Office of Institutional Effectiveness and Strategic Planning
Louisiana Tech University

2002-2003 Assessment Best Practices

This section in no way represents perfection. Rather, it presents the institution’s “Best Practices” in following established planning and implementation protocols that demonstrate effective “Use of Results” in achieving the intent of stated outcomes. The intent, as demonstrated by these examples, is to satisfy the institution’s mission in improving student learning, programs, and services.

These “Best Practice” candidates represent a sampling (15) of the institution’s 2002-2003 completed assessment reports (Educational Programs and Administrative & Educational Support Units) that satisfied the following SACS mandate:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

As demonstrated by these examples, the institution satisfied this mandate by adhering to the following “Six Guiding Principles for Formulating Administrative Objectives,” articulated by Dr. James Nichols (Institutional Effectiveness Associates). The institution used these guiding principles as a model for assessment in educational, administrative, and support units.

Six Guiding Principles for Formulating Administrative Objectives

1). Be Realistic in Terms of Time and Resources:
   ➢ Should be something that can be done given current resources, time, and staff.

2). Be Limited:
   ➢ Consider the “3-Outcome Norm.” Select 3 outcomes/objectives per degree-granting program or non-academic unit for improvement per cycle. Academic programs should also select “Faculty Research” and “Faculty Public Service” Outcomes as a source of improvement.

3). Maintain Linkage:
   ➢ Unit mission statement must reflect lateral support for other internal units and vertical linkage to the institution’s mission statement which empowers and drives the assessment process. Unit assessment reports must also show internal linkage and a logical flow between the Intended Outcome/Objective, and its attendant Means of Assessment & Criteria for Success, Summary of Assessment Results, and “Use of Results” for mission-driven improvement.

4). Be Something that is under the Control of the Unit:
   ➢ Faculty/staff/stakeholder must have control or controlling influence over the results and implementation of results for improvement.
5). *Be Worded in Terms of What the Unit will Accomplish, or What Clients will Be Able to Know (Cognitive), Think (Attitudinal), or Do (Behavioral/Performance) Following the Provision of Services* [“Expected Results”].

6). **Lead to Improved Student Learning/Programs/Services:**

- Must “Close the Loop” with the institution’s mission by using assessment results that lead to student, program, and service-related improvements.

Operationally, these guiding principles have enabled the institution to post significant within-budget improvements.

These “Best Practices” truly represent a broad range of quantitative and qualitative improvements (made within existing resources) that accrued to the University, while also moderating and monitoring costs.

Through these examples, the institution has successfully demonstrated fiscal discipline and the magnitude of what can be accomplished with austere resources, teamwork, and the efficient operation of an effective, institution-wide improvement program. Most importantly, the institution’s cost-effective assessment program resulted in significant savings to the institution in a fiscally constrained environment where the buzz words “Cutbacks,” “Streamlining,” and “Down-sizing” echo with resounding impact.

Unit assessment candidates selected for inclusion in the “Best Practices” category also met the following construct requirements advanced by Dr. James Nichols’ *Institutional Effectiveness Paradigm.* The Paradigm prescribes an effective format, embodied and fleshed out in unit assessment plans, that powers a successful continuous improvement program.

**Institution Effectiveness Paradigm**

1). *The Unit Mission:*

- Must be linked to and driven by the institution’s mission.

2). *Intended Outcomes/Objectives:*

- Must contain expected, measurable results on which the success of the Intended Outcomes and institution’s mission will be judged.

3). *The Assessment Tool Used to Measure Results:*

- Cognitive Measure - *Standardized or Locally Developed Tests*

- Attitudinal Measure - *Surveys*

- Behavioral/ Performance Measures - *Portfolios, Senior Projects, etc.*

4). *Actual Assessment Results:*

- Summarize whether expected results were achieved, and to what extent. If not, state “reason & remedy.”
Stakeholders are not penalized for missed expectations – the effective “Use of Results” is most important.

5). **Action Taken or Resources Required to Address Assessment-Based Initiatives or Issues:**

- Summarize actions taken with the results aimed toward improving student learning, program, or services.

Regarding the selection of these “Best Practice” candidates, the Coordinator, in some instances, selected a single and perhaps a second strong candidate from a given unit that showcased all “Best Practice” characteristics. In other cases, three Intended Objectives were selected to represent the unit because of their compelling performance and “stage presence.” The selection process spotlights examples from across the educational and the administrative and educational support service domains that make up the institution’s diverse organizational population.

