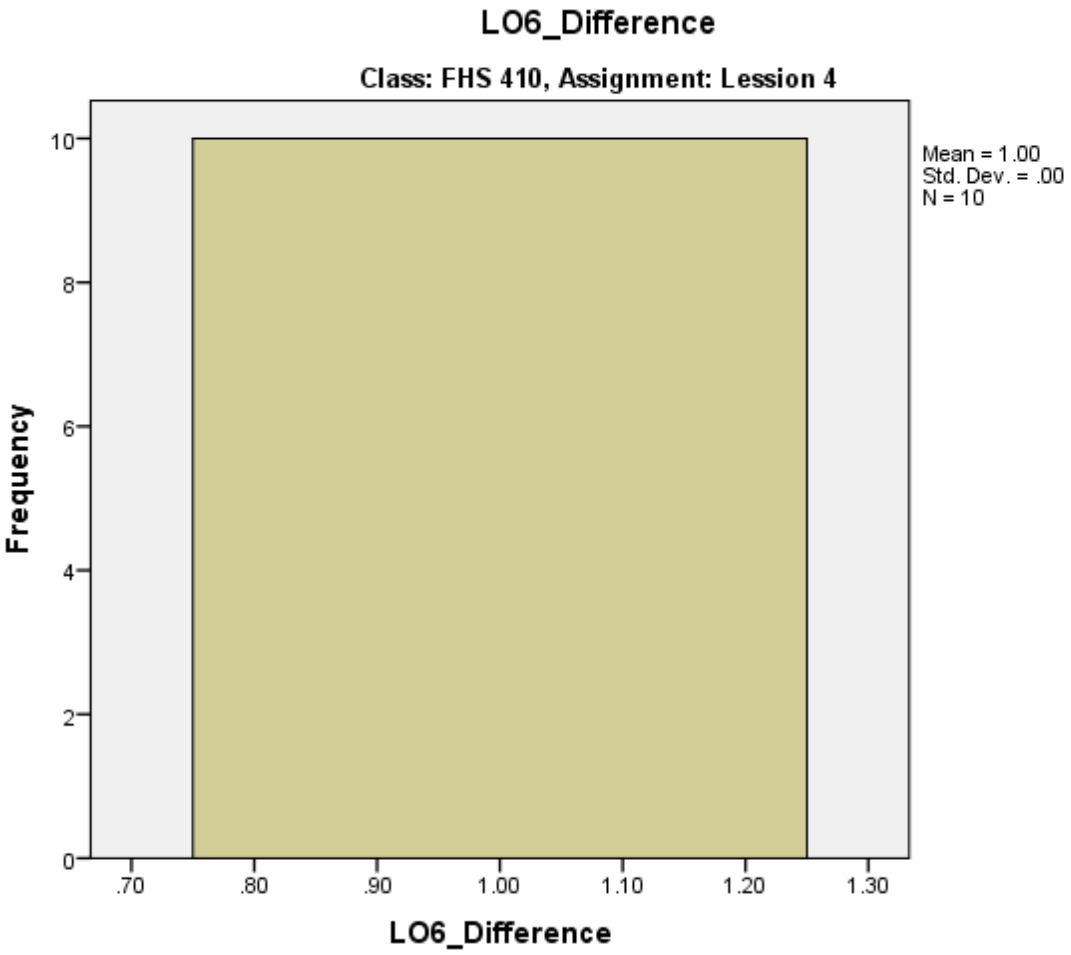
LO6_Difference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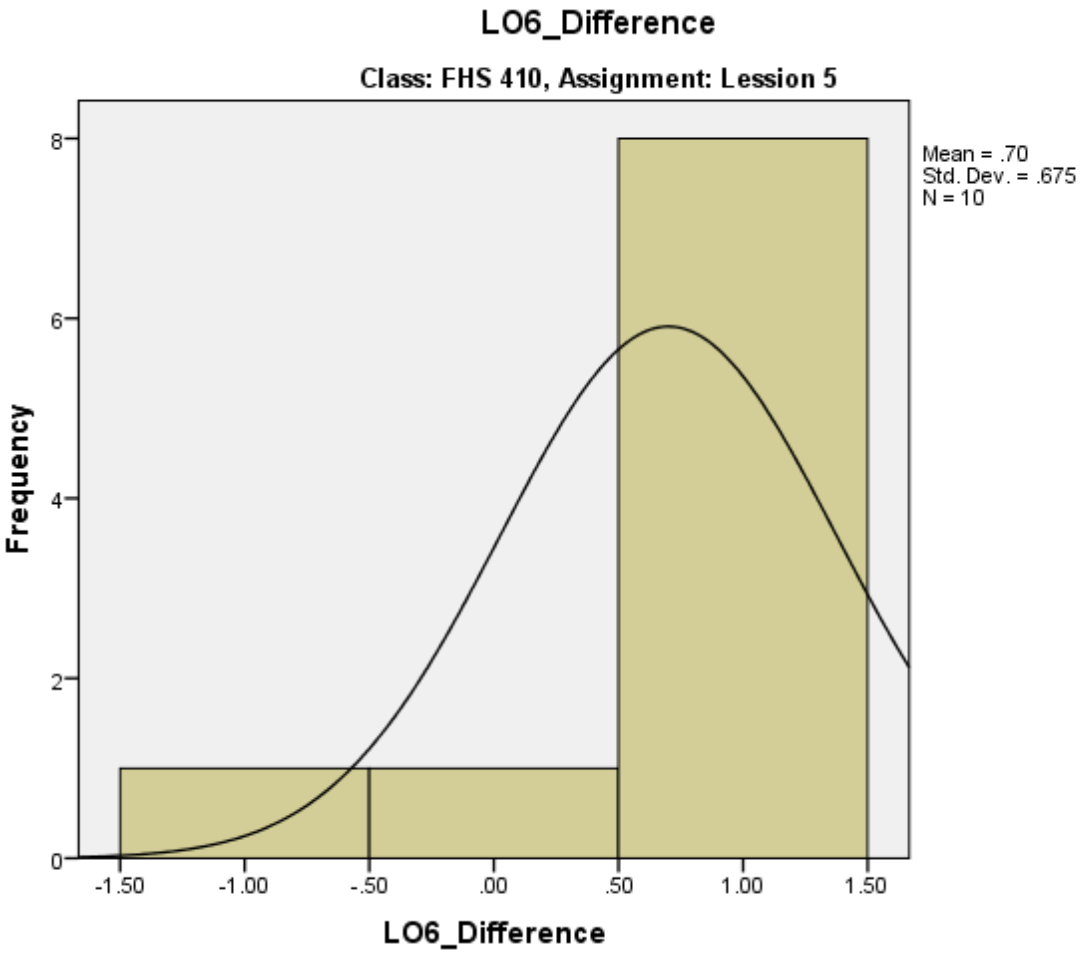
LO6_Difference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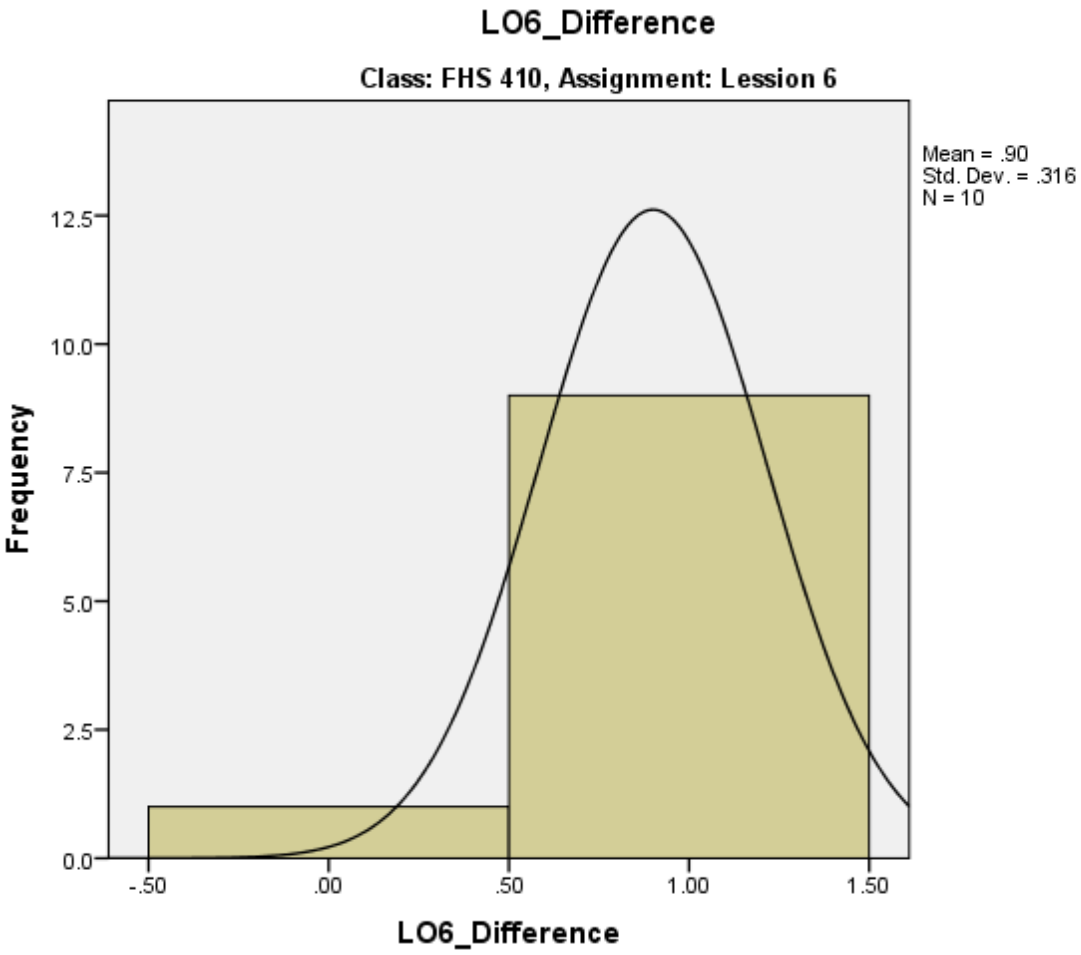
LO6_Difference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