AHCD Assessment Committee Guidebook

Updated September 27, 2010

Program assessment in AHCD depends on a shared vision within the school and collaboration between individual faculty members and their colleagues. To facilitate this process, the AHCD Assessment Committee developed this guidebook. It is organized as follows:

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I. Defining Assessment

Assessment in higher education occurs at multiple levels (e.g., course, program, college, university). This guidebook will focus on the individual and programmatic levels of assessment.

a. Individual level: “The systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning.” Walvoord (2004, p. 2)

b. Program level: “Program assessment is an ongoing process designed to monitor and improve student learning. Faculty develop explicit statements of what students should learn, verify that the program is designed to foster this learning, collect empirical data that indicate student attainment, and use these data to improve student learning.” Allen (2004, p. 5).

II. Rationale for assessment

As educators we are concerned that students attain the knowledge, skills, abilities, and values associated with their disciplines and the broader context of higher education. Individual faculty members routinely engage in both formal and informal assessment of student learning. Common examples include grading student assignments, exams, and so forth. We care that students learn what we are trying to teach. Developing and implementing an assessment plan allows us to identify how well students are achieving student learning objectives and note areas of needed improvement.

From a programmatic standpoint, student learning goals should drive curricula. Toward this end, the AHCD faculty endorsed the following undergraduate and graduate learning goals in January 2009:
Baccalaureate graduates from the School of Allied Health and Communicative Disorders will be able to demonstrate

1. effective oral and written communication skills.
2. appropriate interpersonal professionalism with peers, faculty, and the community.
3. knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.
4. application of critical and logical thinking skills to theoretical and practical problems.
5. identify, access, and use information technology and related resources to solve problems.
6. mastery of discipline-specific knowledge.
7. understanding and application of quantitative reasoning skills.

Graduate-degree recipients from the School of Allied Health and Communicative Disorders will be able to demonstrate

1. effective oral and written communication skills.
2. appropriate interpersonal professionalism with peers, faculty, and the community.
3. knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.
4. application of critical and logical thinking skills to theoretical and practical problems.
5. identify, access, and use information technology and related resources to solve problems.
6. mastery of discipline-specific knowledge.
7. understanding and application of quantitative reasoning skills.
8. specified knowledge and skills needed to meet the academic and clinical requirements for professional certification.
9. knowledge, skills, and abilities needed to gain successful employment.
10. professional, effective, and competent clinical services.
11. understanding and application of evidence-based clinical practice.
12. knowledge of advocacy issues and strategies in support of clients and families.
13. the essential habits of a life-long learner.
NIU and accreditation bodies emphasize the importance of identifying, teaching, and assessing how well students achieve these learning goals. In addition, (from the OAS web page)

a. “Each year, the Office of Assessment Services (OAS) at Northern Illinois University (NIU) requests an Annual Assessment Update for each academic program within the Division of Academic and Student Affairs. These updates provide the university with the opportunity to provide feedback to the programs and to document systematically the ongoing use of evidence from assessment that demonstrates students’ attainment of learning outcomes. Each fall, the OAS disseminates a report that highlights the results of the annual update data analyses. Copies of the report are shared with all deans, associate deans, chairs, and other interested parties. In addition, the report is placed on the agenda and discussed in three major university committees: Academic Planning Council, General Education Committee, and University Assessment Panel. The OAS also posts the report on the OAS Web site.”

b. Annual assessment updates are required from the undergraduate programs in COMD, CLS, RS, and PT as well as the graduate programs in speech, audiology, physical therapy, and rehabilitation counseling.

c. A copy of the reporting form is available online from Office of Assessment Services’ (http://www.niu.edu/assessment).

III. Composition and responsibilities of the AHCD Assessment Committee

a. The assessment committee shall include at least one representative from each academic area. These individuals will be nominated by their areas and identified no later than the final faculty meeting of the spring semester. The committee will elect a chairperson during its first meeting of the fall semester.

b. AHCD Assessment Committee is charged with providing oversight, coordination, and support to the school. The
committee’s primary goals include strengthening the school’s assessment process and reviewing and recommending actions to improve student learning. The committee is also responsible for reporting assessment outcomes to the University Assessment Panel and related external audiences in conjunction with the School Chair.

IV. Programmatic and individual assessment responsibilities

a. Each program is expected to engage in the following activities:

i. identify and agree upon student learning goals

ii. check for alignment between the curriculum and student-learning objectives. The overall goal is to have a cohesive curriculum. Each program is expected to develop and regularly review a curriculum matrix of their courses mapped to the school’s student learning goals. Faculty are expected to map the learning objectives associated with each course to their program’s overall curriculum matrix. The matrices for each program are to be kept on the school’s “shared drive.” A curriculum matrix template and example are included in Appendix A. Copies of prior years’ assessment reports are available on the school’s shared drive.

iii. review faculty generated assessment data.

iv. Obtain exit interviews from graduating seniors and graduate students. To ensure the greatest likelihood of open and honest feedback, graduate students will conduct the exit interviews and provide a written summary to the assessment committee. All names will be removed from the summaries before distribution. Appendix B contains exit interview training materials.

v. gather external feedback.

vi. analyze/interpret data to identify areas of needed improvement.
vii. report findings.

viii. regularly review the assessment process and modify, as needed.

b. Faculty members are expected to provide a report of their assessment activities as part of their annual Faculty Service Report. The report should include the following:

   i. specific learning goals(s) emphasized in specific courses

   ii. how the learning outcome is addressed in course materials and information provided to students

       1. Faculty should include an explicit statement of student learning goals in their course syllabi. A sample syllabus is included in Appendix C.

   iii. activities and/or assignments that demonstrate achievement of learning goals.

