

# 2016-2017 Assessment Cycle COLA\_Speech Pathology and Audiology BA

## 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."*

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.

## Assessment Plan (due 1/20/17)

### Assessment List (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
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## Results & Improvements (due 9/15/17)

### 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.**

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	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	The goal was not quite achieved with 68% of students rated at the adequate or above level. Of these only 16% were rated at the Level4 (Outstanding). These learner objective had the lowest percentage of students at the outstanding level.		- Student/Faculty Support (for Educational Programs): Students will be provided with somewhat expanded instruction and examples before completing the prompts at the end of the spring semester of the 302 course. Initially, students were simply asked to “think broadly” and to attempt to integrate

		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? Not met			various sources of knowledge in their responses. With the development of the assessment rubric and an initial cycle of assessment, it is thought that the quality of the responses can be improved with targeted examples.
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	Direct - Written Assignment	Has the criterion Written reflections based on observations of one clinical case over the course of a	18 out of 25 students or 72% of students were rated		- Assessment Process: Targets / Criteria for Success changed: Since our overall goal was

		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 on the rubric. been met yet? Met	at the adequate level or above with 25% at the highest level.		met, we will increase the criteria for success to include a specific percentage at Level 4 (Outstanding). We will start with a conservative goal of 20% at the outstanding level.
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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)?

Our prior action plan was to develop a comprehensive, qualitative assessment that is based on student reflections in CODI 302 which is a class that students typically take in their final semesters when most of the basic classes in the major

have been taken. We found that the assessment tool did work to identify different levels of competence in our students across the 5 learner objectives associated with the BA program. In this first sample, the spread of students at each level of the rubric were fairly consistent with comparable %ages of students falling in each rubric category with the exception of the outstanding category. Thus it appears that this instrument will tell us if students are integrating the information from basic classes and beginning to apply the information to actual individuals with communication disorders.

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

We learned that in general our undergraduate students were doing well in integrating information across classes and were able to apply this to an actual clinical case. Some faculty were initially not happy with the fact that in many cases 30% of the students were scoring at the ineffective level. But it was pointed out that as we are actually preparing students for entry into a professional graduate program, the BA degree is not seen as the last stage on this journey. We recognize that a certain percentage of students will not go on to be admitted into a graduate program and this is probably reflected in the number of students scoring at the ineffective level on the rubric. However, we are not content to not strive for improvement going forward and have proposed several improvement plans to help students be more successful at the undergraduate level in general and we hope that those will be reflected in improvements in the % of students who score at the higher levels on the rubric.

## **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)**

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