More importantly, these ‘Best Practice” candidates have resulted in cost-effective, systematic, institution-wide improvements, while providing evidence of the institution’s compliance (“Closing the Loop”) with SACS Core Requirements and Comprehensive Standards.
## Best Practices 2002-2003

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2002-2003 “Best Practice” Summary

1. Administrative & Educational Support Units

1.1 President

1.1.1 Office of the President

The President’s objectives were included because he has been a willing, active participant and has sought institutional-wide improvements through the Institutional Effectiveness/Assessment Continuous Improvement Process.

Most salient is the President’s goal of “Expanding the marketing of Louisiana Tech” through the “Development of a two-year prioritized marketing and public relations plan.”

His objective came to fruition in August 2002 with the hiring of a Director for Marketing and Public Relations who presented a detailed marketing and public relations plan to the President for approval in May of 2003.

Significantly, the comprehensive plan will further enhance the University’s image, stature, and academic reputation as a premiere institution of higher learning throughout the region and the nation.

In an effort to “Increase opportunities for student development,” the President endeavored to “Complete Tolliver Student Union” in order to provide a state-of-the-art, high tech, computer-ready facility for greater accessibility to student services.

This objective was realized with the completion of Tolliver and the relocation of its administrative staff and student organizations in August 2003. This value-added, mission-driven improvement further served to improve student morale, the quality of social life at the University, and promote “Team Tech” esprit de corps.

Equally significant was the President’s third improvement objective that endeavored to “Foster professional development and research in the area of increasing opportunities for education for the blind.”

The President secured Board of Regents approval for implementing the Professional Development and Research Institute on Blindness in October 2002. This development moved Tech to the forefront and gave the institution the unique distinction of providing educational services to visually impaired students that did not previously exist.

Attendant to implementing this process, the Professional Development and Research Institute on Blindness (PDRIB) staff demonstrated exceptional
leadership by hosted a four-day national training seminar for individuals seeking National Orientation and Mobility Certification in October 2002. Subsequent to that achievement, the President supported the development of a professional conference for teacher candidates and teachers for the blind. This goal came to fruition in September 2003 with a state-wide conference that featured three nationally recognized professionals specializing in the field of educating visually impaired students.

The totality of the recruitment efforts and certification process resulted in a fully certified staff of professionals providing highly successful and unique educational services to Tech’s visually impaired students.

The President’s participation in and realization of improvements through the assessment process demonstrates the program’s effectiveness. It further demonstrates the President’s commitment and leadership which serve to inspire broad-based participation in continuing improvement efforts throughout the institution.

1.1.2 Intercollegiate Athletics Program

The Athletics department excelled by exceeding its fund-raising expectations as forecast in its 2002-2003 assessment Objective #3, “Increase income through fund-raising efforts and additional corporate sponsorships.”

The unit’s clearly articulated objective, with its associated Means of Assessment & Criteria for Success, formed the basis for successfully achieving the intent of this outcome: “Increase income by 5%, using 2001-2002 as a baseline ($321,991) through fund-raising.”

Through aggressive and innovative fund-raising efforts, the unit exceeded its expectation for 2002-2003 by raising $343,202, an increase of $21,211 (6.6%) increase over the baseline year. The unit also far exceeded its 5% corporate sponsorships goals by raising $279,150, an increase of $67,150 (31.6%) over the previous year’s funding baseline ($212,000).

Through effective use of the outcomes-based assessment process, the unit “closed the loop” with the University’s mission which will accrue funded improvements to the athletics program and reap significant benefits for Tech’s student-athletes and associated programs.

1.2 Academic Affairs

1.2.1 Division of Enrollment Management

The Division of Enrollment Management oversees the processes and activities which influence the character and shape of the student body and ensures that the
recruitment, enrollment, and retention rates of qualified undergraduate students are representative of the region, state, and nation.

Pursuant to satisfying the spirit and intent of the institutional mission, the staff collaborated with Noel-Levitz to identify effective strategies to “Attract, recruit, and retain undergraduate student enrollment consistent, at a minimum, with the Louisiana Selective II Profile.”

This collaborative effort resulted in 17 mutually agreed-upon core strategies, along with 210 retention-boosting tasks, that provided capabilities that impacted positively on the University’s credibility. These strategies, with immediate and long-range implications, will continually position the University as a record-setter in recruiting, retention, and academic success.