       1. Share specific examples used to collect data.

       2. Embedded assessment strategies and rubrics are particularly helpful in this regard.

   iv. summary of students’ achievement of the learning outcome(s).

   v. changes, if any, made to improve student learning.

   vi. Once submitted, a copy of the report shall be shared with the assessment committee.

c. An example of a faculty member’s yearly assessment report is included in Appendix D.

d. Participation in assessment of student learning outcomes is expected of all faculty members. Data on student achievement, however, shall not be used in personnel evaluations or decisions.
V. Goal review cycle

a. Faculty members do not need to assess each student learning goal every semester. Instead, the school has identified specific learning goals to be assessed across all programs on the following schedule:

i. 2009-10 Goals 1 and 2
ii. 2010-11 Goals 1 and 2
iii. 2011-12 Goals 3 and 4
iv. 2012-13 Goals 5 and 6
v. 2013-14 Goal 7

Note: Goals 1 and 2 are repeated across the first two years of the aforementioned goal review cycle. This was necessary because 2009-2010 was the first year that the school required faculty to submit assessment reports in conjunction with their FSRs. Upon review, the committee noted that the quality and meaningfulness of the reports varied. During the Spring 2010 semester, the committee devoted effort to develop a broader understanding among faculty about ways to improve the effectiveness and efficiency of their course-based assessment practices. Consequently, the committee decided to focus on Goals 1 and 2 a second time.

b. It is expected that some goals will be easier to assess than others and that some goals will be more easily attained than others. As such, the committee will select a second goal during the 2013-14 academic year that needs further investigation. In general, the committee expects to maintain a standard review cycle except in those cases where additional attention needs to be directed to a specific learning goal.

c. The aforementioned schedule is most pertinent to the undergraduate programs. Accreditation bodies may well require additional assessment data for graduate students.
VI. Timeline

The aforementioned AHCD Assessment Committee Guidebook includes the following information regarding the committee’s yearly activities:

a. Fall semester

   i. Prior to the start of the semester, e-mail faculty with a reminder to assess specific learning goals per the goal review cycle.

   ii. E-mail faculty at the end of the semester with a reminder to (a) assemble their yearly assessment report, and (b) assess identified learning goals during spring semester.

b. Spring semester

   iii. Develop, implement, and maintain strategies to obtain external feedback from employers and alumni.

   iv. Collect and review the assessment reports submitted with Faculty Service Reports.

      1. Summarize findings from the assessment reports and share with faculty and the curriculum committee by mid-April.

v. Conduct exit interviews with student cohorts graduating in spring. Exit interviews should be completed, with reports submitted, by mid-April.

      1. Identify and train grad students

      2. Locate class(es) with desired students and request a class period to conduct an exit interview.

      3. Coordinate exit interviews, review student reports, and summarize data to share with faculty and the curriculum committee. Exit interviews should be completed, with reports submitted, by mid-April
vi. E-mail faculty at the end of the semester with a reminder to assess identified learning goals during the fall semester.

**Note:** Faculty, as a whole, are expected to use data to guide decision making. Individuals are encouraged to review their course-level assessment data and engage in a continuous improvement process. Similarly, programs should review assessment committee reports to identify possible curricular improvements or obstacles.

**VI. Methods of assessment**

a. There are multiple methods to gather assessment data. At the course level, emphasize direct assessment by building on the grading process already in place. Embedded assessment is particularly helpful in this regard. The use of rubrics is also encouraged to provide a strategy to make student-learning criteria explicit. Discussion and further information on methods of assessment are available at the NIU Office of Assessment Services web page.

b. Direct assessment strategies provide strong evidence of student learning attainment and should be used whenever possible.

i. Examples of direct assessment include:

1. Published tests
2. Locally developed tests
3. Embedded assignments and course activities
4. Competence interviews
5. Portfolios
6. Quizzes and exams
7. Senior theses and capstone experiences
8. Group projects and presentations
9. In-class presentations
c. Indirect assessment strategies should be used to supplement direct assessment, as needed.
   i. Examples of indirect assessment of student learning include:
      
      1. Surveys and questionnaires
      2. Exit interviews
      3. Focus groups with employers and/or advisory boards
      4. Reflective essays

VII. Selected resources

NIU Office of Assessment Services
(http://www.niu.edu/assessment) Within this site, the following two links are particularly helpful:

a. Assessment manual
   (http://www.niu.edu/assessment/Manual/index.shtml)

b. Resources for assessment
   (http://www.niu.edu/assessment/resources/index.shtml)

Books


Appendix A

Course/curriculum matrices (templates and examples) & Sample assessment plan
Graduates will possess effective oral and written communication skills.

Graduates will demonstrate oral and written communication skills.

Graduates will identify, access, and use information technology and related resources to solve problems.

Graduates will apply critical and logical thinking skills to theoretical and practical problems.

Graduates will demonstrate interpersonal professionalism with peers, faculty, and the community.

Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.

Graduates will demonstrate knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.

Graduates will demonstrate understanding and application of quantitative reasoning skills.

7.

6.

5.

4.

3.

2.

1.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Program 1</th>
<th>Program 2</th>
<th>Program 3</th>
<th>Program 4</th>
<th>Program 5</th>
<th>Program 6</th>
<th>Program 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Objective 2</td>
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<td>X</td>
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<td></td>
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</tr>
<tr>
<td>Objective 3</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Objective 4</td>
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<td></td>
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<td>X</td>
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<tr>
<td>Objective 5</td>
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<td>X</td>
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<td>Objective 6</td>
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<td>X</td>
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<tr>
<td>Objective 7</td>
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<td>X</td>
</tr>
</tbody>
</table>

**Course Alignment Matrix Example: COMD 425**

**Objectives Criteria:**
- Diagnose, prognosis, and treatment of dyslexia and other higher-order cerebral functions
- Language and other higher-order cerebral functions
- Descriptive the neuroanatomy of central nervous system
- Psychological of neurons/neural function
- Principles of the central nervous system
- Basic neuroanatomy
- Descriptive the basic neuroanatomy
- Identify the components of and in neural development
- Identify the major stages and stages of the major systems
- Identify the major stage and systems of the major systems
- Identify the major stage and systems of the major systems
- Identify the major stage and systems of the major systems
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1. Graduates will possess effective oral and written communication skills.

2. Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.

3. Graduates will demonstrate knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.

4. Graduates will apply critical and logical thinking skills to theoretical and practical problems.

5. Graduates will identify, access, and use information technology and related resources to solve problems.

6. Graduates will demonstrate mastery of discipline-specific knowledge.

7. Graduates will demonstrate understanding and application of quantitative reasoning skills.

Course Curriculum Alignment Matrix (Program)

<table>
<thead>
<tr>
<th>Program 1</th>
<th>Program 2</th>
<th>Program 3</th>
<th>Program 4</th>
<th>Program 5</th>
<th>Program 6</th>
<th>Program 7</th>
</tr>
</thead>
</table>

**ACHD Program Objectives/Goals:**

1. Graduates will possess effective oral and written communication skills.

2. Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.

3. Graduates will demonstrate knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.

4. Graduates will apply critical and logical thinking skills to theoretical and practical problems.

5. Graduates will identify, access, and use information technology and related resources to solve problems.

6. Graduates will demonstrate mastery of discipline-specific knowledge.

7. Graduates will demonstrate understanding and application of quantitative reasoning skills.
Graduates will possess effective oral and written communication skills.

Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.

Graduates will demonstrate knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.

Graduates will apply critical and logical thinking skills to theoretical and practical problems.

