2016-2017 Assessment Cycle COLA_Speech Pathology and Audiology MS

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 Department of Communicative Disorders is dedicated to understanding how communication works and how it breaks down in order to design and implement better ways to prevent communicative disorders as well as design and teach better intervention procedures. Our ultimate mission is to enable individuals with communication disorders to lead richer, full, more productive lives.

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 speech, Language and hearing and of communication and swallowing disorders sufficient for entry level positions as a speech-language pathology clinical fellow.
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 - Licensure Exam	All students take the National Exam in Speech Language Pathology (PRAXIS Specialty Exam)within 9 months of graduation. The program goal is that 95% of our students will attain the official passing score of 162 with 50% or greater scoring in the average performance range (175 - 185) and 10% in the high performance range (>185).	

Goal/Objective	The student will demonstrate knowledge of principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

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Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Licensure Exam	Student scores on three sub-tests of the PRAXIS exam will be used to measure student progress. The sub-tests used include foundations and professional practice; screening, assessment, evaluation and diagnosis; and planning, implementation and evaluation of treatment. The goal is for the average % correct on all 3 sub-tests to exceed 70%. In addition, our students' scores should equal or exceed state averages on all sub-tests and exceed national averages on at least one sub-test.	

Goal/Objective	The student will demonstrate a minimum level of clinical competence in the areas of evaluation, intervention and interaction with clinic/patient populations with various types and severity of communication and/or related disorders, differences and disabilities.
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.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Observation of clinical performance	Each student is evaluated on the above clinical competencies by 2 off-campus supervisors during their final two semesters of clinical practicum using the CODI Student Clinician Knowledge and Skills Acquisition rating form. The goal is that 100% of students graduating from the program will attain an average rating of 4.0 across the 2 experiences.	OffCampus_Eval.xls

Goal/Objective	The student will demonstrate knowledge of the processes used in research and the integration of research principles into evidenced-based practice.
Legends	SLO - Student Learning Outcome/Objective (academic units);
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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 - Project	Clinical action research projects developed in CODI 550 will be	CODI_Action_Research_Rubric.doc

	evaluated by at least 2 faculty members using a rubric designed to evaluate action research (see attached). Faculty members will rate projects independently during a poster competition held during the CODI graduate conference each spring. The is that 100% of our students will be rated at Level 2 (Novice) or higher with 50% of our students rated at Level 3 (proficient).	

Goal/Objective	The student will demonstrate knowledge of ethical conduct, ASHA Code of Ethics and contemporary professional issues.
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Assessment Measure	**Criterion**	**Attachments**
Direct - Capstone Assignment	Written summaries of the ethics topic discussed in Capstone Seminar will be evaluated by 2 faculty members using a 4 point writing rubric with emphasis on knowledge aspects of their writing. Approximately 1/3 of summaries will be chosen randomly for evaluation. Scores will be compared and agreement reached on any discrepancies. The goal is that 100% of students will earn a rating of 3 (Effective) or above on the appropriateness, accuracy, extensiveness and perspective aspects of the writing rubric with 40% being rated as 4 (outstanding).	CODI_Writing_Rubric.doc

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	Assessment Measure	**Criterion**	**Attachments**
	Direct - Written Assignment	First drafts of clinical reports from second year students will be evaluated by 2 faculty members using the 4 point writing rubric and focusing on perspective, structure and coherence. Scores will be compared across raters and agreement reached on any discrepancies. The goal is that 80% of students will earn a rating of 3 (effective) or above on the structural components of the writing rubric with 20% rated at the level of 4 (outstanding)	CODI_Writing_Rubric.doc

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 speech, Language and hearing and of communication and swallowing disorders sufficient for entry level positions as a speech-language pathology clinical fellow.

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Assessment Findings					

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Licensure Exam	Has the criterion All students take the National Exam in Speech Language Pathology (PRAXIS Specialty Exam)within 9 months of graduation. The program goal is that 95% of our students will attain the official passing score of 162 with 50% or greater scoring in the average performance range (175 - 185) and 10% in the high performance range (>185). been met yet? Not met	For the 2015-16 graduating class 33 students reported scores on the PRAXIS exam to the department with 97% of students achieving the passing score of 162. Of these 52% scored in the average performance range and 9% scored in the high performance range for a total of 61% of students and average or higher performance.		- Assessment Process: Results Discussed / Shared: While the program did not meet it's benchmark for high performance by our students, we were only 1% point below are target and the total number of students at average or higher performance was comparable to last year (61% vs 63%). The results will be shared with the graduate faculty members and clinical instructors but at this time changes in the program do not seem warranted.

Assessment List Findings for the Assessment Measure level for The student will demonstrate knowledge of principles and methods of prevention, assessment and intervention for individuals with communication and swallowing disorders.