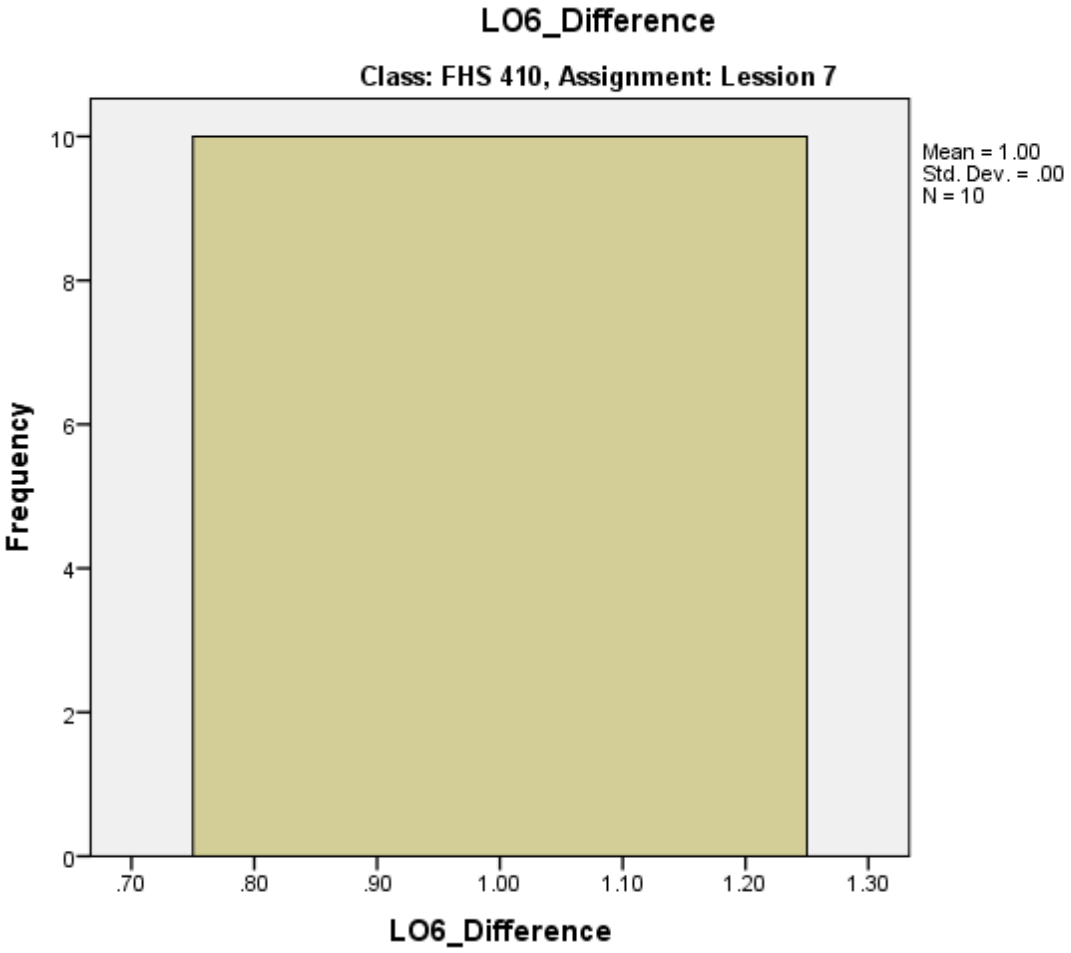
LO6_Difference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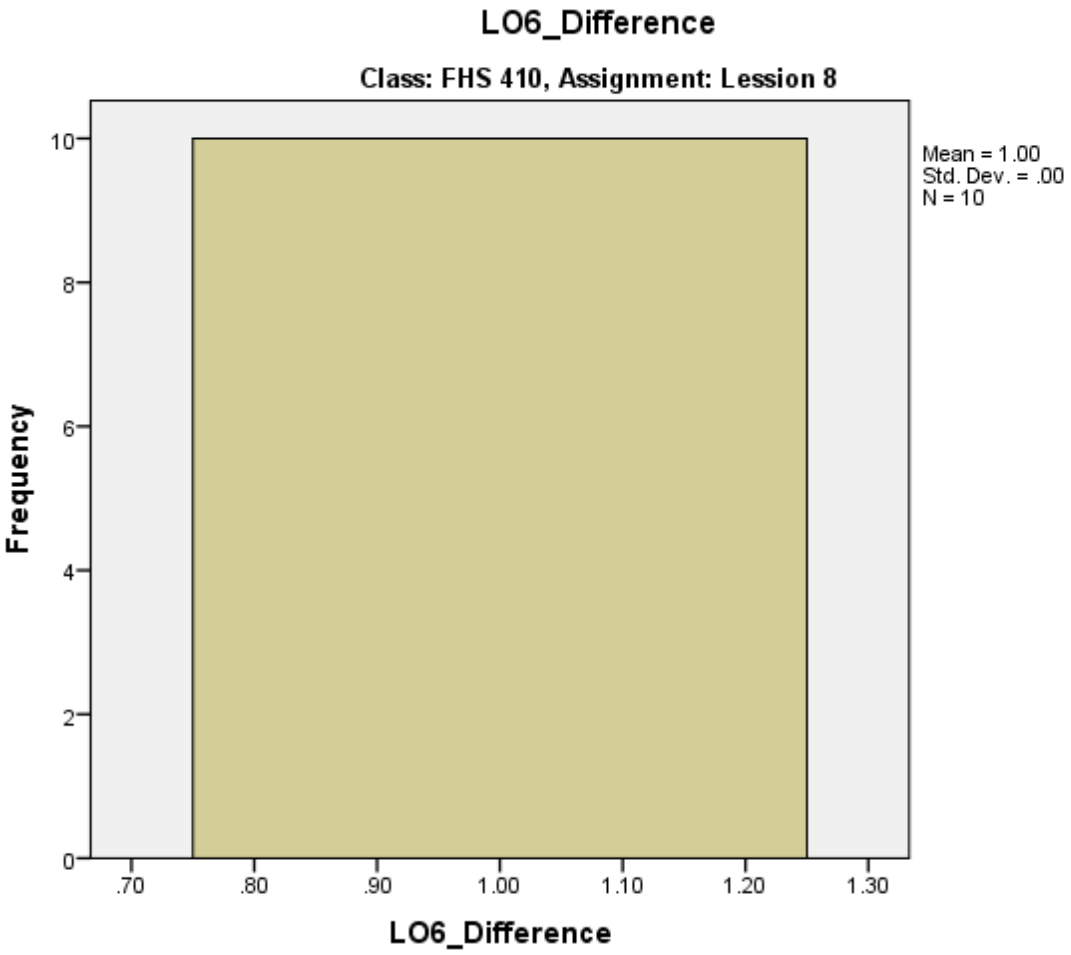
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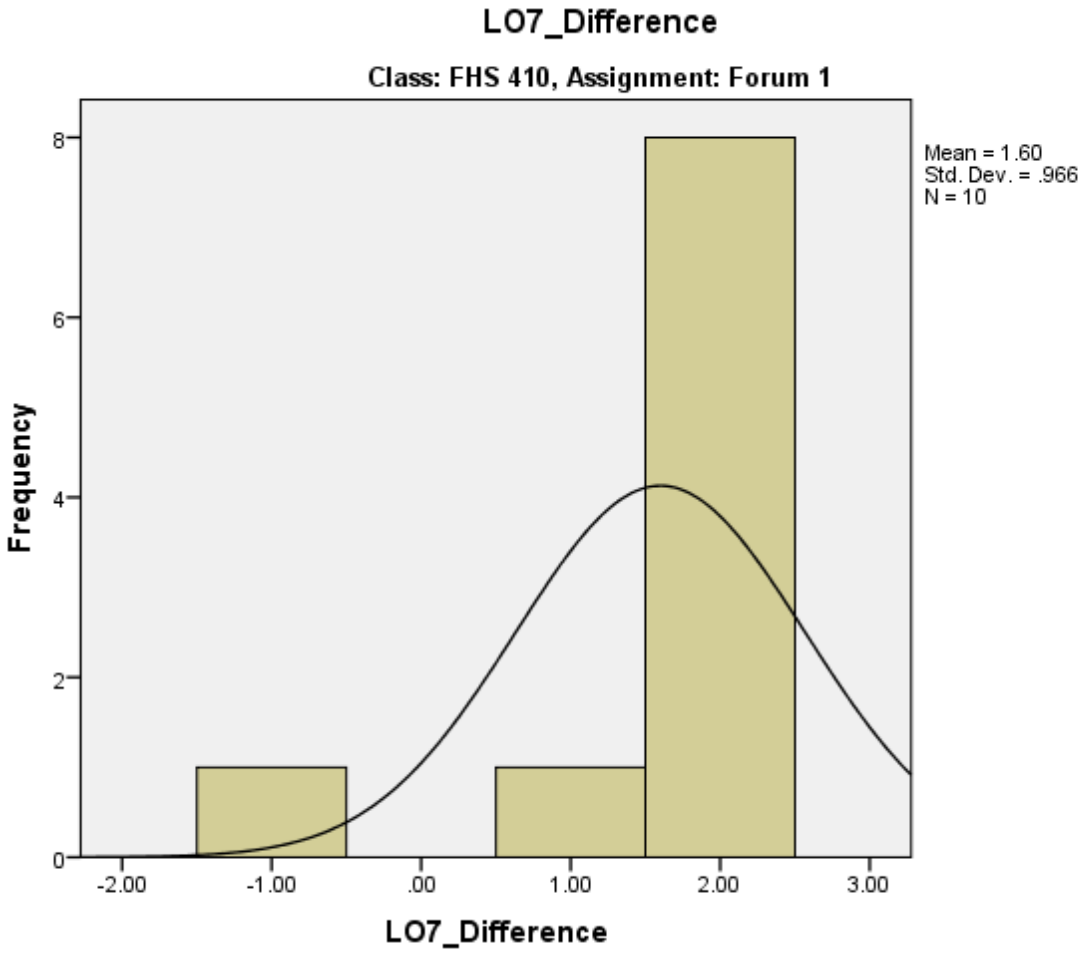
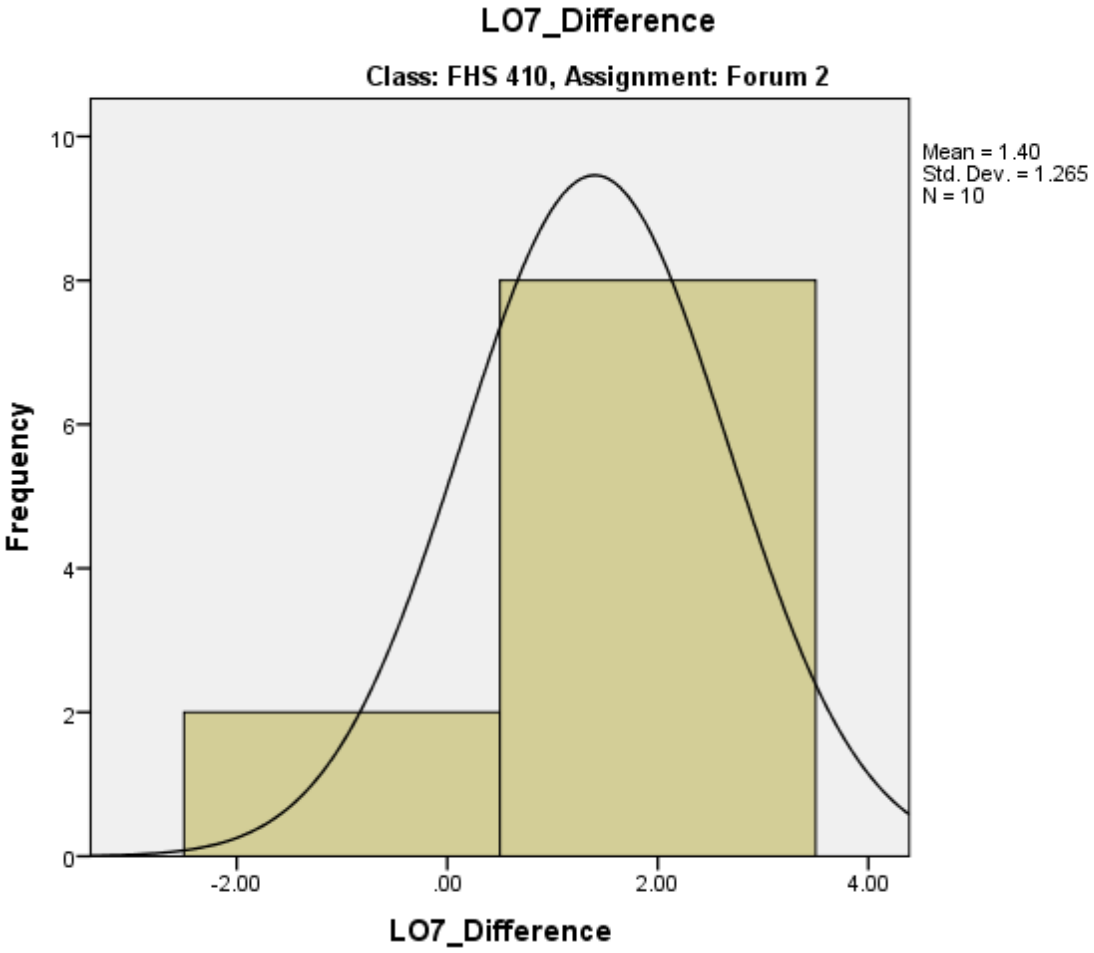
LO6_Difference