The Division of Enrollment Management, in pursuit of the goal “to develop and integrate information technology in University activities” procured and incorporated support-enhancing software technology. Specifically, the incorporation of the Recruiting Plus Software System facilitated the recruitment and retention of top national and international academic scholars, in compliance with the University’s Selective Admissions standards. Significantly, this technology-based process enhanced program and service effectiveness by facilitating trend analysis, strategy development and enhanced communication to convert an applicant into a matriculating student.

1.2.2 The Computing Center

Driven by its motto, “The Institution is only as Successful as its Computer Technology Nerve Center and Services,” the Computing Center consistently sets high standards of performance in foundational services that ensure the success of the institution and its diverse programs and units.

The unit’s drive for excellence in providing computer-related support services is evidenced in all of its objectives, starting with Objective # 1, which sets forth the goal of “maintaining the availability and reliability of the campus network,” and through its related assessment means and success criterion, “effectively manage operational and maintenance systems and resources to ensure that key servers are available to serve campus user requests at least 98.5 % of the time, based on a 24/7 schedule.”

Through astute management of computer technology systems dispersed throughout the institution and with austere resources, the unit achieved its astounding goal of 98.5% service availability rate on a 24-hour, 7-day per week schedule throughout the entire assessment cycle.

The unit also exceeded its ambitious goal of 99% for ensuring facility interconnectivity and internet access 24 hours per day, 7 days per week by achieving
99.8% and 99.6% success rates, respectively, for these success indicators (Objective # 2).

The unit also established very high standards of achievement and performance in support of Student Technology Fee Computing Labs (Objective # 3). Specifically, the staff’s effective management and maintenance of servers promoted a stable, reliable computing environment 99.9% of the time, compared to a stated goal of 98.5%. The outstanding support rendered by this high-performing unit facilitated success that is factored, felt, and favored throughout the institution.

1.2.3 Center for Instructional Technology & Distance Learning

This unique unit plays a prominent role that involves enhancing faculty performance, staff productivity, and instructional quality through the application of current and emerging state-of-the-art technologies.

During this period, the staff endeavored “to encourage new instructional technology applications and methodologies in teaching and learning by providing faculty with training programs and workshops opportunities.” The staff further sought to implement this objective through assessment means and success criteria by “Conducting an average of four or five faculty training programs, satellite downlinks, or workshops each quarter...emphasizing current and emerging instructional technologies, peer practices, and course management systems.”

The unit employed its highly rated, sought-after, and successful technology-based training programs to impact the learning curve and technology literacy significantly of 100 faculty and staff participants attending 17 training seminars throughout the year.

Additionally, the unit hosted a two-week “On-Line Course Development Seminar” to provide professional-level training for faculty from Grambling State University, Louisiana State University at Shreveport (LSUS), as well as Louisiana Tech faculty.

Significantly, this unit recognizes that ultimately the student will be the beneficiary of its training efforts as a direct result of improved teaching performance and technology skills, as well as through the level and quality of other administrative educational student-centered support programs and services.

1.3 Student Affairs

1.3.1 University Police
The University Police play a prominent role in the success of the institution by supporting and enhancing the academic goals of the University through enforcement measures that promote good order and discipline.

Through traditional policing programs and innovative initiatives, this unit has continually provided support services for ensuring the maintenance of a safe environment conducive for the development of students, the productivity of faculty/staff, and the safety of stakeholders alike.

In the implementation of Objective #1, “Identify external and internal stakeholders that are using programs and services” and its related assessment means and success criterion, “Utilize demographic data... identify service users as student, faculty/staff/non-student,” the unit demonstrated a proactive attitude as it developed a statistical identity of its client base. The unit continuously assessed the nature and type of stakeholder demand for services, while bringing to bear effective, timely remedies to ensure a safe campus environment.

In order to address issues related to campus safety and conduct, to ensure high visibility of the institution’s proactive crime prevention efforts, and to promote stakeholders’ confidence in a safe environment, the unit responded by providing crime prevention education in every dormitory during the Fall Quarter. The unit also added two additional video cameras to its current system of nine strategically placed cameras and continued to market its popular “Operation Safe Ride” (police escort) to students, faculty, and staff requesting transportation to on-campus destinations after dark.

The unit also engaged in a safety marketing campaign, stated in Objective #2, “Market safety to our stakeholders and educate the public on police-related public safety issues,” that focused on student attitude and behavior by conducting 32 student-centered safety education programs, impacting the safety consciousness and behavior modification of 2,815 students.

