IX. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, “Summary of Outcome Assessment Results”, for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of “Summary Assessment Results” Reports will clearly identify actions that have been taken and are available upon request.

Examples of “Closing the Loop”:

1. In 2005-2006 our Advisory Committee expressed a need to show students how to incorporate school classroom curriculum into our therapy lessons. It was decided to incorporate this into our CDDS 215 class. Since incorporating this into the class, it has not come up again as a specific concern. At a subsequent Advisory Committee meeting held in 2010, this was no longer identified as a problem/concern.

2. In 2005-2006 our Advisory Committee made a specific suggestion regarding the Interpreting Program (undergraduate), in that students should be regularly scheduled at a facility with a mentor. This was initiated the following year. At a subsequent Advisory Committee meeting held in 2010, a specific comment made was “Significant improvements have been noted since the students are regularly scheduled at a facility with a mentor.”

3. Over a series of several years since 2003-2004, there was a repeated trend in student comments, alumni surveys, employer surveys, and advisory committee comments regarding the need for our SLP students to have more information in working with “severely disabled” and autistic children, and children using AAC. We also noted a trend in that SLP students did not find value in the counseling class and felt the information from that class was being covered elsewhere in the curriculum. Therefore, in 2009, we implemented a change in the curriculum which resulted in the development of a new class: CDDS 218 – Autism Spectrum Disorders and AAC. SLP students now take this class as a replacement for the Counseling class.

4. In 2005-2006, students and the advisory committee expressed a need for our SLP students to have increased training in the area of Tracheostomized patients. This trend continued in 2006-2007 with info collected from students, alumni, and employers. Therefore, it was decided to add this to our curriculum. In order to do so quickly, it was added as a “topic” in our Advanced Clinical Methods class (CDDS 292) the next year. In Fall 2010, it was added as a permanent unit in the CDDS 216 (Seminar in Voice Disorders) class, as it was decided that this was the most appropriate place for it.