Graduates will identify, access, and use information technology and related resources to solve problems.

Graduates will demonstrate mastery of discipline-specific knowledge.

Graduates will demonstrate understanding and application of quantitative reasoning skills.

### Curriculum Alignment Matrix: Example: COMP

<table>
<thead>
<tr>
<th>Course</th>
<th>Program 1</th>
<th>Program 2</th>
<th>Program 3</th>
<th>Program 4</th>
<th>Program 5</th>
<th>Program 6</th>
<th>Program 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Objectives:***

1. Graduates will possess effective oral and written communication skills.
2. Graduates will demonstrate knowledge and understanding of diverse groups, cultures, and individuals.
3. Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.
4. Graduates will apply critical and logical thinking skills to theoretical and practical problems.
5. Graduates will identify, access, and use information technology and related resources to solve problems.
6. Graduates will demonstrate mastery of discipline-specific knowledge.
7. Graduates will demonstrate understanding and application of quantitative reasoning skills.
## Assessment Plan Example

### Emphasis 2: Rehabilitation Services

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Course</th>
<th>Undergraduate Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Health Sciences (B.S.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Assessment Criteria**
  - 70% of students will demonstrate effective oral communication skills.
  - Students are required to complete a presentation using the AHR 426 Rubric for Agency disability. Oral presentation skills are assessed on an agency that provides services to people with
    - 16 points in each area. AHR 426 Rubric for Agency
  - 426
  - 70% of students will receive 14 out of 20

- **Rubric**
  - Language is assessed by individual items or quizzes assigned at the beginning of the semester. Use of personal-first language is assessed by individual items or quizzes included in their final course reflection paper.
  - Students are required to learn and apply personal-first language and exam in addition to personal-first language integration.

- **Evaluation**
  - Multiple-source (e.g., journal article, book chapter, formal writing and integration of information from
    - 327
  - AHR 426 Rubric for Agency
  - 220
  - AHR 426 Rubric for Agency

- **Course**
  - Students are required to write a paper on an area of rehabilitation. Students will be required to write a paper on an area of rehabilitation. Students will be required to write a paper on an area of rehabilitation.

- **Undergraduate Goal**
  - 70% of students will receive 14 out of 20
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>Students are required to complete 3 “experiences” outside of class involving appropriate non-verbal student feedback.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>70%</td>
<td>Students will work in groups to prepare a group presentation on an area of the AP course.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>70%</td>
<td>Students will work in groups to prepare a group presentation on an area of the AP course.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>70%</td>
<td>Students will work in groups to prepare a group presentation on an area of the AP course.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>80%</td>
<td>Students are required to write a review of an AP book on the topic of lifelong learning and professional development.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>80%</td>
<td>Students are required to write a review of an AP book on the topic of lifelong learning and professional development.</td>
<td><strong>AVXS</strong></td>
</tr>
<tr>
<td>80%</td>
<td>Students are required to write a review of an AP book on the topic of lifelong learning and professional development.</td>
<td><strong>AVXS</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- Peers, faculty, and the community are expected to provide appropriate interpersonal skills.
- Students will be graded by each peer, the instructor, and the instructor of the class for their participation in the class and their impressions of the story and their presentation. Students will also provide a written summary of the class and the story's theme. Students are required to deliver a 3-5 minute speech on the subject of lifelong learning and professional development.
<p>| 80% of students will complete all required and appropriate activities. | Discuss any cultural independent living implications of the condition you learned about in the orientation. Present a summary of the interviews during the specific condition that we are studying and students are required to interview a person with a 492 AHR5  |
| 70% of students will complete all required observation hours | Personal reaction. Submit a paper summarizing the event and release events that take place outside of class and students are required to attend at least two deaf 430/431 AHR5  |
| 70% of students will complete all required disability awareness activities and reflections | Each student will be required to participate in and submit a reflection paper that provides services to persons with disabilities awareness outside of class to promote their disability awareness. 426 AHR5  |
| 70% of students will receive a mean of 70% or better on the items related to sensitivity of diversity on each exam | Exam three items: 16, 32, 33 Exam two items: 31, 36 Exam one items: 9, 11, 28, 30 Items that measure knowledge under standing and sensitivity regarding diverse individuals. Each course examination will include at least two 327 AHR5  |
| 70% of students will receive a mean of 70% or better on the three assignments. | Observations (total). They are then to write a report of their pronunciation. They are then to write a report of their eye contact, gestures, facial expression, when using facilitative non-verbal communication. Interpersonal skills. They are to write a report of the 493 AHR5 |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each course examination will include at least one exam. Each exam will be included in each student's final exam evaluation.</td>
<td>Each exam will be included in each student's final exam evaluation. Each exam will contain at least one question that requires students to demonstrate their ability to perform critical and logical thinking.</td>
</tr>
<tr>
<td>Exam 3 items: 16.30</td>
<td>Exam 2 items: 17.31 Exam 1 items: 23.27</td>
</tr>
<tr>
<td>80% of students will correctly use critical thinking strategies taught in class.</td>
<td>80% of students will correctly use critical thinking strategies taught in class.</td>
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<tr>
<td>(4) Demonstrate the skills to apply to logical thinking and critical thinking.</td>
<td>(4) Demonstrate the skills to apply to logical thinking and critical thinking.</td>
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<tr>
<td>Exam 2 item 4. Exam 1 item 2</td>
<td>Exam 2 item 4. Exam 1 item 2</td>
</tr>
<tr>
<td>Students are required to complete assignments and consider the experiences and attitudes of students with disabilities.</td>
<td>Students are required to complete assignments and consider the experiences and attitudes of students with disabilities.</td>
</tr>
<tr>
<td>Each worksheet will earn 7 of ten points on disability/ experience.</td>
<td>Each worksheet will earn 7 of ten points on disability/ experience.</td>
</tr>
<tr>
<td>Students are required to complete their own &quot;worksherees&quot; responding to questions and concepts related to considering individuals living with disabilities and explore their own concepts related to considering individuals living with disabilities.</td>
<td>Students are required to complete their own &quot;worksherees&quot; responding to questions and concepts related to considering individuals living with disabilities and explore their own concepts related to considering individuals living with disabilities.</td>
</tr>
<tr>
<td>Considerations that may be involved.</td>
<td>Considerations that may be involved.</td>
</tr>
<tr>
<td>70% of students will receive at least 70% of the points available on items measuring discipline-specific knowledge</td>
<td><strong>Knowledge</strong> of rehabilitation movement: ability to master the following discipline-specific course examination items will measure a students' understanding and use information ability to identify, access, and use information.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Students will access resources for researching journal articles online.</td>
<td>Students will be required to access peer-reviewed journal articles from online databases.</td>
</tr>
<tr>
<td>70% of students will demonstrate their ability to access peer-reviewed journal articles from online databases.</td>
<td>Each course examination will include at least one essay item measuring knowledge, understanding, and sensitivity regarding diverse individuals.</td>
</tr>
<tr>
<td>Each exam item will measure knowledge, understanding, and sensitivity regarding diverse individuals.</td>
<td>Each exam item will measure knowledge, understanding, and sensitivity regarding diverse individuals.</td>
</tr>
<tr>
<td>Role of Independent Living in Rehabilitation</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Workforce Disability Benefits Programs</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Psychological Assessment and Vocational</td>
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<tr>
<td>Case/Caregiver Management</td>
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<td>Supported Employment</td>
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<tr>
<td>Professionals' Careers in Human Services</td>
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<tr>
<td>Assistive Technology</td>
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<tr>
<td>Accommodation to Disability</td>
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<tr>
<td>Ethical Conduct</td>
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<tr>
<td>Program</td>
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<tr>
<td>State/Federal Vocational Rehabilitation</td>
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<tr>
<td>Social Policy and Rehabilitation</td>
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</tr>
</tbody>
</table>

