

Aligning CSD Course Learner Outcomes with University/ College Accreditation Initiatives and CAA Standards



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Disclosure Slide

Financial Disclosures: Both presenters are currently employed at Fort Hays State University and have partial expenses covered by FHSU to attend this conference.

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Learner Objectives:

1

Understand key terminology

2

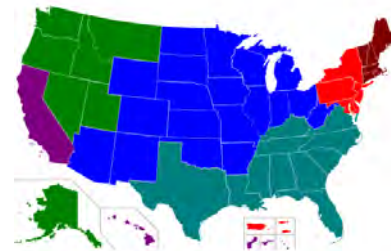
Identify processes for curriculum mapping

3

Explain the importance of having course outcomes that are clear, measurable, and align with standards.

Regional Accrediting Agencies

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Associations of Colleges and Schools
- Western Association of Schools and Colleges
- Accrediting Commission for Community and Junior Colleges



Regional Accreditation and SLO

All require institutions to use multiple measures for assessing outcomes.

Regional accreditors will not prescribe specific methods or tools for monitoring SLOs.

Institutions are required to:

- State the SLOs
- Assess the SLOs
- Must use the data for program improvement
- Embed in activities already in place

If not getting assessment in place, institutions are being placed on probation.

Operational Definitions of Terminology

- ❖ Formative Assessment
- ❖ Summative Assessment
- ❖ Knowledge and Skills
- ❖ Learning Outcomes
- ❖ Objectives
- ❖ Program Outcomes
- ❖ Student Outcome Measures



CAA Standard 3.0: Curriculum

3.1: Students acquire knowledge and skills...; Program designed...meet mission and goals...

- Program establishes clear set of program goals and objectives...
- Establish process to evaluate student acquisition with established objectives

3.3: Program is sequenced...student meets established goals and objectives...

CAA Standard 5.0: Assessment

5.1 The program **regularly assesses student learning**.

5.2 The program conducts **ongoing and systematic** formative and summative assessments of the performance of its students.

5.3 The program **administers regular and ongoing assessment** protocols to **evaluate the quality** of the program and to facilitate **continuous quality improvement**.

5.4 The program **uses the results of its ongoing programmatic assessments** for continuous quality *improvement* and **evaluates the improvements**.

5.9 The program **regularly evaluates and documents** the results of the **assessment** of all **faculty and staff** to determine their **effectiveness** in delivering a thorough and current program.

Other Components of Standard 5.0

- 5.5: Program completion rates
- 5.6: Praxis pass rates
- 5.7: Employment rates
- 5.8: How 5.5-5.7 data are used by the program
- 5.9: Evaluation of faculty and staff
- 5.10: Faculty use data for personal improvement
- 5.11: Effective program leadership

CFCC Standard IV

- Identification of Learning Outcomes
- Program defines mastery of knowledge and skills



Our assessment fits...

➤ University Assessment

➤ Fort Hays State University

➤ Regional Accreditors Assessment

➤ Higher Learning Commissions

➤ Specialized Accreditors Assessment

➤ Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

Terminology

Program Learner
Outcome (PLO)

- a measurable outcome associated with a particular approved degree program

Course Learner
Outcome (CLO)

- a measurable outcome associated with a particular course offered in the curriculum within a degree program.

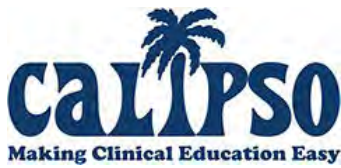
Student Learning
Outcome (SLO)

- knowledge, skills and/or abilities students should possess upon completion of a learning experience or sequence of learning experiences

Curriculum
Mapping

- a process to address a set of learning outcomes with a curriculum; can be used to identify where a learning outcome assessment can be best assessed

Tools



Curriculum Mapping

Key			
0	1	2	3
Not Addressed	Introducing	Broadening	Fulfilling

How we got started

Coordination & Education

Team Approach to Curriculum Mapping

Individualized Course Learner Outcomes

Data Collection

- Course Excel [Files](#)

Ratings used...

Novice

Emerging

Developing

Proficient

How we make it work



Fantastic Team Work

Utilization of Secure Drive

- For [Faculty](#)

CALIPSO

- For [Students](#)

