

2017-2018 Assessment Cycle COLA_Speech Pathology and Audiology BA

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The mission of the undergraduate degree program is to prepare students for entry into graduate programs in speech language pathology, audiology, the speech sciences, or applied language and speech sciences.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	The student will demonstrate knowledge of the nature of hearing, including the anatomy and physiology of the auditory system; the concept of hearing testing; and auditory disorders affecting external ear, middle ear and inner ear.(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1.KPI 4</td> <td>Improve student success through engagement in high impact practices.</td> </tr> </tbody> </table>			Identifier	Description	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.		
	Identifier	Description							
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.								
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.</td> <td>SLO_Prompts_Committee.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.	SLO_Prompts_Committee.docx
Assessment Measure	Criterion	Attachments							
Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.	SLO_Prompts_Committee.docx							

Goal/Objective	The student will demonstrate knowledge of the nature of speech, including the anatomy and physiology of the vocal tract and the process of speech production and ways to record it.(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1.KPI 4</td> <td>Improve student success through engagement in high impact practices.</td> </tr> </tbody> </table>			Identifier	Description	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.		
	Identifier	Description							
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.								
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication</td> <td>SLO_Prompts_Committee.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication	SLO_Prompts_Committee.docx
Assessment Measure	Criterion	Attachments							
Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication	SLO_Prompts_Committee.docx							

		behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4.	
--	--	---	--

Goal/Objective	The student will demonstrate knowledge of the way speech is organized in language and disorders of both speech articulation and phonological organization and the basics of speech assessment and intervention.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	Identifier		Description
	Student SI.Student SI 1.KPI 4		Improve student success through engagement in high impact practices.
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention. Probe questions will direct students to consider how knowledge of phonetics and phonology informs clinical decisions . Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.	SLO_Prompts_Committee.docx

Goal/Objective	The student will demonstrate knowledge of normal human development including psychological, biological, cultural and linguistic development and the basics of language assessment and intervention.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	Identifier		Description

	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention. Probe questions direct students to consider how knowledge of normal human development informs clinical decisions . Student responses will be graded using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.	

Goal/Objective	The student will demonstrate knowledge of the nature of language, including the nature of language disorders and the basics of language assessment and intervention.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	Identifier	Description	
	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of the nature of language disorders and methods of assessment and intervention. Probe questions direct students to consider how knowledge of language and language development help them understand specific communication behaviors and characteristics they see. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.	SLO_Prompts_Committee.docx

--	--

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

The expectation of the goals and objectives stated in our assessment plan for the BA program is that students who graduate from our program have the foundation necessary to be successful in a graduate program in either speech-language pathology or audiology. We have created a comprehensive assessment tool to look at how well our students integrate the knowledge obtained across the courses they take in their major and apply that functionally. The outcomes of the assessment may point out areas where we need to strengthen our instruction or point out general weaknesses in the students' critical thinking skills. In order to improve on the results obtained last cycle, the instructor for the course in which the assessment takes place will give the students some specific instruction and examples of how to respond to the reflection questions for each learner objective. We think that not only will this improve the number of students scoring at the higher levels of the rubric but also improve the students' ability to think critically and apply book knowledge to clinical situations. Once we gather this data in the spring semester, a small committee will look at any strengths and weaknesses across the curriculum that are identified and propose either new courses or additional learning opportunities within existing courses. The data will be shared with the entire faculty with any curricula changes approved at that level.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of the nature of hearing, including the anatomy and physiology of the auditory system; the concept of hearing testing; and auditory disorders affecting external ear, middle ear and inner ear.(Imported)

Goal/Objective	The student will demonstrate knowledge of the nature of hearing, including the anatomy and physiology of the auditory system; the concept of hearing testing; and auditory disorders affecting external ear, middle ear and inner ear.(Imported)	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
	Identifier	Description
	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.

