2016-2017 Assessment Cycle COLA_ Applied Language and Speech Sciences PhD

Mission (due 1/20/17)

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 / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
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.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".
Our mission is to advance knowledge of how human communication works, how it sometimes breaks down, and how breakdowns can be remediated and/or managed.

Assessment Plan (due 1/20/17)

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

Assessment List

Goal/Objective	Students who complete this program will demonstrate a depth and breadth of knowledge within the areas of specialization emphasized in their program of study.

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.
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Comprehensive Exam (graduate level)	Written comprehensive exams will be evaluated by the students' advisory committees which consist of at least 3 members of the departmental graduate faculty. Exams will be rated using a 4 point scale (attached) which evaluates both content knowledge and application of content knowledge. Oral examinations (if required) will be evaluated using the same scale. The goal is that 90% of students will be rated as Competent or above on both aspects of the rubric with 50% of these students rated as exemplary or highly competent.	CODI_Comp_Exam_Rubric.doc

Goal/Objective	Students who complete this program will be able to design a qualitative, experimental or mixed methods research project that has the potential to contribute new knowledge within the students area of specialization.
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.
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Thesis	The final drat of the dissertation and the oral defense of the dissertation will be evaluated by two faculty members other than the dissertation chair using the CODI Investigation Quality Rubric. The goal is that 100% of students will be rated at the proficient level or above with 50% of the dissertations having an analysis strategy and conclusions that meet the requirements of advanced level on the rubric.	CODI_Investigation_Rubric.doc

Goal/Objective	Students who complete this program will demonstrate writing skills sufficient to prepare a manuscript adequate for submission to a peer-reviewed publication within the student's area of specialization.
Legends	SLO - Student Learning Outcome/Objective (academic units);
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Identifier	Description
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Written Assignment	Original research papers submitted for class assignments in at least 2 different seminars within the ALSS program will be evaluated by 2 faculty members independently using the CODI Writing Rubric (attached.) Papers drawn for rating will be from students in at least the second semester but preferably the second year of doctoral study. The goal is that 70% of students evaluated will achieve the effective level or above on all aspects of the CODI writing rubric with 30% of students rated at the outstanding level on 4/6 aspects of the rubric.	CODI_Writing_Rubric.doc

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students who complete this program will demonstrate a depth and breadth of knowledge within the areas of specialization emphasized in their program of study.

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Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Comprehensive Exam (graduate level)	Has the criterion Written comprehensive exams will be evaluated by the students' advisory committees which consist of at least 3 members of the departmental graduate faculty. Exams will be rated using a 4 point	This objective was not evaluated this cycle as part of our planned rotation of assessment. It will be evaluated in the 2018-2019		

	scale (attached) which evaluates both content knowledge and application of content knowledge. Oral examinations (if required) will be evaluated using the same scale. The goal is that 90% of students will be rated as Competent or above on both aspects of the rubric with 50% of these students rated as exemplary or highly competent. been met yet?	cycle.		

Assessment List Findings for the Assessment Measure level for Students who complete this program will be able to design a qualitative, experimental or mixed methods research project that has the potential to contribute new knowledge within the students area of specialization.

Goal/Objective	Students who complete this program will be able to design a qualitative, experimental or mixed methods research project that has the potential to contribute new knowledge within the students area of specialization.
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.
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures

Assessment Measure	Criterion
Direct - Thesis	The final drat of the dissertation and the oral defense of the dissertation will be evaluated by two faculty members other than the dissertation chair using the CODI Investigation Quality Rubric. The goal is that 100% of students will be rated at the proficient level or above with 50% of the dissertations having an analysis strategy and conclusions that meet the requirements of advanced level on the rubric.

	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Findings	Direct - Thesis	Has the criterion The final drat of the dissertation and the oral defense of the dissertation will be evaluated by two faculty members other than the dissertation chair using the CODI Investigation Quality Rubric. The goal is that 100% of students will be rated at the proficient level or above with 50% of the dissertations having an analysis strategy and conclusions that meet the requirements of advanced level on the rubric. been met yet?	This objective was not evaluated this cycle as part of our planned rotation of assessment. It will be evaluated during the 2017-1018 evaluation cycle.		

