

# Faculty Reflections on a Standards-based Exit Portfolio System

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# Knowledge and Skills Assessment: Background

- ◆ The Standards Council (ASHA) adopted new standards for speech-language pathology graduate training programs in October of 2000 for Implementation in January, 2005.
- ◆ The new standards combine process and outcome measures of academic and clinical knowledge and skills
- ◆ Accredited programs were asked to realign their curricula to meet the new standards, using both formative and summative assessments to improve and measure student performance.

# KASA Committee

- ◆ Department KASA Committee was formed including Clinic Director, Department Advisor, supervisors, instructors, and faculty members
- ◆ Charge: Develop Formative Assessment Plan for department to implement new standards according to ASHA guidelines.
- ◆ Four “easy” steps!

# KASA Committee- Initial Goals & Process

1. Determine behaviorally defined levels of achievement including student learning outcomes and benchmarks which correspond not only to the certification standards, but also to the departmental mission statement.
  - Used language from ASHA standards

# KASA Committee- Initial Goals & Process

2. Develop formative assessment mechanism to measure student performance

- Matched existing projects/labs (learning indicators) in undergraduate and graduate courses with learning outcomes, benchmarks, and ASHA standards
- Learning Indicators detailed on Program Project List (PPL)
- Created departmental version of KASA form including standards, learning outcomes & benchmarks, learning indicators, courses, clinical experiences

# KASA Committee- Initial Goals

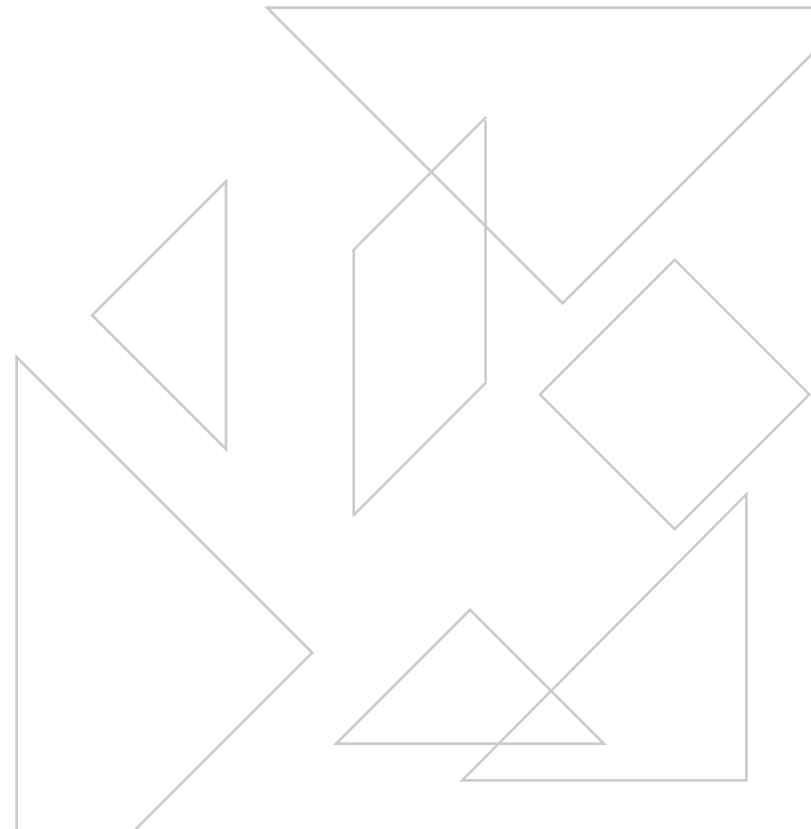
3. Develop portfolio system to document student learning over time, and achievement of exit-level standards
- determine projects for inclusion in each student's exit portfolio – goal of universal coverage of standards
  - create evaluation rubrics for portfolio projects – goal of consistent feedback & documentation

## KASA Portfolio Project # 53

TASK	PTS POSS.	POINTS EARNED	COMMENTS
<b>Evaluate Modified Barium Swallow Study</b>			
<p>Given a video of a videofluoroscopic evaluation of swallowing (VFES) that includes a patient diagnosis, the student will:</p> <ul style="list-style-type: none"> <li>• Accurately determine oral-preparatory, oral, pharyngeal, and esophageal symptoms</li> <li>• Accurately determine underlying anatomic/neurologic disorders associated with each symptom</li> <li>• Accurately identify consistencies tested, compensatory/therapeutic interventions, and the outcome of these compensations/interventions</li> </ul>	<p>6</p> <p>6</p> <p>3</p>		
<b>TOTAL PROJECT POINTS</b>	<b>15</b>		<b>GRADE:</b>



4. Develop remediation program for non-progressing students





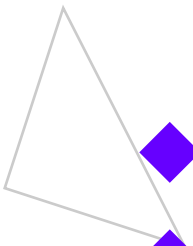

# Why Portfolios?

- ◆ Portfolios have been described as **providing a more accurate picture of abilities and potential success in actual situations** than traditional test measurements (Danielson, 1996).