Assessment Measures	<table border="1" data-bbox="375 338 1533 606"> <thead> <tr> <th data-bbox="375 338 602 411">Assessment Measure</th> <th colspan="4" data-bbox="602 338 1533 411">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 411 602 606">Direct - Written Assignment</td> <td colspan="4" data-bbox="602 411 1533 606">Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.			
Assessment Measure	Criterion														
Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.														
Assessment Findings	<table border="1" data-bbox="375 747 1533 1747"> <thead> <tr> <th data-bbox="375 747 578 852">Assessment Measure</th> <th data-bbox="578 747 824 852">Criterion</th> <th data-bbox="824 747 1076 852">Summary</th> <th data-bbox="1076 747 1281 852">Attachments of the Assessments</th> <th data-bbox="1281 747 1533 852">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 852 578 1747">Direct - Written Assignment</td> <td data-bbox="578 852 824 1747">Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been met yet? Met</td> <td data-bbox="824 852 1076 1747">Student percentages per level were: 46% Outstanding, 42% Effective; 8% Adequate; 4% Ineffective for an overall percentage of 96% at the adequate or above level. This is a improvement from the last assessment cycle where only 68% of students were rated as adequate or above. Even more impressive was the fact that 88% of students were at the effective or outstanding level.</td> <td data-bbox="1076 852 1281 1747"></td> <td data-bbox="1281 852 1533 1747">- Assessment Process: Continuous monitoring: We were very pleased with the students response to this learner objective and will continue to monitor student progress to see if it is sustained.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been met yet? Met	Student percentages per level were: 46% Outstanding, 42% Effective; 8% Adequate; 4% Ineffective for an overall percentage of 96% at the adequate or above level. This is a improvement from the last assessment cycle where only 68% of students were rated as adequate or above. Even more impressive was the fact that 88% of students were at the effective or outstanding level.		- Assessment Process: Continuous monitoring: We were very pleased with the students response to this learner objective and will continue to monitor student progress to see if it is sustained.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of hearing and how auditory disorders impact speech and language. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been met yet? Met	Student percentages per level were: 46% Outstanding, 42% Effective; 8% Adequate; 4% Ineffective for an overall percentage of 96% at the adequate or above level. This is a improvement from the last assessment cycle where only 68% of students were rated as adequate or above. Even more impressive was the fact that 88% of students were at the effective or outstanding level.		- Assessment Process: Continuous monitoring: We were very pleased with the students response to this learner objective and will continue to monitor student progress to see if it is sustained.											

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of the nature of speech, including the anatomy and physiology of the vocal tract and the process of speech production and ways to record it.(Imported)

Goal/Objective	The student will demonstrate knowledge of the nature of speech, including the anatomy and physiology of the vocal tract and the process of speech production and ways to record it.(Imported)													
Legends	SLO - Student Learning Outcome/Objective (academic units);													
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="375 485 748 531">Identifier</th> <th colspan="3" data-bbox="748 485 1528 531">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 531 748 598">Student SI.Student SI 1.KPI 4</td> <td colspan="3" data-bbox="748 531 1528 598">Improve student success through engagement in high impact practices.</td> </tr> </tbody> </table>				Identifier	Description			Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.				
	Identifier	Description												
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.													
Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="375 741 602 808">Assessment Measure</th> <th colspan="3" data-bbox="602 741 1528 808">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 808 602 1039">Direct - Written Assignment</td> <td colspan="3" data-bbox="602 808 1528 1039">Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4.</td> </tr> </tbody> </table>				Assessment Measure	Criterion			Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4.				
	Assessment Measure	Criterion												
Direct - Written Assignment	Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4.													
Assessment Findings	<table border="1"> <thead> <tr> <th data-bbox="375 1182 578 1276">Assessment Measure</th> <th data-bbox="578 1182 906 1276">Criterion</th> <th data-bbox="906 1182 1105 1276">Summary</th> <th data-bbox="1105 1182 1312 1276">Attachments of the Assessments</th> <th data-bbox="1312 1182 1528 1276">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1276 578 1961">Direct - Written Assignment</td> <td data-bbox="578 1276 906 1961">Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4. been met yet? Met</td> <td data-bbox="906 1276 1105 1961">This objective was not evaluated this cycle. It will be evaluated in the 2018 -19 assessment cycle.</td> <td data-bbox="1105 1276 1312 1961"></td> <td data-bbox="1312 1276 1528 1961"></td> </tr> </tbody> </table>				Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4. been met yet? Met	This objective was not evaluated this cycle. It will be evaluated in the 2018 -19 assessment cycle.		
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives									
Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of anatomy and physiology with specific communication behaviors and characteristics. Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher with 20% scoring at Level 4. been met yet? Met	This objective was not evaluated this cycle. It will be evaluated in the 2018 -19 assessment cycle.												

--	--

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of the way speech is organized in language and disorders of both speech articulation and phonological organization and the basics of speech assessment and intervention.(Imported)

Goal/Objective	The student will demonstrate knowledge of the way speech is organized in language and disorders of both speech articulation and phonological organization and the basics of speech assessment and intervention.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes	Identifier		Description		
	Student SI.Student SI 1.KPI 4		Improve student success through engagement in high impact practices.		
Assessment Measures	Assessment Measure		Criterion		
	Direct - Written Assignment		Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention. Probe questions will direct students to consider how knowledge of phonetics and phonology informs clinical decisions . Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention.	Students were rated as follows on this assessment: Outstanding 21%; Effective 29%; Adequate 46%; Ineffective: 4% for an overall rating of 96% at a level of adequate or higher. This is an improvement as compared to		- Policy / Process / Procedural: Overall there was improvement over the last assessment cycle which may reflect the changes that were made in the prompt for this learner objective as well as the additional instruction and examples students

		<p>Probe questions will direct students to consider how knowledge of phonetics and phonology informs clinical decisions . Student responses will be reviewed and scored by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been met yet? Met</p>	<p>last year when 69% were rated as adequate or higher.</p>		<p>received. However, we were disappointed in the number of students falling in the adequate level and would like to see this improve. The raters for these student products, felt that the lower ratings on this objective compared with SLO 1 could be due to one of 2 things. It could be a fatigue factor. Students were asked to respond to all 5 prompts even though we were only gathering data on 3 of those. The length and overall depth of responses showed a clear decline from SLO 1 to SLO 5. Another factor might be that the instructor for the course used the prompt for SLO 1 to give examples of how students might respond based on their own clinical case. We plan to make some procedural changes to alleviate these biases before concluding that we may need to consider curricular or pedagogical changes</p>
--	--	--	---	--	--