Learning Objective 7

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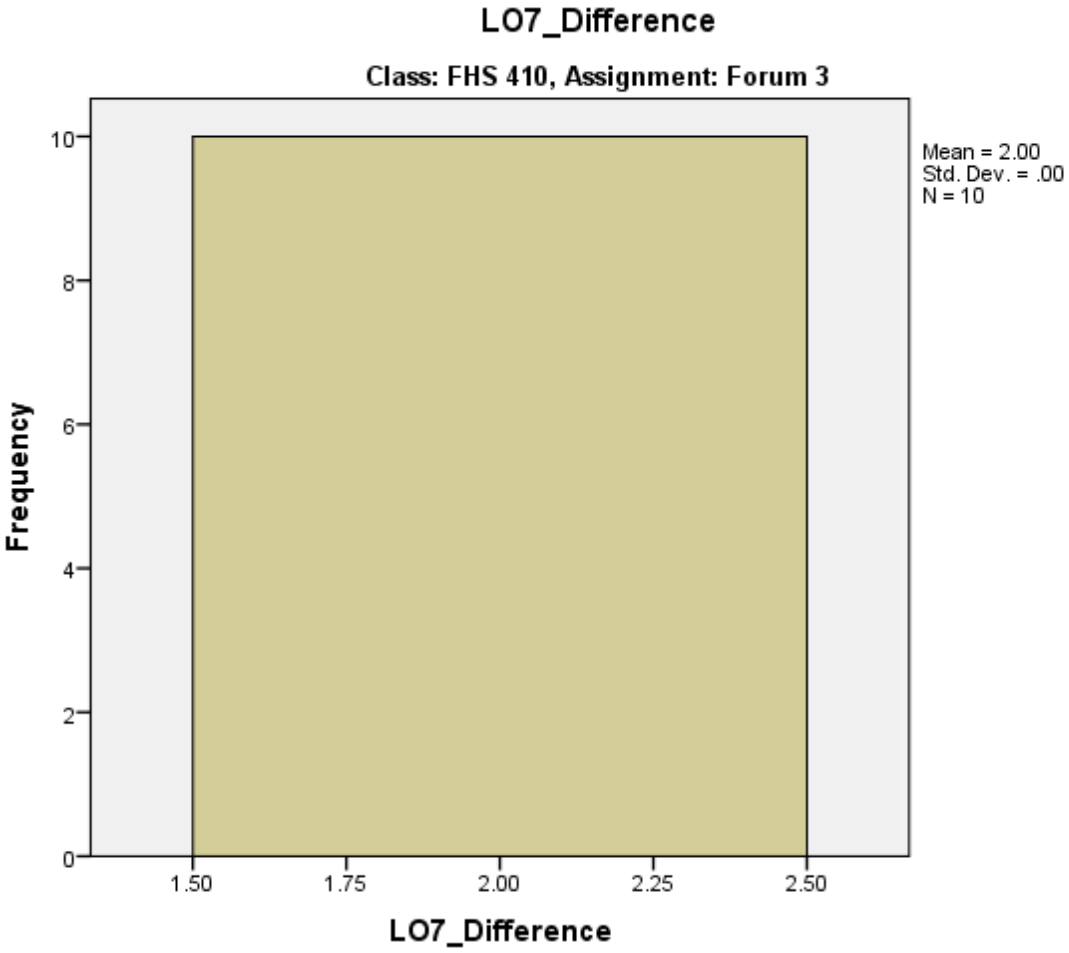
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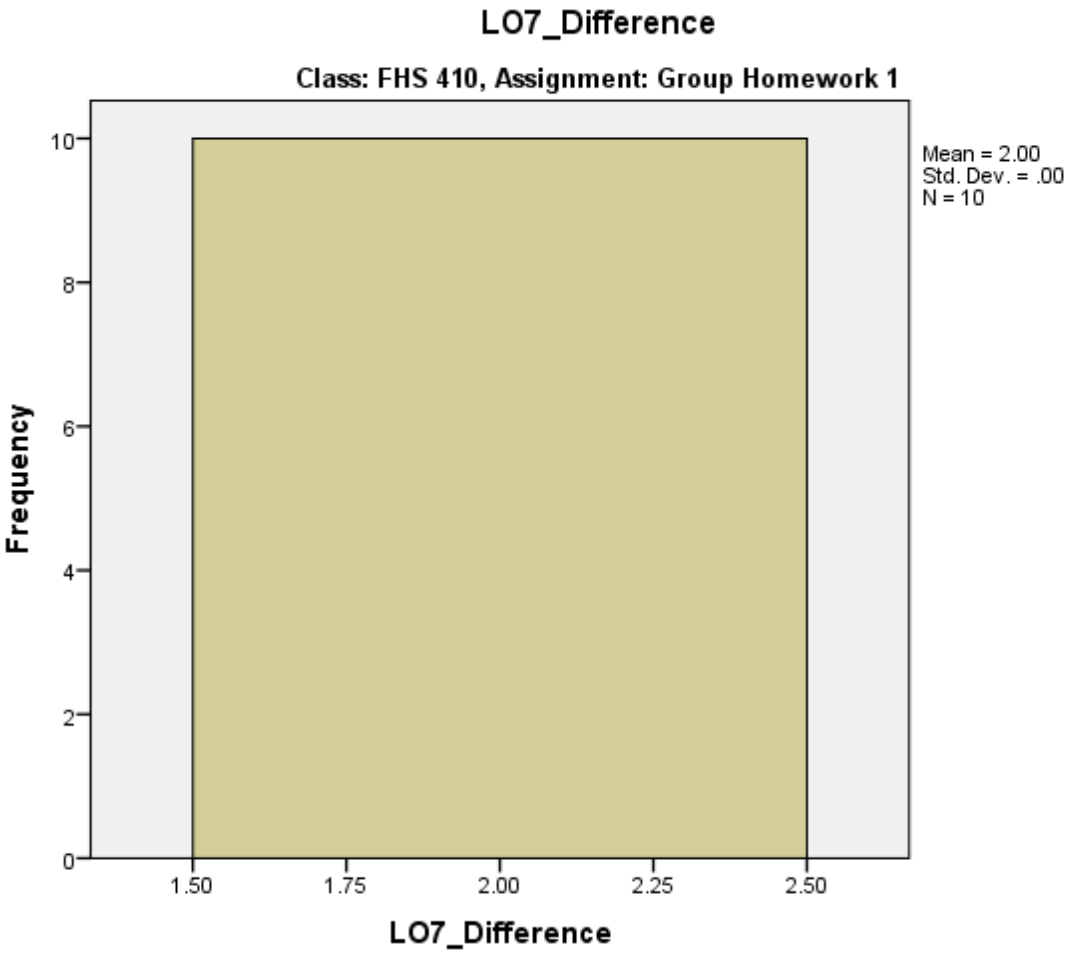
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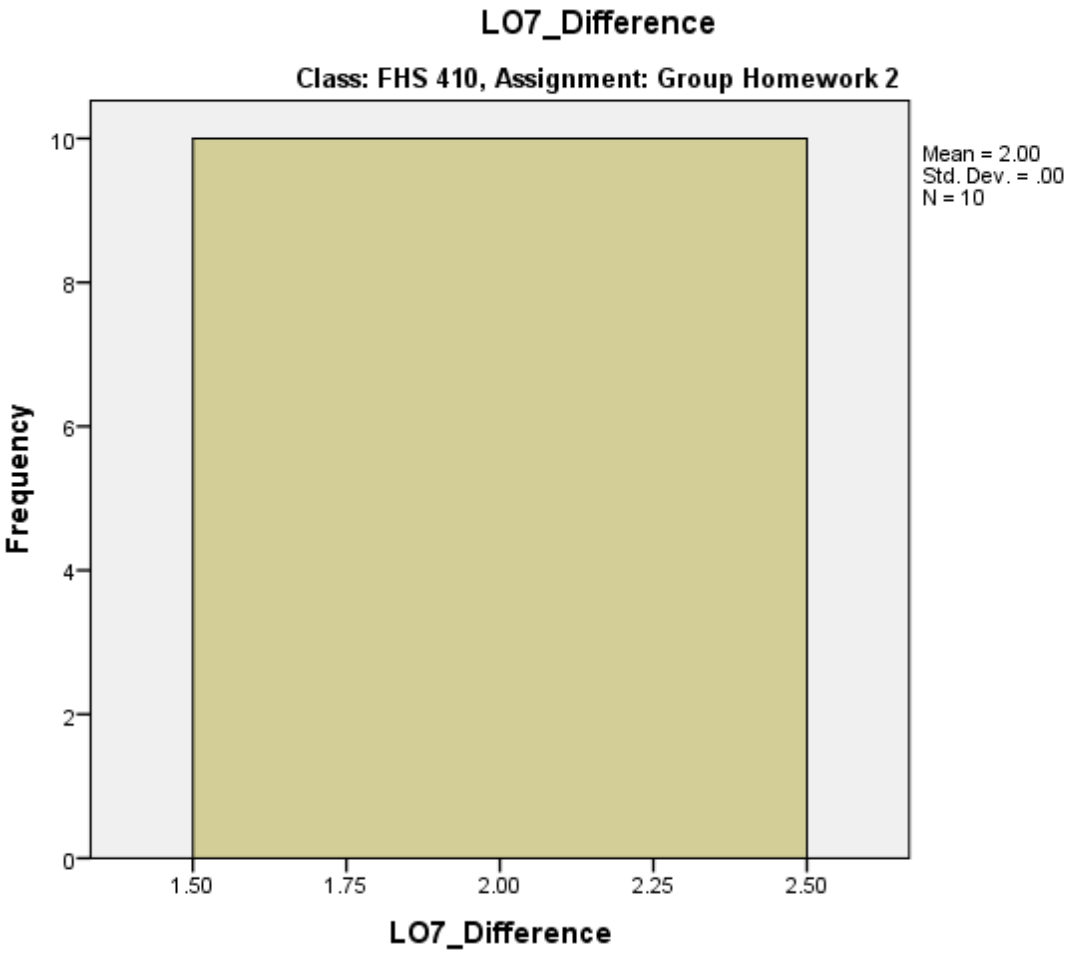
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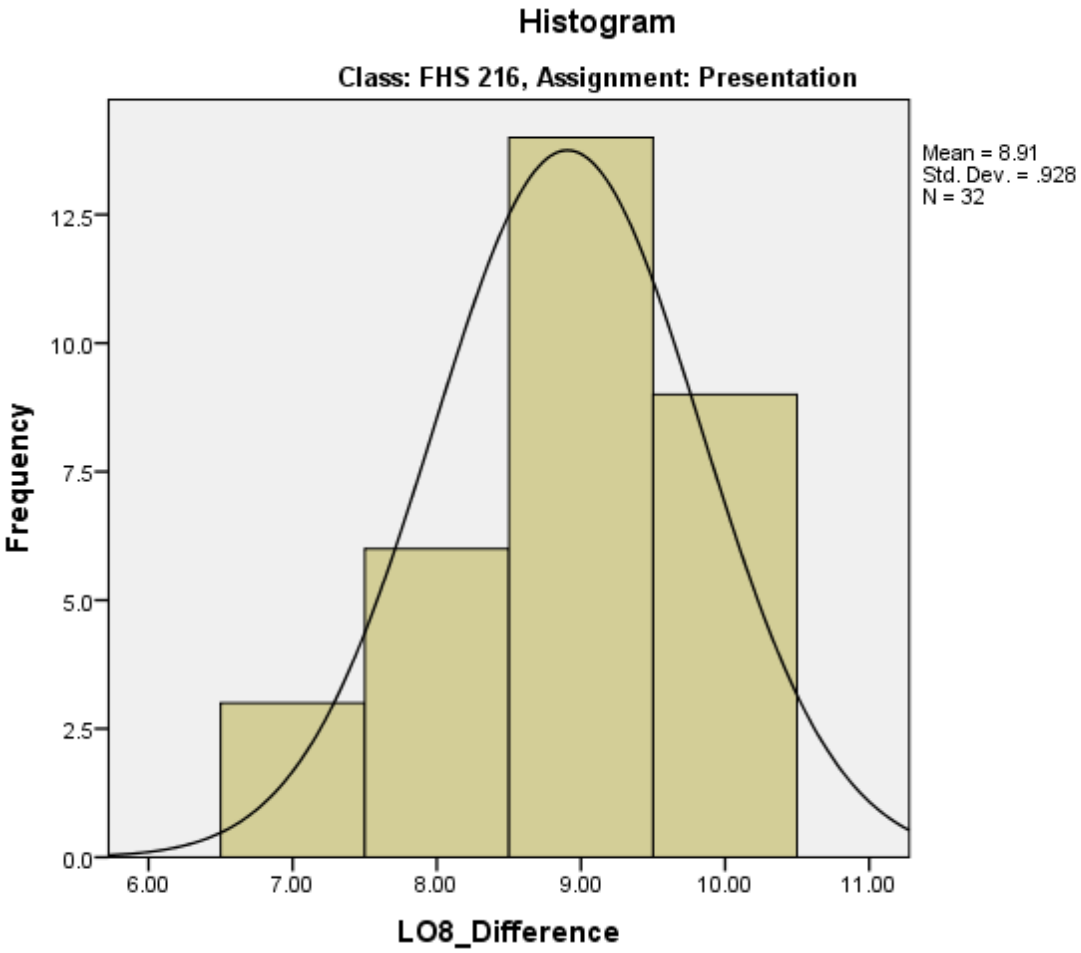
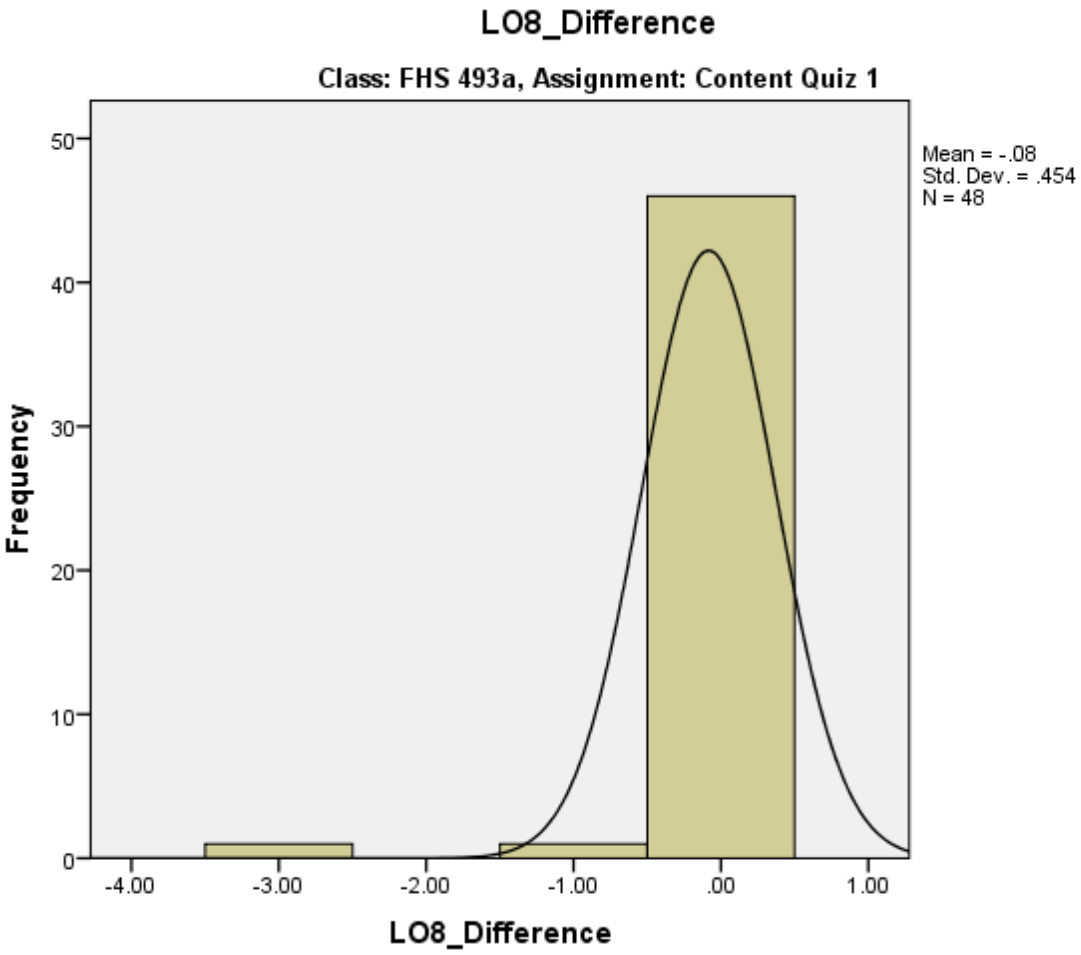
LO7_Difference