# Why Portfolios?

- ◆ They can be used to view learning and development longitudinally
- ◆ Allow for assessment of multiple components of the curriculum
- ◆ Reflect student abilities to perform tasks associated with the work setting
- ◆ Provide an excellent opportunity for faculty/staff exchange and dialogue regarding curriculum and grading practices  
(Prus & Johnson, 1996).

# Portfolio Contents


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- ◆ Policies & Procedures Document
  - ◆ Department KASA form
  - ◆ Program Project List
  - ◆ Project Rubrics
  - ◆ Remediation Plans (as needed)
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# Determining Faculty Perceptions

After two semesters of KASA implementation, we asked faculty to compare the current process to five years ago-

1. Are you better able to see how students have grown as professionals? In what ways?
2. What are we learning about our students? About our program?
3. What are the advantages to using portfolios for assessment?
4. What concerns do you have about portfolio assessment for your course or courses?

# Interview Responses



A variety of common themes emerged from interviews which were classified into three primary response categories:

- A. **Indicators of Assessment Efficacy**
  - B. **Areas of Concern**
  - c. **Suggestions for Improvement**
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# KASA: Indicators of Assessment Efficacy

## Faculty & Program-

- ◆ The formal assessment process allows for better management and oversight of the total program experience
- ◆ It allows for a more comprehensive review of the knowledge and skills that our students obtain while they are in their graduate program
- ◆ It's a better tool to determine knowledge areas and related skills that haven't been well-covered, so they can be taught before the student leaves

# KASA: Indicators of Assessment Efficacy

## Faculty & Program-

- ◆ Faculty seem more aware of the knowledge and skills that must be taught in each class and clinical practicum
- ◆ It helps us to determine if our curriculum is in line with other programs that are ASHA accredited
- ◆ It gives departments a new way to look at each student to see how they are individually progressing through the program

# **KASA: Indicators of Assessment Efficacy**

## Faculty & Program-

- ◆ Helps faculty see the interrelatedness of the things that are taught
- ◆ By learning the expectations of fellow faculty members, it may be possible to expand on what students have already demonstrated some proficiency in, and therefore, limit redundancy in coursework



# KASA: Indicators of Assessment Efficacy

Students-

- ◆ Students seem more aware of the behavioral expectations for people in the profession of speech-language pathology
- ◆ This process will help students become more flexible about change
- ◆ Students are given the responsibility to record and maintain the records that are proof of their learning

# **KASA: Indicators of Assessment Efficacy**

Students-

- ◆ Remediation process valuable to give students the time to obtain specific knowledge and skills
- ◆ The projects may help determine individual student's strengths and weaknesses

# KASA: Areas of Concern

- ◆ The paperwork process is time consuming
- ◆ The remediation process is labor intensive and time consuming
- ◆ A paradigm shift is required of students if they are to benefit from this process
- ◆ Students tend to be grade focused rather than learning outcomes focused

# KASA: Areas of Concern

- ◆ If multiple remediations are necessary, one semester may not be adequate time for completing individual remediations which could lead to too many incompletes
- ◆ Course projects are critical in the development of professionals, but they are only a small part of the whole

# KASA: Areas of Concern

- ◆ There is a tendency to bunch projects together, too close to the end of the semester, and not enough opportunity to provide remediation plans
- ◆ Creates a kind of homogeneity within the curriculum that is less associated with professional development and more associated with technical training

# KASA: Suggestions for Improvement

- ◆ Restructure classes to avoid collecting too many KASA portfolio projects at the end of the semester
- ◆ There may be a need to standardize remediation

# Summary

- ◆ All of the interviewees expressed some positive comments about the KASA portfolio assessment system
- ◆ Many areas of concern surfaced, some suggestions for improvement were provided.

# Summary

- ◆ Thank you for your interest in this topic!!
- ◆ Questions, Comments?

- ◆ You may contact presenters Rita L. Bailey, Tena L. McNamara, or Jennifer C. Friberg:

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