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of normal human development including psychological, biological, cultural and linguistic development and the basics of language assessment and intervention.(Imported)

Goal/Objective	The student will demonstrate knowledge of normal human development including psychological, biological, cultural and linguistic development and the basics of language assessment and intervention.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
	Identifier		Description		
	Student SI.Student SI 1.KPI 4		Improve student success through engagement in high impact practices.		
Assessment Measures					
	Assessment Measure		Criterion		
	Direct - Written Assignment		Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention. Probe questions direct students to consider how knowledge of normal human development informs clinical decisions . Student responses will be graded using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.		
Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of development and methods of assessment and intervention. Probe questions direct students to consider how knowledge of normal human development informs clinical decisions . Student responses will be graded using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been	The learner objective was not assessed this cycle. It will be assessed in the 2018-19 cycle.		

		met yet?			
--	--	----------	--	--	--

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of the nature of language, including the nature of language disorders and the basics of language assessment and intervention.(Imported)

Goal/Objective	The student will demonstrate knowledge of the nature of language, including the nature of language disorders and the basics of language assessment and intervention.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes	Identifier		Description		
	Student SI.Student SI 1.KPI 4		Improve student success through engagement in high impact practices.		
Assessment Measures	Assessment Measure		Criterion		
	Direct - Written Assignment		Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of the nature of language disorders and methods of assessment and intervention. Probe questions direct students to consider how knowledge of language and language development help them understand specific communication behaviors and characteristics they see. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric.		
Assessment Findings	Assessment Measure		Criterion	Summary	Attachments of the Assessments
	Direct - Written Assignment		Has the criterion Written reflections based on observations of one clinical case over the course of a semester will be analyzed for evidence of integration of knowledge of the nature of language disorders and	Student reflections were rated as follows: Outstanding 29%; Effective 21%, Adequate 38%; Ineffective 12% for a total of 88% of students on the assessment	- Policy / Process / Procedural: As with SLO 3, while we were pleased with the improvement in number of students meeting the criterion, we felt that 38% at the adequate level was not desirable and we would like

		<p>methods of assessment and intervention. Probe questions direct students to consider how knowledge of language and language development help them understand specific communication behaviors and characteristics they see. Student responses will be evaluated by 2 faculty members using a 4 point rubric. Our goal is that 70 % of students will score at level 2 (adequate) or higher on the rubric. been met yet? Met</p>	<p>rated at adequate or above. This is compared to 68% judged to be adequate or above during the last assessment cycle.</p>		<p>to see this number decline. For all of the reasons stated in the narrative for SLO 3, we are not sure if this is an artifact of how the students approached the assignment or truly reflects an weakness in our students ability to apply knowledge of language and language disorders to a specific clinical case. We will make some procedural changes and reassess next cycle.</p>
--	--	--	---	--	--

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally

Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)
 Periodically (2-4 times per cycle)
 Once per cycle (selected)
 Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)
 Dean / Asst. or Assoc. Dean
 Departmental assessment committee (selected)
 Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Changes applied this year including increasing the instruction given the students when they were given the assignment. They were informed of the goal of the assessment (i.e. to determine how well they were able to apply knowledge from their classes to a specific clinical case) and given some examples of what would make a good reflection. Specific comparisons were made in the individual improvement narratives but overall, the changes did produce a dramatic increase in the percentage of students whose responses were at the adequate level or above. However, for the 3 learner objectives assessed this cycle, there was a definite difference in the distribution of scores at the outstanding, effective and adequate levels. For SLO 1 we so 88% of students scoring in the top 2 levels, while 50% of students scored in the top 2 levels for the remaining 2 learner objectives. We would like to see a majority of students performing at the top 2 levels. We believe that the data that we are gathering is helping us to know both the baseline knowledge students have at this level as well as whether they can use that knowledge critically.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

We have only had two assessment cycles since we changed the way that we assessed the basic knowledge we expect undergraduate students to have when they graduate, however we believe that the results from this assessment has allowed us to see gaps in many students ability to think critically and apply the knowledge obtained in the foundational classes to inform therapy. We recognize that students at this level may not have all the tools to be able to do this without specific guidance. The results we obtained this year showed that the changes we made in how to present the assignment to the students may have resulted in better understanding of the assignment. The fact that the learner objective that was presented in class with concrete examples of how to apply what was learned in a specific class to a clinical case showed greater gains than the others may indicate that we need to focus more on critical thinking skills in our undergraduate classes rather than rote learning of specific facts/knowledge. We believe that we will need several more cycles of data with follow up analysis to truly understand if changes are needed in the undergraduate curriculum to attain our ultimate program goals. We believe though that we have created an assessment tool that can give us those answers.

Attachments (optional)

Upload any documents which support the program / department assessment process.