Learning Objective 8

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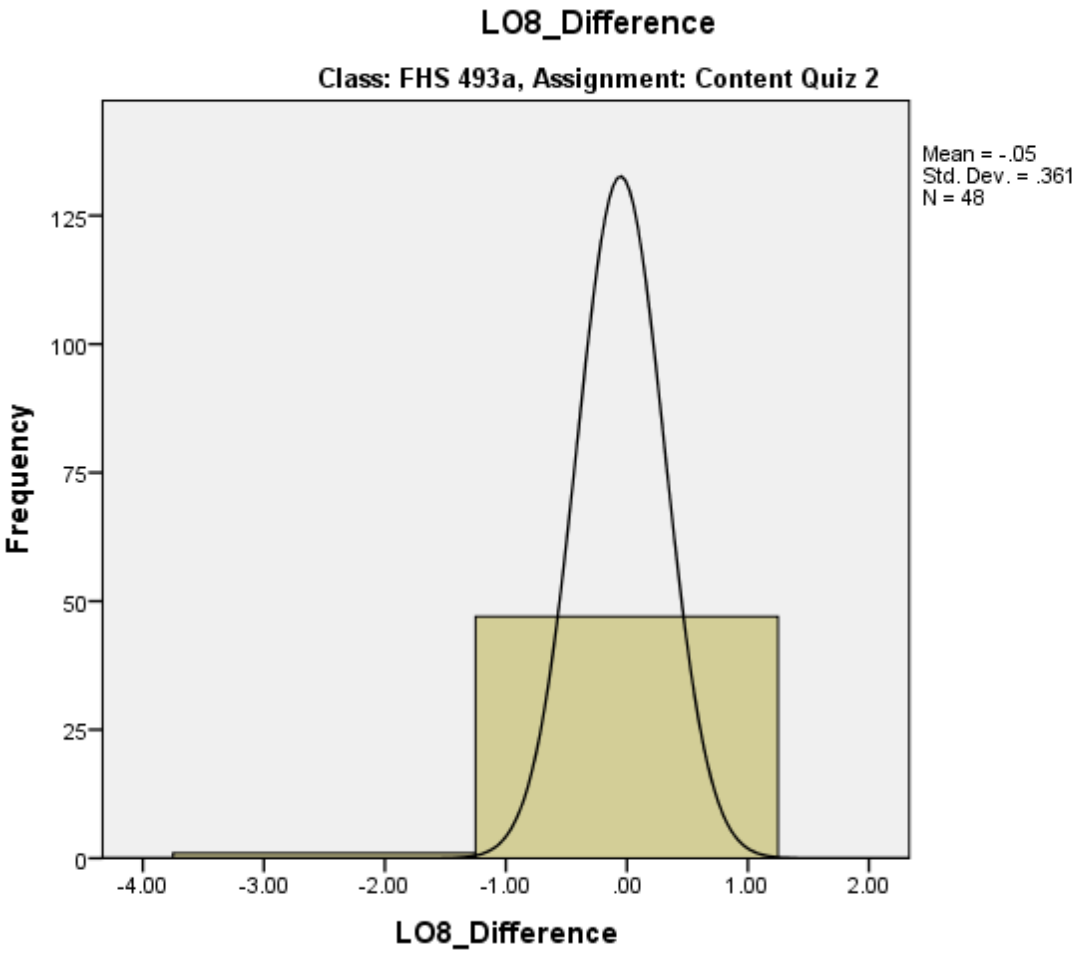
LO8_Difference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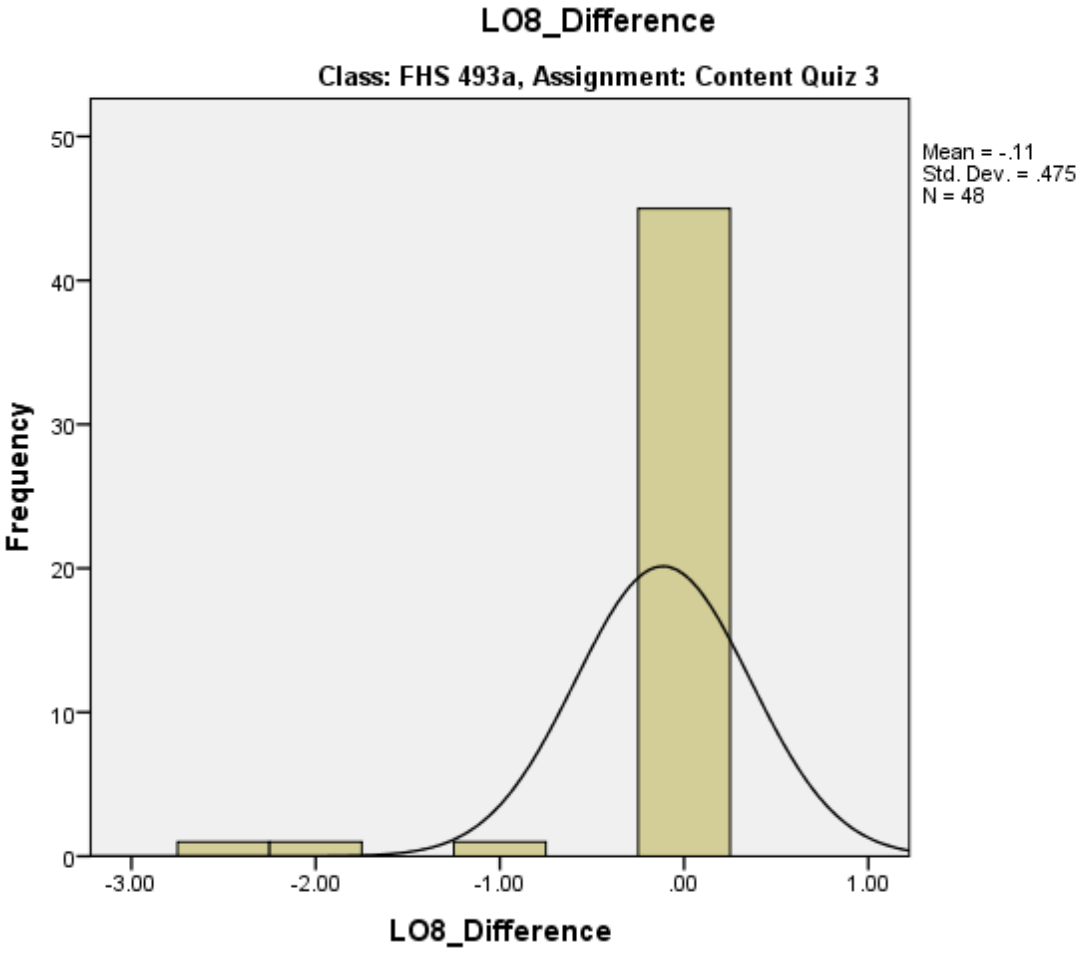
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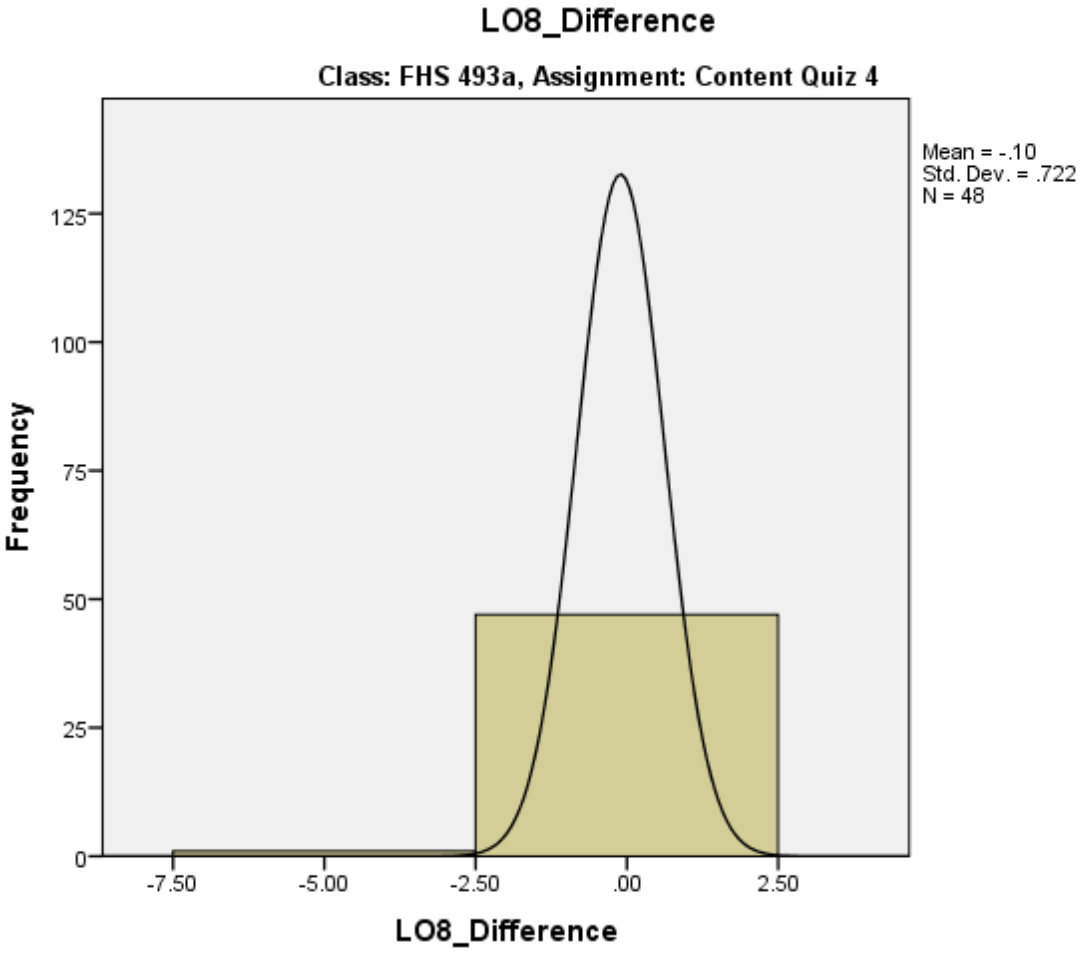
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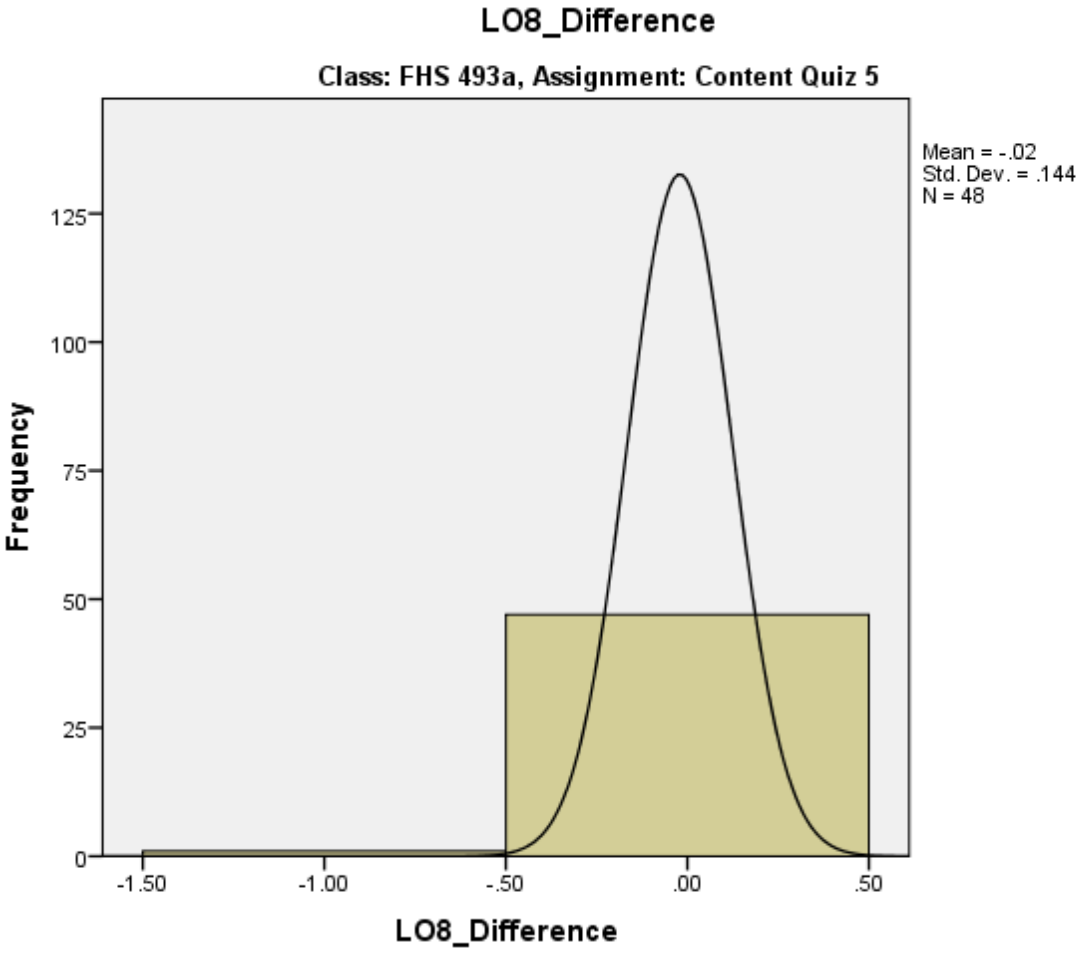