Additionally, the unit published its Crime Stopper information 33 times in the campus newspaper “Tech Talk.” In order to ensure the widest dissemination and accessibility to the student population, this information was also published on the Louisiana Tech and Department of Education Web Sites, as well as in the student handbook.

The strategic placement of a continuously monitored camera system, a well-trained police staff, general police visibility, and Safety/Crime Prevention Education campaigns continue to enhance the institution’s safety record by providing a safe environment for all stakeholders.
To measure Objective #3, “Ensure faculty, staff, and student stakeholders utilize police services and are satisfied with the services provided by the University Police Department,” the department set out to “record the number and types of police services rendered to clients.” For this assessment cycle, the department provided 5,518 police cart escorts, 3,054 police officer escorts, 673 motorist assists, responded to 597 service/assistance calls, and responded to 154 alarms.

A 2003 survey, completed by the Student Government Association, University Senate, and Tech Talk editorial staff, reveals that 100% of respondents perceived the campus to be relatively safe and expressed satisfaction with the level of police services. The department expected a “51% satisfaction rate.” Further supporting this perception in quantitative terms is the ACT Student Opinion Survey which registered a respectable 3.93% (4-Point Scale) in the “Personal Security on Campus” factor.

The interplay between these and other salient assessment-based initiatives significantly enhanced the operational effectiveness of the University.

2. Educational Programs

2.1 College of Education

2.1.1 Secondary Education (BS)

This unit envisioned that “Program students will demonstrate content knowledge, skills, and research-based competency” in Objective #3.

In order to ascertain objective, reliable data, faculty designed and implemented a comprehensive evaluation system to assess student knowledge, research-based competency, and skills in their field of emphasis. The evaluation process brought to bear the breadth and depth of collective expertise, seasoned experience, and the proven wisdom of the cooperating teacher, university supervisor, and the principal into a synergistic process that impacted student preparation.

Using “LCET evaluation of student competency by cooperating teacher/university supervisor/principal” as the means of assessment and “100% of students judged competent to highly competent on at least two of three LCET evaluations during student teaching/internship” as the criterion for success, the assessment demonstrated that student performance met faculty expectations with all students earning a rating in the “Competent” to “Highly Competent” Range.

This evaluation process will enable the unit to continue to make great strides in refining curricula and instructional procedures to produce highly competent, competitive graduates for success in advanced academic and professional settings. Significantly, the results of this objective factored prominently in the University’s Board of Regents “Report Card.”
2.1.2 Health & Exercise Sciences

This objective wears the “Best Practice” brand for both its accomplishments and the insightful “Use of Results” to address newly discovered deficiencies in a timely manner, resulting from student feedback.

In this objective, faculty envisioned that “Graduates will be qualified practitioners in Health & Physical Education in both the teaching and Fitness/Wellness professions” by requiring that “100% of its graduates achieve a proficiency score on the PRAXIS and 100% of Fitness/Wellness students successfully complete internship requirements.”

This objective was satisfied when 100% of students demonstrated “Cognitive Competency” by achieving a proficiency score on the PRAXIS and/or completion of internship requirements. However, an evaluation of survey results led faculty to “tweak” the curriculum to focus student experiences on application of theory through group projects to further strengthen and enrich the learning experience.

The second Means of Assessment predicted that “Teaching & Fitness/Wellness graduates will use an Exit Survey to evaluate the quality of program experiences that culminated in award of the degree.”

Although the spirit and intent of this outcome was satisfied, an examination of survey results revealed the need to emphasize Academic Advising which scored below 4.0 on a 5-point scale. Faculty addressed this subject through extensive in-service training for new faculty members. Through this objective, the unit demonstrated responsiveness for including student participation in the program improvement process.

2.2 College of Engineering & Science

2.2.1 Biomedical Engineering

The faculty attempted to elevate student knowledge, skills, and critical thinking abilities to a unique perspective in higher-order thinking in pursuit of the following multi-part objective:

a. “Demonstrate the ability to apply math, science, and engineering to problems at the interface between engineering and biology.”

Faculty used the successfully engineered and effectively communicated Senior Design Projects as the basis for judging higher-order thinking skills embodied in the objective.

In order to ensure an objective, impartial evaluation of students’ ability, faculty empowered the Annual Design Conference participants, using a survey instrument, to externally assess whether students demonstrated
b. “the ability to apply engineering principles to engineering design problems”; and

c. “The senior exhibits an appropriate overall technical competence in engineering.”