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Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Licensure Exam	Has the criterion Student scores on three sub-tests of the PRAXIS exam will be used to measure student progress. The sub-tests used include foundations and professional practice; screening, assessment, evaluation and diagnosis; and planning, implementation and evaluation of treatment. The goal is for the average % correct on all 3 sub-tests to exceed 70%. In addition, our students' scores should equal or exceed state averages on all sub-tests and exceed national averages on at least one sub-test. been met yet? Not met	Student scores on the 3 sub-tests all exceeded 70% with scores of 73% on Foundations and Professional Practice; 76% on Screening Assessment, Evaluation and Diagnosis and 76% on Planning, Implementation and Evaluation of Treatment. Scores on the first 2 sub-tests were lower than last year however and all 3 sub-tests averages for our students fell below the state average and only met the national average on one sub-test (Treatment). This is equal to last years performance with regard to the comparisons to national averages but not within the state. Last cycle, UL Lafayette students out-scored state averages on all sub-tests.		- Assessment Process: Continuous monitoring: While we are encouraged that our students are performing consistently across the 3 sub-tests and did score on average above the 70% level, we were disappointed in the comparison's with our peer programs within the state. We will use this cycle to analyze the last two years of data and compare to individual student characteristics to look for possible trends before making pedagogical changes or modify admission standards. While we do not believe that this test necessarily measures whether a student will be a successful in their profession, passing this exam is necessary for

				licensure and national certification which are requirements in most states.

Assessment List Findings for the Assessment Measure level for The student will demonstrate a minimum level of clinical competence in the areas of evaluation, intervention and interaction with clinic/patient populations with various types and severity of communication and/or related disorders, differences and disabilities.

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Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Project	Has the criterion Clinical action research projects developed in CODI 550 will be evaluated by at least 2 faculty members using a rubric designed to	We did meet the criterion this cycle with 52% of students rated at the proficient level and 48% at the novice level for a total of 100% of students		- Assessment Process: Results Discussed / Shared: Results were presented to the entire faculty and discussed. The faculty continues to be pleased with the

	evaluate action research (see attached). Faculty members will rate projects independently during a poster competition held during the CODI graduate conference each spring. The is that 100% of our students will be rated at Level 2 (Novice) or higher with 50% of our students rated at Level 3 (proficient). been met yet? Met	at the novice level or higher. This performance is comparable to last year when 53% of students were at the proficient level and 47% of students were rated as novice researchers.		progress the students have shown in their understanding of how research principles can be used to guide clinical practice. The graduate coordinator for the MS program along with the instructor of the research course will begin discussing additional ways to assess students knowledge of research processes but no changes in either pedagogy or assessment target will be changed at this time.

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				least one diagnostic report. It was felt that this would be a better reflection of our ultimate goal i.e. to graduate students who can prepare a professional report.

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 most recent action plan with regard to professional writing, changed the product that we evaluated from any clinical report to only first drafts of diagnostic reports. The reason for this change was that other reports reflected the editing and input of the clinical supervisor by the time they were submitted for review by the assessment committee. We did not feel that adequately sampled the student's ability to write professionally without editing - something that they should be able to do as a graduate of this program. The measurable effect was that we did not meet our target for this goal. Whether this was due to the change in products sampled or to the particular student writers that made up the sample is hard to tell. We did make some changes for the next time this objective is measured in both the rubric (how we measure proficiency) and in the product we choose to sample. Ho The other declines in student performance on the national exam were a surprise

as there were no real changes in student success in classes and clinic. We did not actually implement the suggested action plan which was proposed several cycles prior. We had suggested that we should provide the opportunity for review of basic undergraduate information in a formal way to students in the department. The department did purchase two review books which also come with sample tests and some students did borrow these for study.

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

Through discussions and analysis of the assessment results we learned 3 things. First is that many of our master's level classes have fewer focused writing assignments . If writing assignments are given, there are often graded based on ideas/content rather than the specifics of writing that we are assessing in our program assessment. The reason given is the increase in class size caused by the increase in the number of students in a cohort (increase from 25 max to 35 max). There is not enough time to read and grade multiple writing assignments like reflections, term papers and even discussion based tests. Second, there is no specific place in the curriculum where students are given specific guidance or direction in what makes good professional writing versus poor. Clinic reports are corrected and students competence is reflected as one component of their overall clinic grade, but students see this often as just an exercise in making corrections and revisions to please the supervising clinician and see this more as punishment than a positive learning experience. The third thing that was learned is that a good number of students (about 30 % based on some recent exit exams) still see a disconnect between what they are taught in the classroom as best practice and what they are asked to do in the clinical setting - both in on campus clinic and in off-campus sites. The assessment committee also saw evidence of this in the diagnostic reports that they reviewed. This is something that we address in our strategic plan and additional strategies will be tried to see if we can make some improvements here.

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_Action_Research_Rubric.doc
CODI_Writing_Rubric.doc