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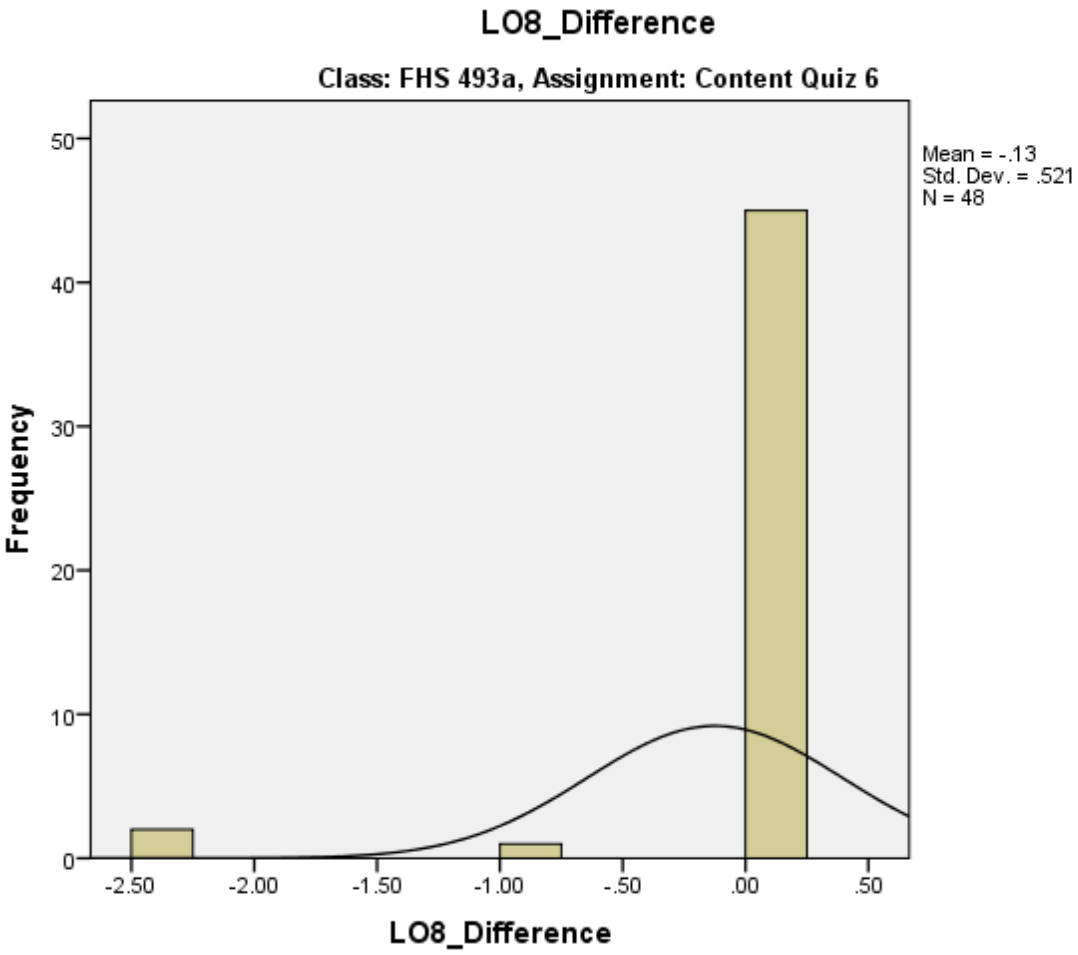
LO8_Difference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.00
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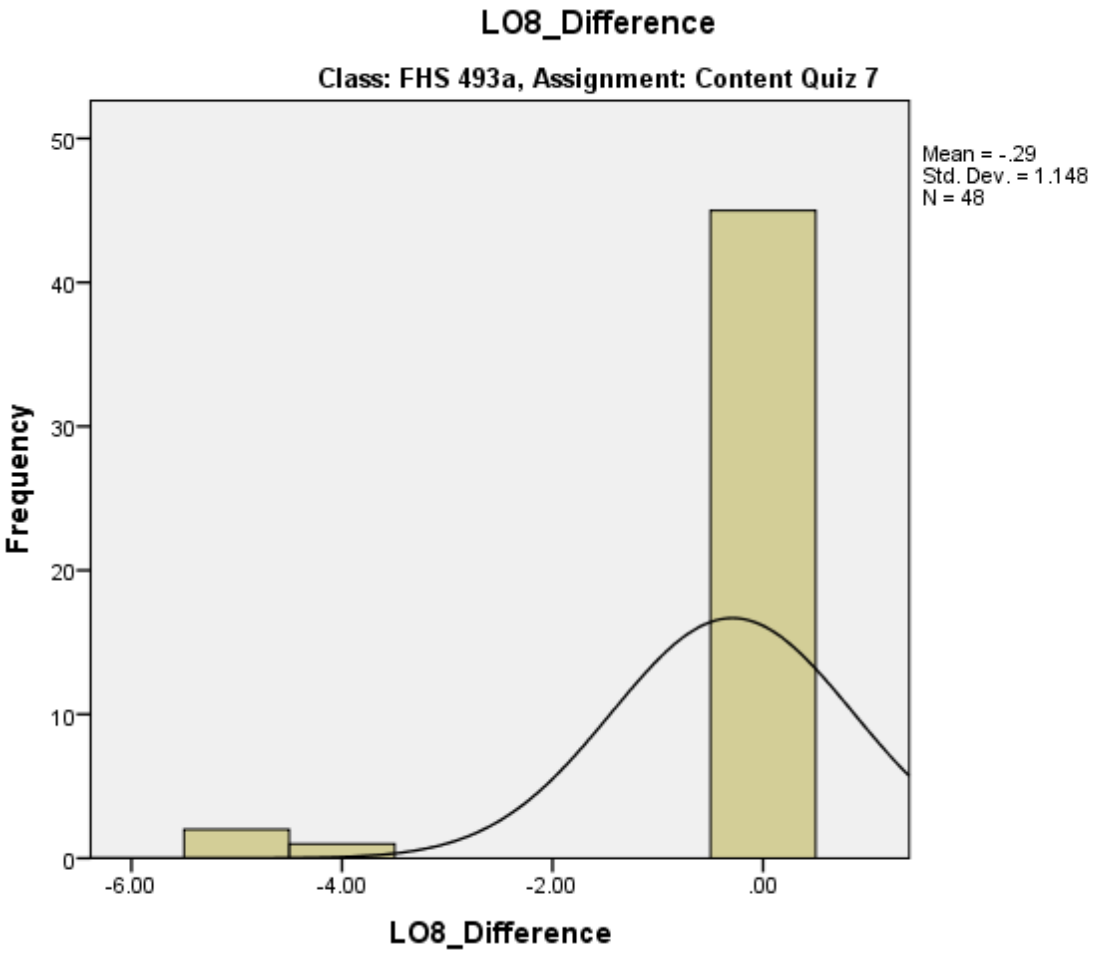
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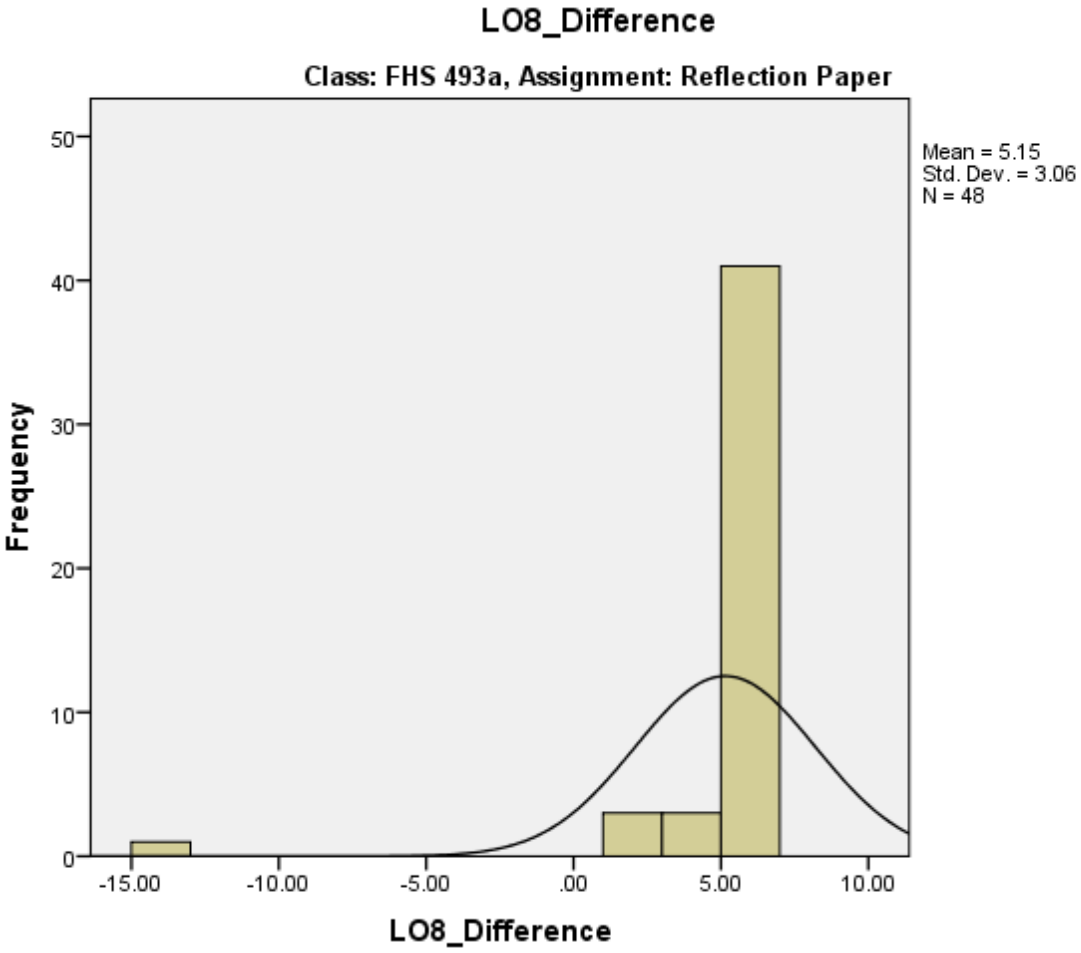