Assessment List Findings for the Assessment Measure level for Students who complete this program will demonstrate writing skills sufficient to prepare a manuscript adequate for submission to a peer-reviewed publication within the student's area of specialization.

Goal/Objective	Students who complete this program will demonstrate writing skills sufficient to prepare a manuscript adequate for submission to a peer-reviewed publication within the student's area of specialization.
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Assessment Measures	

Assessment Measure	Criterion
Direct - Written Assignment	Original research papers submitted for class assignments in at least 2 different seminars within the ALSS program will be evaluated by 2 faculty members

		independently using the CODI Writing Rubric (attached.) Papers drawn for rating will be from students in at least the second semester but preferably the second year of doctoral study. The goal is that 70% of students evaluated will achieve the effective level or above on all aspects of the CODI writing rubric with 30% of students rated at the outstanding level on 4/6 aspects of the rubric.

| Assessment Findings | |

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Written Assignment	Has the criterion Original research papers submitted for class assignments in at least 2 different seminars within the ALSS program will be evaluated by 2 faculty members independently using the CODI Writing Rubric (attached.) Papers drawn for rating will be from students in at least the second semester but preferably the second year of doctoral study. The goal is that 70% of students evaluated will achieve	Student papers submitted this cycle fell short of the criterion. Results indicate that 75% of the students scored at the effective or higher on 5/6 elements with 25% rated as outstanding on 4/6 elements of the rubric. Of note, there were only 4 papers that met the criterion for review this year.	ALSS_Program_Assessment_SLO3. docx	- Assessment Process: Measures changed: The assessment committee proposes that certain changes be made to the rubric used judge the competence of the students in writing a publishable paper. wording will be changed in the Structure component and a new component called Mechanics & Formatting will be added. Specific recommendations are included in the attached file. - Student/Faculty Support (for Educational Programs): The faculty agreed that all doctoral students would be required to attend each writing workshop offered by the

| | | the effective level or above on all aspects of the CODI writing rubric with 30% of students rated at the outstanding level on 4/6 aspects of the rubric. been met yet?
Not met | | | graduate school at least once. It was also suggested that incoming doctoral students be asked to write a 3 page scholarly document for review by their advisor early in their first semester. The advisor would then refer students with identifies deficits to the campus writing center. |
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?
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 (selected)
Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
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) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

The action plan created in 2015-16 addressed problems that arose surrounding the use of the grant proposal option for comprehensive exams. So that particular action plan does not apply. The most recent action plan put in place to address manuscript preparation (the objective assessed this cycle (2016-17) was actually put in place 3 years ago. At that time, we increased our expectations , expanded the range of classes sampled and specified that students papers sampled would be from second year students preferably. As it worked out this year, the papers submitted were from students from their first year of study and only 4 papers were submitted. So the perceived effect was that our students had decreased in their competence when actually, they would have met the criterion if we had not increased our expectations. We also noted that at least one paper submitted for review was from a student in their first semester of study which may also have effected the results.

5) What has the unit learned from the current assessment cycle?

The consensus of the faculty, especially the members of the graduate faculty who reviewed and assessed our students writing abilities, is that they are doing well given that all of the students assessed this year were in their first year of study. We did feel that there were specific steps that we could take that would strengthen writing overall and specifically writing of the dissertation. These included utilizing the resources of the graduate school and of the writing center on campus. It is hoped that by instituting a focused initiative to target writing skills early in a students career, weaker students can be identified and problems that arise at the dissertation stage may be avoided. We plan to assess dissertations next assessment cycle as well as the professional writing goal to measure whether or not the changes we will make in faculty support have the desired effects.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)

CODI_Writing_Rubric.doc
ALSS_Program_Assessment_SLO3.docx