Communication Sciences and Disorders
&
Interior Design
College of Human Ecology

Assessment Showcase
Kansas State University
October 24, 2008
Program Mission

**CSD**
- Prepare speech-language pathologist to provide services to individuals with communication and swallowing disorders across the life span.
- Must earn a Master’s degree in order to obtain a license to practice.
- All graduates must complete over 400 hours of clinical practicum.

**Interior Design**
- Prepare graduates to meet societal needs not only as interior designers, but also as knowledgeable agents of change toward a sustainable future.
- Only 5-10% continue their education by going directly into a graduate program.
- Most begin internships toward examination.
Accreditation Standards

CSD

Council on Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC)

- Standard III – Knowledge (61 indicators)
- Standard IV – Skills (130 indicators)
  All indicators must be assessed through student learning outcomes.

Interior Design

Council for Interior Design Accreditation (CIDA)

- 16 Standards (101 indicators)
- 13 standards (79 indicators) related to teaching and learning.

Indicators are based on both teaching inputs and student learning outcomes (SLOs) related to both knowledge and skills.
Program and Course Assessment

**CSD**
- Program level assessment is the primary focus. Program goals guide course offerings and curriculum.
- Assessment performed in courses should contribute to the overall preparation of the student to meet the program goals.

**Interior Design**
- Program level assessment is the primary focus.
- Individual assessment of courses is a secondary focus.
Goals/Mission/Purpose

**CSD**
- The entire faculty should meet and establish the overall goals of the program. In other words, what knowledge and skill set should a graduating student possess (focus on big picture).
- The mission is to prepare students to succeed in the workforce.

**Interior Design**
- It is necessary to state your *program objectives* for teaching and learning.
Assessment Methods

**CSD**
- Establish Program goals.
- Evaluate curriculum to determine where SLOs are addressed for each Program goal.
- Develop assessment tools for individual SLOs.
- Provide students with an opportunity for repair.
- Facilitate student success rather than focusing on student failure.

**Interior Design**
- Assess specific aspects of student work based on specific grading rubric items.
- Keep it simple!
Positive Outcomes

**CSD**
- Program is student centered.
- No redundancy in curriculum.
- Provides direction to faculty.
- Creates balance of critical content.
- Encourages periodic look-backs during semester on critical content vs. viewing the course as a whole.
- Keeps program current.
- Promotes innovative teaching strategies in order to provide students multiple opportunities to demonstrate knowledge and skills.

**Interior Design**
- Assessment can drive change in courses and curricula for *good* reasons that all faculty *understand*.
- This creates a teamwork quality to the program that is evident to students. The result is goodwill among faculty and a positive relationship between faculty & students.