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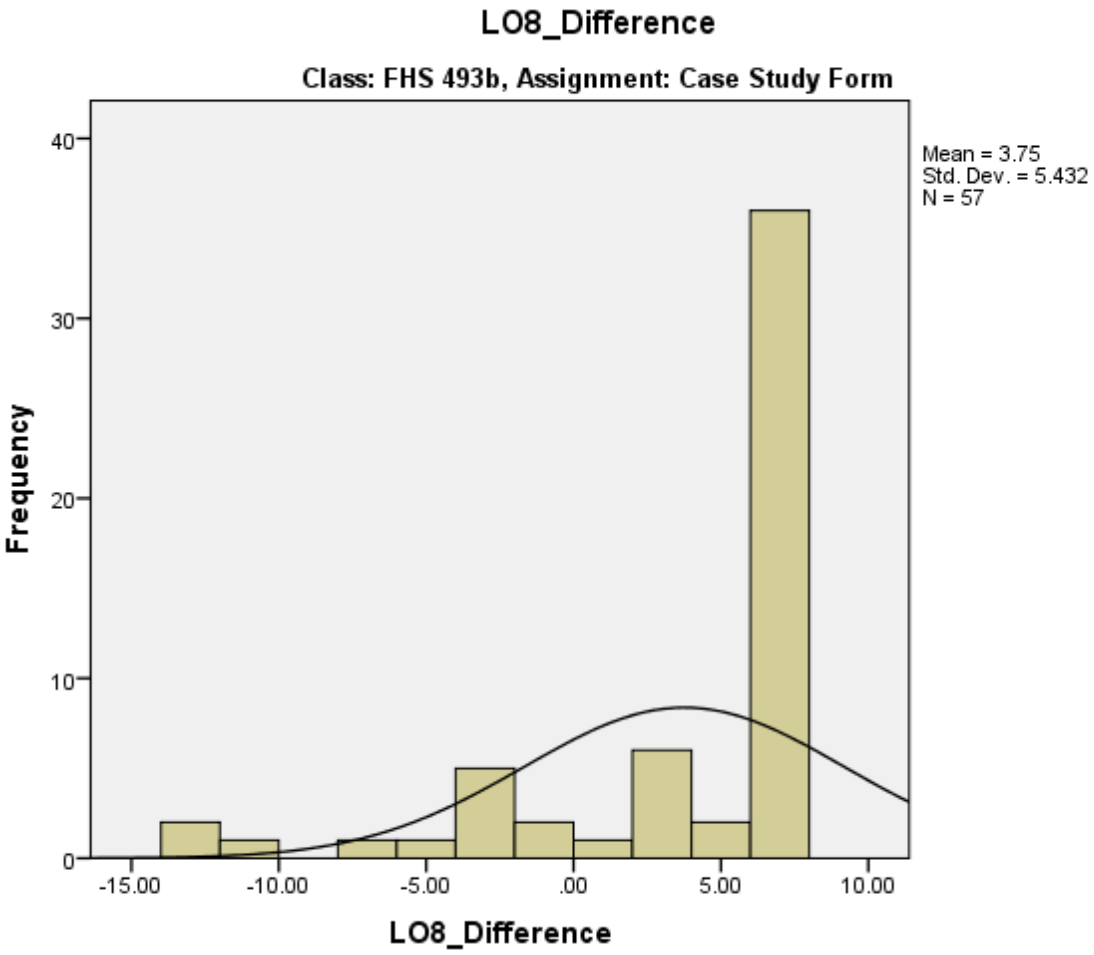
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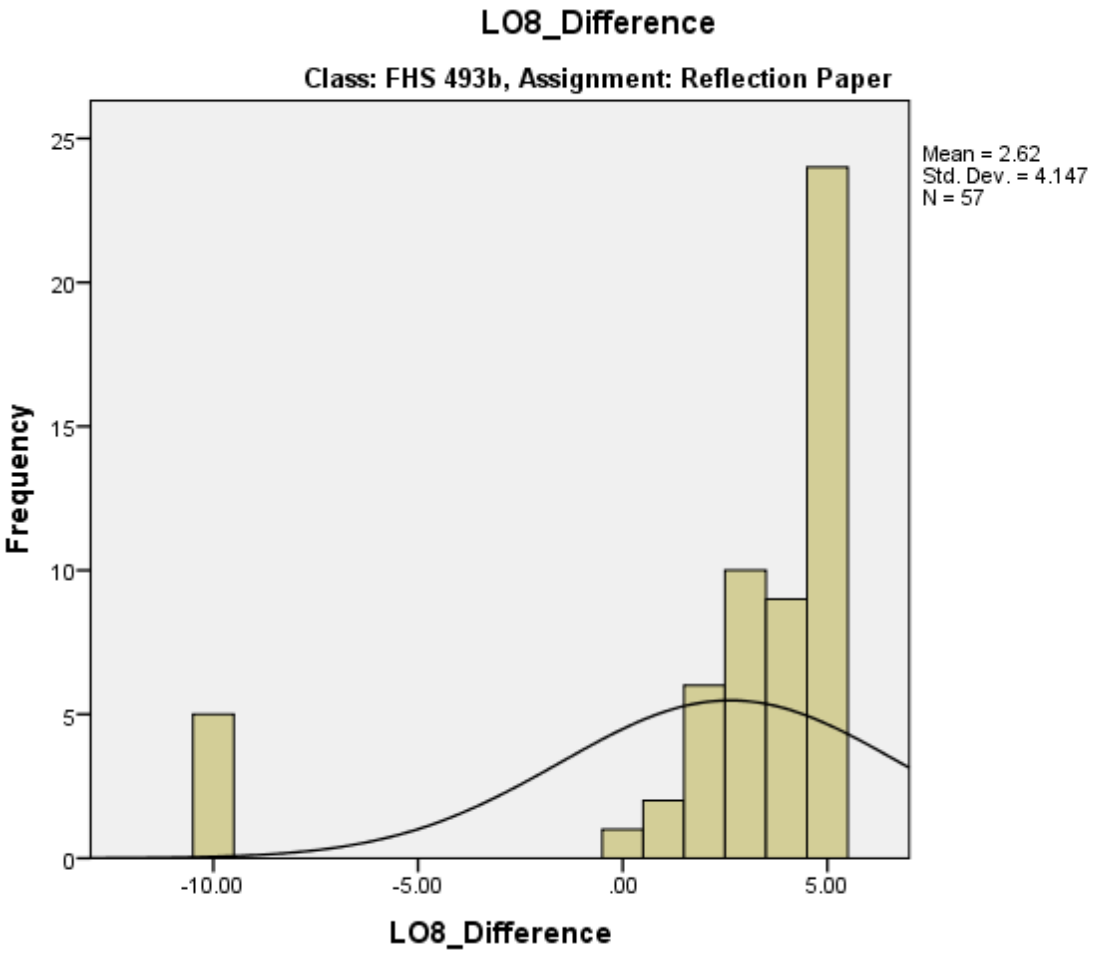
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Appendix B: Word Cloud Created from Qualitative Feedback Provided to Students on Learning Objective 8 (*Knowledge and Skills in Direct Service Delivery and Appropriate Interventions*) in FHS 493-02