Course: Community presented and discussed in the course. Cultural norms and values of the Deaf through the course in signed exchanges. Appropriate/cultural behaviors presented.

Sign-world order involved in conversational level-appropriate communicational features and conversational rate. Level-appropriate communicational features and conversational rate in teacher-directed present and practiced in teacher-directed structure.

Specific knowledge: Students ability to master the following discipline-specific knowledge on items measuring at least 70% of the points available.
Appendix B

Exit interview training guide
AHCD Exit Interviews—Spring 2010
Guidelines and Support Documents

Purpose..............................................................................................................
Undergraduate learning goals .................................................................
Process ................................................................................................................
General questions ............................................................................................
Learning goal questions ..................................................................................
Report writing template .....................................................................................
Purpose

The purpose of the group exit interviews is to gather information that will help faculty better understand student perceptions regarding students’ experiences generally as well as relative to each undergraduate learning goal. Each undergraduate program (i.e., COMD, CLS, PT, and RS) will use students’ comments as part of their overall assessment plan to evaluate the attainment of student learning objectives.

AHCD Undergraduate Learning Goals

Baccalaureate graduates from the School of Allied Health and Communicative Disorders will be able to demonstrate...

1. effective oral and written communication skills.
2. appropriate interpersonal professionalism with peers, faculty, and the community.
3. knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.
4. application of critical and logical thinking skills to theoretical and practical problems.
5. identify, access, and use information technology and related resources to solve problems.
6. mastery of discipline-specific knowledge.
7. understanding and application of quantitative reasoning skills.
Process

❖ Two graduate students will lead each group exit interview. One will serve as the facilitator and the other will be the recorder. Please take notes on paper or computer. Be as accurate as possible but do not tape record or video students’ comments.

❖ Take a moment to explain the purpose, thank students for participating, and emphasize the importance of their input at the beginning of the group exit interview.

❖ Let students know that their participation is voluntary. Reassure them that names will not be attached to any comments.

❖ Begin with the general questions followed by specific questions associated with each learning goal.

❖ When you are finished with the questions please thank the students again for their participation.

❖ Upon completing a group exit interview, please write a summary of the students’ comments. Use the report template (page 8) to structure your summary. Submit your report to Greg Long, chair of the AHCD Assessment Committee, within one week of completing the group exit interview. Dr. Long’s e-mail address is glong@niu.edu
General Questions

1. Describe your interactions and satisfaction with advising available through AHCD.

2. What opportunities were available to learn about career options with a bachelors degree? Graduate degree?

3. How would you describe your academic growth since becoming a major?

4. In what ways did the faculty serve as role models? How did they demonstrate...
   
   a. professionalism
   b. disciplinary knowledge
   c. sensitivity, awareness, and appreciation of diversity

   **Note**: Please ask students to provide examples.

5. What do you think about the overall curriculum?
   
   a. Does it provide sufficient content?
   b. Are there course/experiences that are missing, redundant, etc.?

6. Overall, how satisfied are you with your undergraduate experience in AHCD?
   
   a. After collecting students’ verbal responses, please give them a piece of paper and ask them to provide a numerical rating using the following scale:
      
      1= very dissatisfied
      2=dissatisfied
      3=neutral (neither satisfied nor dissatisfied)
      4=satisfied
      5=very satisfied
Learning Goal Questions

Learning-goal questions will follow the general format of “What did the program do to help you develop your skills in ______.”

This will be followed up with:
- What opportunities did you have to practice these skills?
- How satisfied/confident are you with your skills? Do you feel you are sufficiently prepared?
- Do you have any suggestions for how the program might better emphasize development of these skills?”

Note: Make sure that students respond to these questions with their specific program in mind (i.e., COMD, CLS, PT, and RS).

What did the program do to help develop your oral and written communication skills?

- Which courses or activities emphasized this skill?
- How confident are you with your ability to write clearly and speak well?
- How might we help students develop better communication skills?

How were you encouraged to develop appropriate interpersonal professionalism?

- Which courses or activities emphasized this skill?
- How confident are you with your ability to demonstrate appropriate interpersonal professionalism?
- How might we help students develop better skills?
In what ways did the program address issues of diversity?

Which courses or activities emphasized issues of diversity?

How confident are you with your ability to demonstrate sensitivity to diversity?

How might we help students develop better skills in critical thinking?

How were critical thinking skills addressed?

Did faculty specifically talk about critical thinking skills?

Which courses or activities emphasized this skill?

How confident are you with your ability to demonstrate critical thinking?

How might we help students develop better skills in critical thinking?

What opportunities did you have to further develop your technology and information literacy skills?

Which courses or activities emphasized this skill?

How confident are you with your ability to find and evaluate information?

How might we help students develop better technology and information literacy skills?
In what classes did you learn about quantitative reasoning?

Which courses or activities emphasized this skill?

How confident are you with your ability to apply logical/quantitative reasoning?

How might we help students develop better logical/quantitative reasoning skills?
Report Template

Meeting date:

Location:

Graduate student group leaders:

Number of students participating:

Summary: Include student comments associated with each question. Try and record their answers as specifically as possible. Do not summarize or otherwise edit their comments.

Process: As group leaders, what were your experiences with this process? Was there sufficient time to ask questions? Were students engaged in the discussion? How would you improve this process for future groups?