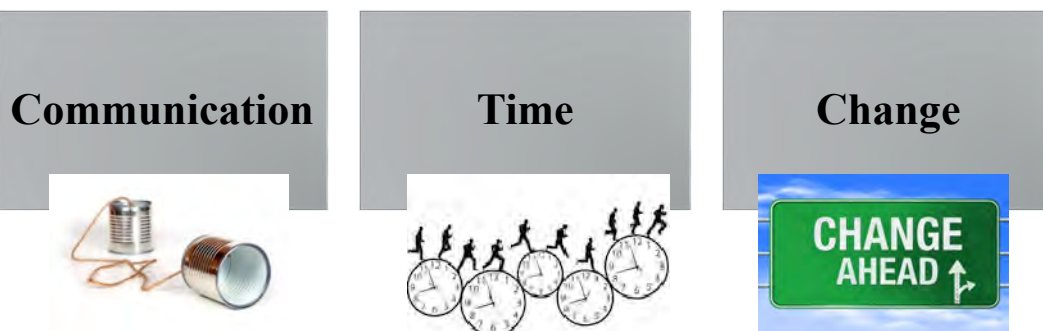
Examples of CLOs used at FHSU

1. Can differentiate between normally disfluent speech, language-based disfluency, the speech of a child at risk for stuttering, and the speech of a child who has already begun to stutter.	CFCC IV-B, IV-C, IV-D	Module Quiz, Competency Assignment 1
2. Can obtain a useful speech sample; can evaluate it for stuttering severity both informally by subjective impression and formally by calculating relevant measures such as the frequency & duration of disfluency, and speaking rate.	CFCC IV-C, IV-D	Competency Assignments 1-3, Counting disfluencies
3. Can identify disfluencies by type.	CFCC IV-B, IV-C, IV-D	Module Quiz, guided in class practice

Examples of CLOs used at FHSU

1. Develop evaluation and assessment activities of language skills utilizing evidence-based practice for early language learners.	IV-C, IV-D	Test Scoring, Assessment Planning Project, ISFP Quiz
2. Develop appropriate intervention plans for common language disorders of early language learners utilizing evidence-based practice.	III-D	Intervention Project, ISFP Quiz
3. Compose appropriate goals and progress monitoring activities for early language learners.	IV-B, IV-C, IV-D	Intervention Project

Challenges & Summary



Curriculum Map Template for Academic Programs

Dept. Name _____ Program Name: _____ Created By: _____ Date: _____

Instructions

- Add courses in the left column starting with 100 level and progressing to 600.
- Add Program Student Learning Outcomes as a header for each column
- Add one number per cell to indicate the level at which the outcome is addressed in the course (see key).

Key			
0	1	2	3
Not Addressed	Introducing	Broadening	Fulfilling

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Program Course Names and codes	Write PSLO1 Text Here	Write PSLO2 Text Here	Write PSLO3 Text Here	Write PSLO4 Text Here	Write PSLO5 Text Here	Write PSLO6 Text Here	Write PSLO7 Text Here	Write PSLO8 Text Here	Write PSLO9 Text Here	Write PSLO10 Text Here	Write PSLO11 Text Here	Write PSLO12 Text Here	Write PSLO13 Text Here	Write PSLO14 Text Here	Write PSLO15 Text Here
1	Course 1														
2	Course 2														
3	Course 3														
4	Course 4														
5	Course 5														
6	Course 6														
7	Course 7														
8	Course 8														
9	Course 9														
10	Course 10														
11	Course 11														
12	Course 12														
13	Course 13														
14	Course 14														
15	Course 15														

Key and abbreviation explanations

- PSLO = Program Student Learning Outcome
- Not Addressed = PSLO is not addressed within the specific course
- Introducing = PSLO is covered at an introductory level within the specific course
- Broadening = PSLO is covered in the course so as to reinforce the students' learning of it within the specific course
- Fulfilling = Demonstration of proficiency of the PSLO occurs within the specific course

	Enter course learning outcome that corresponds to the code entered in the grid above.
A1	
A2	
A3	
A4	
A5	
A6	
A7	
A8	
A9	
A10	
A11	
A12	
A13	
A14	
A15	
B1	
B2	
B3	
B4	
B5	
B6	
B7	
B8	
B9	
B10	
B11	
B12	
B13	
B14	
B15	
C1	
C2	
C3	
C4	
C5	
C6	
C7	
C8	
C9	
C10	
C11	
C12	
C13	
C14	
C15	
D1	
D2	
D3	
D4	
D5	
D6	
D7	
D8	
D9	
D10	
D11	
D12	
D13	
D14	
D15	

College College of Health and Behavioral Sciences
 Program MS in Speech Language Pathology
 Instructor Dr. Karmen Porter
 Course and section # SLP 862: Early Language
 Term and year Fall 2017
 Learning Outcome: Develop evaluation and assessment activities of language skills utilizing evidence-based practice for early language learners. (aligns with PLO 2, 3, 9,

Describe the artifacts (papers, assignments, tests) used to assess student performance
 Evaluation Project, Test Scoring Assignment.

What did you use to assign student performance levels e.g. rubric
 Rubric for project, minimum score of 3 on each section

Student Scores				
Student	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
1				1
2		1		
3				1
4				1
5				1
6			1	
7				1
8		1		
9				1
10				1
11		1		
12				1
13				1
14				1
15			1	
16				1
Total Number in Col	0	3	2	11
% Distribution	0%	19%	13%	69%

Total Students	16
Avg. Score	3.5