Annual Departmental Assessment Report

Department or Program: Educational Foundations (Department of Education Studies)
Academic Year of Report: 2016-2017
Department Contact Person for Assessment: Dr. Alison Schmitke
Date: June 9, 2017

Section 1: Learning Objectives Assessed for this Report

Major: Educational Foundations

1. Demonstrate understanding about the history, social change, and education in America from colonial to modern times, particularly with respect to compelling issues in our society. (Introduced in EDST 111; Developed in EDST 231)
3. Understand the roles and responsibilities of teachers working in public schools. (Introduced in EDST 111; Developed in EDST 231)
5. Demonstrate understanding about the social and economic influences on teaching and learning. (Introduced in EDST 111; Developed in EDST 231)

Section 2: Assessment Activities

Learning Objective 1: Demonstrate understanding about the history, social change, and education in America from colonial to modern times, particularly with respect to compelling issues in our society.

<table>
<tr><th colspan="2">Assessment Activity</th><th>Methods of Analysis</th><th>Conclusions</th></tr>
<tr><td>Direct Measures</td><td>Reading Reflections
Examinations
Presentations
UG Program Director Observation</td><td rowspan="3">Direct Measures. The assessment cycle begins with the instructors creating formative and summative assessment opportunities that are designed based on learning objectives (course/program). Evaluation criteria are also designed at this time. Instructors follow submission rates via Canvas (late policies are the discretion of instructors). Evaluation criteria are uploaded on Canvas and instructors grade in a timely manner. Patterns across the class are noted (rate of exceeding, meeting, or not meeting).

Indirect Measures. These regular check-ins are central to the daily assessment of students. These provide “real-time” information.

Qualitative Information. Instructor faculty meetings are</td><td rowspan="3">We have strong confidence students are meeting and exceeding for LO1. The assessments designed provided instructors with information about student progress and served as an opportunity to give feedback. At instructor faculty meetings and the observation debrief, instructors reported the ways in which they adjusted pedagogy to achieve meeting and exceeding for LO1.

Instructors noted the ways in which students made connections between their courses and EDST 111. Feedback informs us that the content is not redundant and that students identified the ways in which EDST 231 extended their understanding. LO1 is introduced in EDST 111 and developed in EDST 231.</td></tr>
<tr><td>Indirect Measures</td><td>Discussions
Entry/Exit Tickets
Daily Check-Ins</td></tr>
<tr><td>Qualitative Information</td><td>Instructor Faculty Meetings
Observation Debrief with UG Program Director</td></tr>
</table>

		an opportunity for sharing and collaboration. The observation debrief serves as an exit interview for the year. Direct and indirect measures are observed.	

Learning Objective 3: Understand the roles and responsibilities of teachers working in public schools.

Assessment Activity		Methods of Analysis	Conclusions
Direct Measures	Critical Responses Literature Group Projects Examinations UG Program Director Observation	**Direct Measures.** The assessment cycle begins with the instructors creating formative and summative assessment opportunities that are designed based on learning objectives (course/program). Evaluation criteria are also designed at this time. Instructors follow submission rates via Canvas (late policies are the discretion of instructors). Evaluation criteria are uploaded on Canvas and instructors grade in a timely manner. Patterns across the class are noted (rate of exceeding, meeting, or not meeting). **Indirect Measures**. These regular check-ins are central to the daily assessment of students. These provide "real-time" information. **Qualitative Information.** Instructor faculty meetings are an opportunity for sharing and collaboration. The observation debrief serves as an exit interview for the year. Direct and indirect measures are observed.	We have strong confidence students are meeting and exceeding for LO3. The assessments designed provided instructors with information about student progress and served as an opportunity to give feedback. At instructor faculty meetings and the observation debrief, instructors reported the ways in which they adjusted pedagogy to achieve meeting and exceeding for LO3. Instructors noted students enter the course with specific ideas about the roles and responsibilities of teachers. Through assignments (critical responses and literature group projects), instructors reported evidence of the ways in which course content added complexity to students' assumptions about teachers. Here we see an important shift in the Pre-Education students as they begin to think as "teachers" rather than as "students."
Indirect Measures	Discussions Entry/Exit Tickets Daily Check-Ins		
Qualitative Information	Instructor meetings Observation Debrief with UG Program Director		

Learning Objective 5: Demonstrate understanding about the social and economic influences on teaching and learning.