Date submitted:

Please remember to submit your report within one week of completing the group exit interview.
Appendix C

Syllabus template and example
AHCD XXX COURSE TITLE HERE

Semester, YEAR

Instructor Name & Title
Instructor Contact info
Instructor Office hours

Class meeting days, times, location

Course Description

May be similar to what is found in undergraduate or graduate catalogue

Also include:

• Course delivery style (lab, discussion, other)
• Identify pre-requisites and their significance regarding success in class
• Include positive statements about the course (!)

Course Resources

• Required text(s)
• Recommended text(s)
• Reserve readings and location
• Handouts
• Web sites
• Software
• Etc.

Course Objectives:

General learner outcomes are linked to the AHCD undergraduate (baccalaureate) goals and to specific ASHA KASA competencies (Or insert national standard name here) in the summary table below. By the conclusion of this course, students who read the text, attend lectures, complete assignments, and study will be able to:

**ALL goals are included here. A given course will likely not cover all goals. Instructors may choose whichever goals they believe are applicable to their course. Note that our school will be focusing on goal #'s 1 and 2 for the 2009-2010 academic year**
<table>
<thead>
<tr>
<th>AHCD Goal</th>
<th>How Assessed</th>
<th>Assessment Criteria</th>
<th>ASHA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will possess effective oral and written communication skills.</td>
<td>*(example) Homework assignments are graded for editing skills (spelling/grammar), worth 2% of each assignment.</td>
<td>*(example) 80% of students will receive 5/5 points for spelling/grammar across Case studies 1-3 (see below).</td>
<td>IIIA</td>
</tr>
<tr>
<td>2. Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.</td>
<td>*(example) Students will demonstrate responsible behavior by attending class regularly.</td>
<td>*(example) 80% of students will earn at least 16/20 (80%) attendance points over the course of the semester.</td>
<td>IIIF</td>
</tr>
<tr>
<td>3. Graduates will demonstrate knowledge, understanding, and sensitivity regarding diverse groups, cultures, and individuals.</td>
<td>*(example) Students will complete 4 case assignments requiring application of neural concepts to answer specific case questions.</td>
<td>*(example) 80% of students will earn a passing grade (17.5/25 pts) on Case studies 1-3.</td>
<td>IIIB, IIC, IIID</td>
</tr>
<tr>
<td>4. Graduates will apply critical and logical thinking skills to theoretical and practical problems.</td>
<td>*(example) Students must be able to utilize internet/library resources to: 1) Find at least one reference for each case study 2) Cite references appropriately using APA style</td>
<td>*(example) 80% of students will earn 5/5 points for the “references” section of Case studies 1-3.</td>
<td>IIIB, IIC, IIID</td>
</tr>
<tr>
<td>5. Graduates will identify, access, and use information technology and related resources to solve problems.</td>
<td>*(example) Students will complete ten,</td>
<td>*(example) 80% of students will achieve a minimum passing</td>
<td>IIIB, IIC, IIID</td>
</tr>
<tr>
<td>discipline-specific knowledge.</td>
<td>10-point quizzes covering the following topics: <strong>Insert course-specific topics here</strong></td>
<td>grade (70%) average across 10 quizzes.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7. Graduates will demonstrate understanding and application of quantitative reasoning skills.</td>
<td>(example) Students will complete two assignments requiring: (1) computing z-scores for any given raw score, given a set of scores as well as the mean and standard deviation for the set and (2) charting the z-score relative to the idealized “normal distribution”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Policies**

**Academic Integrity**

For the complete reference, please see the undergraduate/graduate catalogues.

“A faculty member has original jurisdiction over instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at the level by levying a sanction of no greater than an “F” for that course. The faculty member shall notify the student in writing whenever such action is taken, and the University Judicial Office shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case which will be placed in the student’s judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member believes a sanction greater than “F” in the course is appropriate (such as repeat offenders or flagrant violations), the faculty member shall refer the matter to the University Judicial Office making use of the Academic Misconduct Incident Report. Sanctions greater than “F” in the course can be levied only through the University Judicial System.”

For the purpose of this course academic misconduct examples may include but are not limited to: referring to hidden notes, talking during an exam, observing another
student’s paper or sharing extra credit projects. Any incident such as these will result in a zero for that exam, quiz, or project and be addressed immediately with the student. A description will be referred to the college administration for further action.

Plagiarism

“Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense.” Source: Undergraduate Catalogue pg 47.

The essence of plagiarism is theft and misrepresentation. One who plagiarizes is attempting to get credit, in the form of a grade, for someone else’s work. Thus, guilt or innocence in plagiarism cases is not a matter of how much material was stolen. Any material which is taken from another writer and presented as if it were the student’s own original work comes under prohibition. For more information on plagiarism, please refer to the NIU Department of English website http://www.eng.niu.edu/fycomp/plag.html.

Specific examples of plagiarism include:

1. A paper or assignment actually written in whole or part by another.

2. A paper or assignment copied word-for-word or with only minor changes from a book, magazine, or other source.

3. A paper copied in part from one or more sources, without proper identification and acknowledgement of the sources.

4. A paper which is merely a paraphrase of one or more sources, using ideas and/or logic without credit, even though the actual words may be changed.

5. A paper which quotes, summarizes, paraphrases, or cuts and pastes words, phrases, or images from an internet source without identification and the address of the web site.

6. Use of a direct quote of more than 4 words written by another individual(s) without the use of quotation marks and referencing which includes author’s name and date of publication in parenthesis.

Students who plagiarize will be penalized to the full extent allowable by the student judicial code. Generally this will mean expulsion from the course and an earned grade of “F” for the course.
Accommodations

NIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me within the first two weeks of class. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The CAAR office is located on the 4th floor of the University Health services building (815-753-1303). Further, if a scheduled exam is in conflict with a mandated religious observance, please notify me.

Attendance

You will find the material in class easier to master if you attend class on a regular basis. However, if you choose not to attend or cannot attend for any reason, it is your responsibility to find out what you have missed and “catch-up” before the next class period.

For classes missed due to attendance at a conference, you will be asked to give a 10 minute presentation during the next class period detailing something you learned and its applicability to the course, if appropriate, or to your classmates.

Due Dates, Tragic Events, Illness, and Exams

Late assignments (related to unexcused absences) will receive a 0. In the case of a tragic event or an illness documented by a physician, a student may take a make-up exam; however, the student must present written documentation of the illness from a physician. If a student cannot complete the final exam due to illness, the student will receive an incomplete for the course until all requirements are completed.