Assessment Activity		Methods of Analysis	Conclusions
Direct Measures	Critical Responses Memes Identity Paper Examinations Presentations UG Program Director Observation	**Direct Measures.** The assessment cycle begins with the instructors creating formative and summative assessment opportunities that are designed based on learning objectives (course/program). Evaluation criteria are also designed at this time. Instructors follow submission rates via Canvas (late policies are the discretion of instructors). Evaluation criteria are uploaded on Canvas and instructors grade in a timely manner. Patterns across the class are noted (rate of exceeding, meeting, or not meeting). **Indirect Measures**. These regular check-ins are central to the daily assessment of students. These provide "real-time" information. **Qualitative Information.** Instructor faculty meetings are an opportunity for sharing and collaboration. The observation debrief serves as an exit interview for the year. Direct and indirect measures are observed.	We have strong confidence students are meeting and exceeding for LO5. The assessments designed provided instructors with information about student progress and served as an opportunity to give feedback. At instructor faculty meetings and the observation debrief, instructors reported the ways in which they adjusted pedagogy to achieve meeting and exceeding for LO5. The expectation for meeting or exceeding LO5 is evidence of student initial development of critical consciousness. The Pre-Education courses are preparing students for deeper exploration. Because we return to these discussions and reference across classes, we believe this is reported can be experienced/reported as "redundant" for some students.
Indirect Measures	Discussions Entry/Exit Tickets Daily Check-Ins		
Qualitative Information	Instructor meetings Observation Debrief with UG Program Director		

Section 3: Actions Taken Based on Assessment Analysis

Learning Objective 1: Demonstrate understanding about the history, social change, and education in America from colonial to modern times, particularly with respect to compelling issues in our society.

Curricular or Pedagogical Issue	Action/Adjustment
Students were making connections between EDST 111 and other PED courses (EDST 225 and EDST 231).	Instructors of EDST 225 and EDST 231 requested the syllabus of EDST 111 and connected with the instructor and GEs to develop understanding of the course. This helped instructors encourage further connections.

Learning Objective 3: Understand the roles and responsibilities of teachers working in public schools

Curricular or Pedagogical Issue	Action/Adjustment
Students enter the course with assumptions about teachers. The role of this course is to complicate this	One of the challenges in EDST 225 is to provide students with knowledge in media literacy to analyze films. By leading with this, instructors found that students could transfer their skills to reading school and classroom spaces. In EDST 231, instructors followed student interests through contemporary

understanding through reading and film analysis.	issues relevant to their questions/understanding of teachers. Issues such as school funding, immigration, the election, and standardized testing were included based on student interest.

Learning Objective 5: Demonstrate understanding about the social and economic influences on teaching and learning.

Curricular or Pedagogical Issue	Action/Adjustment
Discussing social and economic influences on teaching and learning presents pedagogical challenges. A learning community needs to be established to successfully facilitate these discussions.	During instructor faculty meetings, teaching strategies were shared. Observations of each classroom (4 classes) documented strong evidence of instructor implementation of different ways to establish a learning community.

Section 4: Other Efforts to Improve the Student Educational Experience

What activity has the department engaged in to improve the student educational experience?	Describe the rationale for the change(s) and any outcomes resulting from the change(s).
Inventory of readings, media, and assignments for all undergraduate courses.	When students report redundancy, EDST is responsive. Currently, all readings, media, and assignments in undergraduate courses offered in Fall, Winter, and Spring are being inventoried. The UG Program Director will review this for patterns. Results will be reported prior to Fall term so faculty can make appropriate adjustments.

Section 5: Plans for Next Year

Which goals will be assessed in AY 2017-2018?

The following learning objectives will be assessed:

2. Apply various cultural and sociological lenses to schools and critique assumptions about schools and teachers. (Introduced in EDST 225; Developed in EDST 231)
4. Analyze contemporary issues and concerns regarding the profession of teaching from local, state, and national perspectives. (Introduced in EDST 231; Developed in EDST 225)
6. Research, write, and communicate core issues concerning the use of technology in educational settings. (Introduced in EDST 220)

How will the goals be assessed?

For 2017-2018, EDST will follow the same protocol as described in the department Undergraduate Assessment Plan (January 12, 2017).

What actions will be taken as a result of this years' analysis of assessment information?

Based on the assessment analysis and feedback provided in the decennial review, all readings, media, and assignments in undergraduate courses offered in Fall, Winter, and Spring are being inventoried. The UG Program Director will review this for patterns. Results will be reported prior to Fall term so faculty can make appropriate adjustments. The last inventory is dates from 4 years ago.

What other plans does the department have to improve the student educational experience?
We are preparing the Graduate Employee orientation. Most of agenda relates to instructor expectations (content and pedagogy) in the Department of Education Studies. There will be time for faculty, returning GEs, and new GEs to collaborate.

What are the budgetary implications of any proposed actions? How will those be addressed?
This is a primary concern. We are committed to maintaining the integrity of our undergraduate program. We will continue to do so in fiscally responsible ways.

Annual Departmental Assessment Report

Department or Program: Communication Disorders and Sciences; Department of Special Education and Clinical Sciences
Academic Year of Report: 2016-2017
Department Contact Person for Assessment: Karen McLaughlin, Director of Undergraduate Studies

Section 1: Learning Objectives Assessed for this Report

We assessed our first two goals related to Standards IV-A and IV-B from the 2014 Standard for Certification in Speech Language Pathology (ASHA, 2016).

1. Standard IV-A: Students will demonstrate knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences through completion of one course in each area.

2. Standard IV-B: Students will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Students are required to earn a grade of C- or better, or P, to meet each requirement.

Section 2: Assessment Activities

Data for the two learning outcomes were collected through the review of student records through SSC, Duckweb, and Banner. For Standard IV-A, we collected data for students who are in their sophomore and junior years (2019 and 2018 cohorts, respectively). We did not include other classes as we would expect first years to be beginning the process of completing these requirements, and seniors will have completed these as they are in their final term of the program. For Standard IV-B, we collected data for juniors and seniors (2018 and 2017 cohorts) to assess patterns of successful course completion and adherence to the program plan. All but one of the relevant IV-B classes are taken in the junior or senior year.

The following summarizes the number of students who have successfully completed, or are currently enrolled in, courses meeting these requirements.

<u>Standard IV-A</u>

area	2019 cohort	2018 cohort
biological science	30/41 (73%)	47/52 (90%)
physical science	35/41 (85%)	46/52 (88%)
social/behavioral science	39/41 (95%)	52/52 (100%)
statistics	23/41 (56%)	42/52 (80%)

Data regarding the science and statistics courses reveal that students are making expected progress toward completing these requirements in a timely fashion. Of the juniors who have not completed requirements, no student had more than two outstanding requirements in this area. For sophomores who have not completed requirements, the vast majority likewise had only one or two outstanding requirements. One student has not met any of the course requirements in this area.

Standard IV-B: human communication and swallowing processes

process/bases	applicable course	2018 Cohort	2017 Cohort
biological*	CDS 442	45/52 (86%)	64/67 (95%)
neurological* and psychological	CDS 470	n/a (senior year)	67/67 (100%)
acoustic	CDS 443	52/52 (100%)	67/67 (100%)
developmental, linguistic, cultural**	CDS 450	50/52 (96%)	67/67 (100%)

*swallowing process/bases are covered here; other areas of swallowing covered in graduate coursework.
** in the initial assessment plan, CDS 201 was erroneously included to meet the cultural basis requirement

The data on these core CDS courses reveal the majority of students are successfully completing the requirements and adhering to the program plan. Regarding lack of successful completion, the most common issue is not passing the course with a C- or better grade. This issue clusters in the fall term of junior year, when students first begin the 400 level courses. It is rare for a student who continues in the major to not successfully complete their remaining courses.

Failing a course in fall term junior year triggers an automatic advising requirement, as students are unable to register for winter CDS courses until they meet with the academic advisor. Advising centers around determining the variables related to poor performance and plans to increase success, and counseling about the appropriateness of the major for each student. Students re-take courses the following year with high levels of success. Additional advising supports are offered in other terms on the relatively rare occasion when a student does not successfully complete other courses, and these are tracked on a term-by-term basis.

It appears that normal advising channels (i.e., orientation advising, advising notices through the CDS Canvas site, distribution of the program plan document) are sufficient for helping the majority of students understand the program plan and take classes in the expected order.

These results have been shared with the CDS Program Director and will be distributed to our undergraduate curriculum committee, which includes all faculty teaching undergraduate courses. The findings for the IV-B courses will be discussed in our first curriculum meeting early in Fall 2017.

Section 3: Actions Taken Based on Assessment Analysis

The following actions are planned for the following academic year:

- In fall 2017, review the 2018 cohort records and directly communicate with students who have not completed Standard IV-B to insure they have a plan for successful completion in the 2017-2018 academic year.
- Also in fall 2017, convene the undergraduate curriculum committee to discuss the findings of this report and plans for student supports. Specifically, we will work to find variables that will identify students who are performing poorly in fall term junior year, and develop supports to increase their success that term.
- Next year, we will begin to collect direct measures within classes related to Standard IV-B to allow a more fine-tuned analysis of student performance. Specifically, we will make a plan to track assignments and exams in those courses, with the aim of determining if some aspects of the courses require additional support toward the overall goal of meeting competency through a passing grade.

Section 4: Other Efforts to Improve the Student Educational Experience

Currently, we are becoming familiar with the SSC advising platform and anticipate that will improve our efforts to track and communicate with students. We anticipate using this platform next year to more easily track students each term and use the advising appointments and notation features to follow students in a more systematic manner.

We will also be investigating the utility of a peer advising/tutoring program based on student feedback.

Section 5: Plans for Next Year

In the next academic year, we will be assessing our goals 3 and 4:

3. Students will understand and analyze the social impact of cognitive-communication disability on affected individuals and family members.
4. Students will demonstrate the prerequisite speaking and writing skills to pursue graduate study and clinical training.

We will collect data from assignments in specific courses, student feedback, and course grades in CDS 201 (related to goal 3 above), including specific paper and presentation assignments, and rubric elements from those assignments. Data will be analyzed to determine patterns of success, additional supports, and if additional educational opportunities are warranted to improve student knowledge and preparation (e.g., additional writing assignments or oral presentation opportunities in classes). There is no anticipated budgetary impact of these actions, but rather are part of our ongoing program evaluation and refinement.