Course Assignments

- List all major assignments
- List major evaluation criteria (or refer to handouts that convey the requirements of the actual assignment)
- Amount of points
- Due dates
**Student Evaluations**

*Explain point system or percentage system here (e.g., how points are earned and how many points or what percentage of points is needed for A/B/C/etc.).*

- E.g., Here would be the list of how total points for the course are broken down by assignments/exams/participation/etc.
- May also want to identify the last day students can withdraw from course and procedures for doing so

**Course Outline and Schedule**

*Calendar of your daily plan for: lectures, labs, assignments, reading assignments; also cite deadlines for assignments/etc.*
COMD 494 – Seminar in COMD
Syllabus – Fall 2009
Mondays, 11:00-12:40, Wirtz 218

Clinical activities will be scheduled on Thursday afternoons*

*Monday meeting times will be shortened or cancelled to accommodate extra time for clinical activities on selected Thursday afternoons*

Instructor: Jamie Mayer, Ph.D.
Office: Wirtz Hall 338
Phone: (815) 753-9166
Email: jmayer1@niu.edu
Office Hours: Mon 3:00-4:00, Weds 11:00-12:00, Thurs by appt. (15 min increments)

Course Description

This course is designed to provide undergraduate students with an in-depth tutorial regarding current research and theory in acquired, neurogenic cognitive-communicative disorders. Students will learn basic taxonomies for communication and cognition and how to apply this knowledge to clinical activities and research.

Required Text


Learner Outcomes

General learner outcomes are linked to the ANCD undergraduate (baccalaureate) goals and to specific ASHA KASA competencies in the summary table below. By the conclusion of this course, students who read the text, attend lectures, complete assignments, and study will be able to:

<table>
<thead>
<tr>
<th>AHCD Goal</th>
<th>How Assessed</th>
<th>Assessment Criteria</th>
<th>ASHA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will possess effective oral and written communication skills.</td>
<td>Journal assignments</td>
<td>Students will earn at least 80% of possible points on written and</td>
<td>I1IA</td>
</tr>
<tr>
<td></td>
<td>In-class article reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>oral assignments.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Graduates will demonstrate appropriate interpersonal professionalism with peers, faculty, and the community.</td>
<td>Students will demonstrate responsible and professional behavior by attending class regularly, and interacting appropriately with clients during clinical experiences.</td>
<td>It is expected that students attend all lectures and clinical assignments. Students should be on time and pleasant during all clinical interactions.</td>
<td></td>
</tr>
<tr>
<td>4. Graduates will demonstrate application of critical and logical thinking skills to theoretical and practical problems.</td>
<td>Journal assignments In-class article reviews</td>
<td>Students will earn at least 80% of possible points on written and oral assignments.</td>
<td></td>
</tr>
<tr>
<td>5. Graduates will identify, access, and use information technology and related resources to solve problems.</td>
<td>Students must be able to utilize internet/library resources to find journal articles for article review.</td>
<td>Students will independently access journal articles in accordance with assignment criteria.</td>
<td></td>
</tr>
<tr>
<td>6. Graduates will demonstrate mastery of discipline-specific knowledge.</td>
<td>Students will complete an exam covering basic taxonomies in communication and cognition.</td>
<td>Students will earn at least 80% of possible points on exam.</td>
<td>IIF, IIB, IIC, IID</td>
</tr>
</tbody>
</table>
Accommodations

NIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please contact the instructor within the first two weeks of class. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The CAAR office is located on the 4th floor of the University Health Services building (815-753-1303).

Academic Misconduct

Consistent with Northern Illinois University’s mission and purpose, it is expected that academic honesty and integrity guide the actions of all of its members. If prior to or during the course of an exam or class assignment, a student obtains or gives the appearance of obtaining information in a clearly inappropriate manner, that student is being academically dishonest, a serious offense that will result at minimum of a formal report to be written and reviewed with the Department Chair, and a grade of “F” in this course.

Plagiarism is a serious form of academic misconduct which involves taking credit for ideas or words that are not your own. Please be very careful to appropriately cite all references and to use quotation marks to indicate specific units of writing that have been authored by others. AHCD/COMD has adopted the English department statement on plagiarism that can be found at http://www.emghl.niu.edu/fycomp/plag.html.

Attendance

Attendance is mandatory. Attendance will be taken each week in class and will contribute to your participation grade (see below).
Grade Structure

Your grade will be based on the following:

Support Group lesson plan and handout......................50 points
Support Group/Case observation and reaction paper.......50 points
Journal Article Assignment (2 x 50 pts).......................100 points
*See Appendices assignment information
Participation (Attendance, Class participation).............25 points
TOTAL POSSIBLE POINTS = 225

Letter grades will be based on percentages of 225 points. Grading will be performed with strict decimal cut-offs (no rounding). Below 60% is an F, 60-69.99 is a D, 70-79.99 is a C, 80-89.99 is a B, and 90-99.99 is an A. A description of each of the course outcome measures is below.

Course Outcome Measures

1. **Participation** (25 pts)
Your participation grade will be based on your preparation for and contribution to class discussions and clinical activities. As this is a seminar course, class participation is essential and forms a substantial portion of your final grade.

2. **Stroke Support Group Lesson Plan and Handout** (50 pts)
You will be assigned to one of three groups consisting of 3 students each. Each group will be responsible for ONE NIU Stroke Support Group session, including:

   - Group topic (see instructor for ideas/suggestions) (10 pts)
     - List of previously covered topics will be distributed
     - Other ideas: securing a speaker regarding a particular topic, book club...
     - All topic ideas are due to the instructor by **9/14/09**
     - Topics should be well-thought out and should not be direct replications of previous stroke group topics
   - Lesson plan (general) (10 pts)
   - Group handouts (15 pts)

Lesson plans and handouts are due to the instructor the Monday prior to a Thursday support group session. Support group meetings are held the first Thursday of each month. The three students assigned to a particular month will be responsible for attending and helping to lead their month’s group. (10 pts)

Points for organization, style, writing mechanics: 5

TOTAL POSSIBLE POINTS: 50
3. Observation and Reaction Paper (50 points)
You will observe EITHER a local stroke support group session (other than the NIU Stroke Support Group: See instructor for help in finding other support groups across the western suburbs) OR a speech therapy session (e.g., Unlimited Potential, Oakhurst Nursing Center, etc.) conducted with an individual who demonstrates an acquired, neurogenic cognitive-communicative disorder (e.g., aphasia, RHD, TBI...). You are responsible for finding a session to observe and contacting the clinician for permission to observe (but you may use the instructor for ideas about local groups/clinical practices as a start). You may choose to observe a session with a peer from class, but you each will need to turn in your own reaction paper. Following your observation, you will turn in a short reaction paper (2 pages maximum) that covers the following points:

• CASE OBSERVATION
  o Relevant case history (NO identifying information, please!) (5 pts)
  o Client’s goals for therapy (long-term and short-term) (10 pts)
    ▪ Long-term goals: What should the client be able to do after an entire course of therapy? (e.g., communicate basic needs with friends and family; return to work with modifications as needed; etc.)
    ▪ Short term goals: What should the client be able to do after a couple of weeks of therapy? (e.g., complete an immediate recall task with 80% accuracy given moderate cueing; name household items with 80% accuracy given minimal cueing; etc.)
    ▪ Goals may be inferred from the session or you may ask the clinician/supervisor prior to or following the session
  o Brief description of the therapy session (10 pts)
    ▪ Frequency of sessions, treatment materials, how practice was organized within the session, etc.
  o Client’s reaction to therapy session (10 pts)
  o Your reaction to the therapy session (10 pts)
    ▪ What do you think the rationale was for the type of treatment you observed? That is, how do you think this particular session assisted the client in meeting his/her goals? Was it successful in doing so? Why or why not?
    ▪ If you were the clinician/supervisor, is there anything you would have done differently? If so, describe.
    ▪ If you were in charge of planning this client’s next therapy session, what activities might you include?
    ▪ What new information did you learn from watching this session?
• SUPPORT GROUP OBSERVATION
  o Name/locale/type of support group (e.g., brain injury, stroke, aphasia; patients vs. spouses vs. both...) (5 pts)
  o Goals of the group (e.g., communication opportunities for individuals with aphasia; educational group re: stroke; social networking; etc.) (5 pts)
  o Brief description of group session (10 pts)
    ▪ Frequency and length of meetings
    ▪ Number of attendees; average number of attendees
    ▪ Moderator (an SLP? OT? Other?)
    ▪ Group topic (if applicable) and/or description group activities during session
  o Attendees’ reaction(s) to session (10 pts)
    ▪ Did attendees participate equally? Did some participate more than others? Did they appear interested/motivated during the session?
    ▪ If some attendees did not appear to participate during the session, what do you think could have been done to draw them in?
  o Your reaction to the session (15 pts)
    ▪ General: How do you think the session went? Were the general goals of the session achieved? Why or why not?
    ▪ If you were the group moderator, is there anything you would have done differently? Why or why not?
    ▪ If you were in charge of planning the next session for this group, what activities might you include?
    ▪ What might you do to attract more group participants to future sessions? Describe logistics: be specific (e.g., flyers to area physicians, etc.).
    ▪ What new information did you learn from this observation?

Points for organization, style, writing mechanics: 5

TOTAL POSSIBLE POINTS: 50

4. Journal Article Reviews (50 points each x 2)
You will complete TWO journal article reviews and corresponding in-class presentations over the course of the semester, worth 50 points each. Note that your review/class presentation is due according to the date specified for your article on the syllabus. Make a note of your assigned articles/topics and corresponding due dates below.

The journal article for the first review will be assigned by the instructor. Students are responsible for finding a second article independently, according to a topic assigned by the instructor. This second article must be from RECENT literature (published within the last 2 years).
### ARTICLE REVIEW #1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Article</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Cognition and language</td>
<td>1 Purdy (2002). Executive function ability in persons with aphasia. <em>Aphasiology, 16</em>, 549-557.</td>
<td>N/A</td>
</tr>
<tr>
<td>10/5</td>
<td>Cognition and language</td>
<td>2 Murray (2004). Cognitive treatments for aphasia: Should we and can we help attention and working memory problems? <em>Journal of Medical Speech Language Pathology, 12</em>, xxv-xi.</td>
<td>Alyssa</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Article</td>
<td>Student</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>

**ARTICLE REVIEW #2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2</td>
<td>Memory/Working memory</td>
<td>13</td>
</tr>
<tr>
<td>11/9</td>
<td>Executive Function</td>
<td>14</td>
</tr>
<tr>
<td>11/9</td>
<td>Executive Function</td>
<td>15</td>
</tr>
<tr>
<td>Function</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>11/16 Neuroplasticity</td>
<td>16</td>
<td></td>
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<tr>
<td>11/16 Neuroplasticity</td>
<td>17</td>
<td></td>
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<tr>
<td>11/23 CIMT/CILT</td>
<td>18</td>
<td></td>
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<tr>
<td>11/23 CIMT/CILT</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>11/23 CIMT/CILT</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>11/30 Language and Cognition revisited</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>11/30 Language and Cognition revisited</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>11/30 Language and Cognition revisited</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

You review will consist of the following:

- In-class presentation (5-10 min): Summarize the goals of the study and methods used to achieve those goals. What do you think students should have learned from reading this study? Be ready to lead a discussion of this study with your peers.
- Review paper (max 4 pages):
  - Introduction and hypothesis/statement of the problem
    - In no more than a couple of sentences, restate (in your own words) the central problem, issue, question, topic, or hypotheses addressed by the author(s) of this article.
  - Methods
    - *A basic question we must always ask about any data-based (empirical) study is this: Are the methods associated with the study described in sufficient detail so that the work could be replicated?*
    - Describe the study participants
    - Summarize the main methods used in the study (tasks, instructions, equipment, measurement procedures, data analysis)
    - Could you replicate this study tomorrow, with only this article as your guide? Justify your answer.
o Results (5 pts)
  ▪ Briefly, in no more than a couple of sentences, summarize the main results.

o Discussion and Summary (10 pts)
  ▪ A discussion section of an article should: explain the results, relate them back to the problem/hypothesis stated in the introduction, mention any study limitations, and restrict interpretation to what is justified by the study (i.e., not over-generalize results).
  ▪ Did the discussion section of the paper meet these criteria? Discuss.
  ▪ Were there any study limitations that were not noted by the authors? If so, describe.

o Your interpretation of the study (10 pts)
  ▪ Briefly describe how this study might inform your future clinical practice. If you do not feel this study would inform your clinical practice, describe why.
  ▪ Describe any new vocabulary words, statistical tests, equipment, ideas, or other information that you learned from this article.
  ▪ State one question you had at the end of the study, and briefly state how you could answer this question in a future study.

Points for organization, style, writing mechanics: 5

TOTAL POSSIBLE POINTS: 50
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday Topic</th>
<th>Readings</th>
<th>Assignments (Mondays)</th>
<th>Thursday (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Introduction</td>
<td>Ch. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td>9/3: Stroke Support Group 2:00-3:30 (Observation: ALL)</td>
</tr>
<tr>
<td>9/7</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/14</td>
<td>Language Disorders</td>
<td>Ch. 6</td>
<td>Support Group topics due</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Cognition and Language</td>
<td>#1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>NO CLASS</td>
<td></td>
<td>Group 1 handout/lesson plan due (email)</td>
<td>10/1: Stroke Support Group 2:00-3:30 (GROUP 1)</td>
</tr>
<tr>
<td>10/5</td>
<td>Cognition and Language</td>
<td>#2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eye-tracking and Visual-spatial disorders</td>
<td>Ch. 5</td>
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<td>Memory/Working memory</td>
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<td>Group 2 handout/lesson plan due</td>
<td>11/5: Stroke Support Group 2:00-3:30 (GROUP 2)</td>
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<td>11/9</td>
<td>Executive function</td>
<td>Ch. 4</td>
<td>#14, #15</td>
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<td>11/16</td>
<td>Neuroplasticity</td>
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<td>#16, #17</td>
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<td>CIMT/CILT</td>
<td>#18, #19, #20</td>
<td>Observations/reaction papers due</td>
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<td>11/30</td>
<td>Language and Cognition revisited</td>
<td>#21, #22, #23</td>
<td>Group 3 handout/lesson plan due</td>
<td>12/3: Stroke Support Group 2:00-3:30 (GROUP 3)</td>
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*It is expected and **required** that students complete the assigned reading prior to the class period on which the reading is listed to facilitate understanding and discussion of lecture material.

Make note of your group HERE:

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<th>Group 1</th>
<th>Group 2</th>
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Appendix D
Course-based assessment report example
AHRS 200—Disability in Society

Specific learning outcomes

This course addresses two AHCD undergraduate student learning objectives (i.e., effective oral and written communication skills, application of critical and logical thinking skills to theoretical and practical problems). By the end of the course, students will be expected to demonstrate critical thinking skills necessary to evaluate information found online and in print. Students will also be expected to use non-biased language when writing about disability.

Curricular approach to address learning outcomes

Objective one: Non-biased language use—This topic is introduced during the third lecture of the semester (i.e., “Language, media, and the arts”). It is subsequently reinforced in readings, by guest speakers, and throughout the course in lectures and assignments.

Objective two: Critical thinking—In this course, critical thinking is defined narrowly in relationship to students’ ability to critically assess the reliability and validity of information found online.

The second lecture of the semester is devoted to discussion and in-class practice related to critically thinking. The students’ first written assignment focuses on using critical thinking skills. Students also have the opportunity throughout the semester to practice their skills by completing extra credit assignments posted on Blackboard. There are approximately 10 articles of varying complexity and support available for their review and evaluation.

Assessment strategies

AHRS 200 is a large course with over 300 students/semester. As such, a random sample of 50 papers is used to assess student learning attainment.

Objective one: Non-biased language use—During the first class session, students are given a pretest to assess their knowledge of terminology and person-first language. Assessment of this objective is embedded in quizzes, exams, and the student’s final reflection paper. In the quizzes and exams, students are asked to re-write sentences that have a negative bias regarding disability. For example, “She suffers from cerebral palsy” would be re-written as “She has cerebral palsy.” Reflection papers are scored based on content and the use of person-first language
**Objective two: Critical thinking**— The second class is devoted to the topic of “Critical thinking, disability and the Internet.” At the beginning of this class, students are given a brief article to read and asked to write a one-paragraph response. The article, “We had to kill our patients,” is emotionally charged and without facts, citations, or references. Students’ responses are reviewed and categorized as either based on the use of emotion or critical thinking.

Critical thinking is emphasized in the first assignment. Students are asked to identify a disability-related topic and find three sources (popular, well regarded, scholarly) that discuss it. They are then required to evaluate the information based on guidelines presented in class and discuss the differences between information sources. A rubric is used to evaluate student performance.

Assessment of critical thinking is embedded across the three course exams. Embedded in each exam is a short article describing a controversial issue related to disability (e.g., Do vaccines cause autism?). This item is subsequently summarized to determine the percentage of students demonstrating critical thinking.

**Assessment results and course modifications**

**Critical thinking results:** (Spring 2009)

- Pretest—96% of the students responded emotionally and did not question the source of the information presented in the article.

- Assignment One—88% of the students scored at least 45 out of a possible 50 points.

- Exam One—54% of the students received full credit for their response to the embedded test question.

- Exam Two—68% of the students received full credit for their response to the embedded test question.

- Exam Three—90% of the students received full credit for their response to the embedded test question.

**Changes based on assessment results:** With sufficient time and a rubric, students appear able to identify and discuss differences between different types of information sources. In contrast, they were much less competent when applying these skills during an exam. Because students struggled to apply critical thinking on the first two exams, additional articles were posted on Blackboard to give students opportunities to practice their evaluation of
information sources. Students earned extra credit by correctly responding to these articles.

**Critical thinking results:** (Fall 2009)

Pretest—94% of the students responded emotionally and did not question the source of the information presented in the article.

Assignment One—82% of the students scored at least 45 out of a possible 50 points.

Exam One—60% of the students received full credit for their response to the embedded test question.

Exam Two—72% of the students received full credit for their response to the embedded test question.

Exam Three—30% of the students received full credit for their response to the embedded test question.

**Changes based on assessment results:** Based on the results from spring semester and the first two exams in fall, it was clear that students were able to critically evaluate articles with obvious flaws. On the final exam, two brief articles were provided for students to critique. The first article was similar to ones used previously. It contained obvious flaws and weaknesses. Similar to the spring semester, the vast majority of students (90%+) correctly critiqued it. A second article was provided to test the breadth of their knowledge. The second article was more formally written and, at first glance, appeared somewhat credible. The change in the article’s tone fooled the students. As noted above, only 30% of them critiqued the second article correctly. Consequently, I redesigned the critical thinking assignment for Spring 2010 and have also included more examples in class and for extra credit.

**Non-biased language use results:** (Spring 2009)

Pretest—24% of the students used person-first language correctly (defined as answering at least four of the five questions correctly)

Quiz Three—62% of the students answered the person-first language questions correctly.

Exam One—72% of the students answered the person-first language questions correctly.

Exam Two—90% of the students answered the person-first language questions correctly.

Exam Three—94% of the students answered the person-first language questions correctly.
Reflection paper—98% of the students used person-first language in their paper (defined as no errors).

**Non-biased language use results:** (Fall 2009)

Pretest—14% of the students used person-first language correctly (defined as answering at least four of the five questions correctly)

Quiz Three—80% of the students answered the person-first language questions correctly.

Exam One—86% of the students answered the person-first language questions correctly.

Exam Two—90% of the students answered the person-first language questions correctly.

Exam Three—96% of the students answered the person-first language questions correctly.

Reflection paper—96% of the students used person-first language in their paper (defined as no errors).

**Changes based on assessment results:** Current strategies to teach this concept appear to work well. There were no changes based on assessment results.