On the self-assessment Exit Interview, most of the student responses supported and were compatible with objective Design Conference findings.

Although the results suggests that the curriculum is effectively imparting higher-order critical thinking skill sets, as validated through objective opinion, faculty is determined to strengthen the curriculum and learning process to ensure that Tech graduates are academically challenged and highly competitive after graduation.

2.2.2 Chemistry (BS)

This objective was included, not necessarily for what it accomplished, but because of its presentation of a clear, concise objective with a single measurement concept.

Faculty astutely identified deficiencies that surfaced through data analysis during the assessment phase, then insightfully applied effective, solution-oriented remedies during the “Use of Results” phase.

The Chemistry faculty advanced the following objective for improving student knowledge, skills, and critical thinking abilities: “Graduates will demonstrate proficiency in thinking critically and analyzing chemistry problems.”

The associated Means of Assessment & Criterion for Success, designed to result in expected performance-level behavior, is expressed thusly: “The majority of senior student taking the Chemistry MFAT will score at or near the 50% rank in the Analytical, Organic, and Physical Chemistry sections.”

The faculty’s astute “Use of Assessment Results” is noteworthy. Upon identification of some weaknesses through back-mapping and a careful examination of the facts, the faculty crafted solutions to raise student critical thinking and problem-solving skills to the higher academic benchmark as measured by the MFAT.

Specifically, faculty adopted and implemented the University of Massachusetts’ version of “On-Line Web-Based Learning (OWL) Program” which contains problem-solving exercises, demonstrations, simulations, and tutorials linked to textbooks used in General and Organic Chemistry courses. Students will be able to purchase a one-year access to OWL when purchasing textbooks.

Faculty will develop a core syllabus for each class in the sequence, impacting all sections of General and Organic Chemistry. The incorporation of OWL into the General and Organic Chemistry curriculum will provide remedial support,
enhance academic competency, and help to elevate low-performing student scores to the 50th percentile. Additionally, this mastery-based curriculum will help enhance the learning curve and elevate the performance-based potential of stronger students who currently score at or near the 50th percentile range.

The bottom line is that faculty effectively closed the loop through effective use of mission-driven assessment results to implement qualitative, cost-effective, student-centered improvements that will help to enhance the University’s image and national academic standing. Tech’s academically prepared cadre of student, armed with critical thinking skills, will form the support base for emerging industry to impact the local economy.

2.3 College of Liberal Arts

2.3.1 Music (BM)

This objective is not impressive in what it accomplished because it did not achieve faculty expectations. Rather, it wears the “Best Practice” brand because faculty followed assessment protocol in handling the resulting student performance information that did not meet expectations. Additionally, faculty effective used these data to implement initiatives for improving student performance and program effectiveness.

Specifically, faculty expectations varied from actual student performance on the ETS Music MFAT: “Graduates will have a general education in the liberal arts with an emphasis on the study of music performance...80% of graduates will score at or above the 50th percentile on the ETS MFAT Music Test” (Objective 1). The actual student performance on the MFAT: “71% of students scored above the 40th percentile in Music Theory, 29% scored above the 40th percentile in Music History, 71% scored above the 40th percentile on Style Analysis, and 43% scored above the 40th percentile in Basic Terminology and Identification.”

Importantly, faculty readily acknowledged this problem and undertook aggressive plans to “evaluate the admission standards and quality of students being admitted into the programs of study, (especially BM degree)...[and] evaluate the quality of the curriculum being offered, and the quality of instruction in the classroom.”

As a solution, faculty proposed implementing the “Music History across the Curriculum,” a three-course sequence as opposed to the two-course sequence in Music History currently being offered. Faculty also revived a curriculum in Music Literature. These salient, solution-oriented initiatives were designed to move the unit forward in achieving its stated goal.

The second objective, “75% of graduates will indicate on the Liberal Arts Exit Questionnaire... that they feel adequately prepared in...” provides a “feel good” self-assessment of the students’ level of confidence in the training and preparation
provided in the areas of Music History, Applied Study, Ensemble Techniques, and Music Theory. Significantly, 100% of graduates expressed confidence in their level of preparation, which exceeded the faculty’s expectation of “75%.” However, faculty acknowledged that student perceptions do not support objective, nationalized conclusions revealed by MFAT results.

2.3.2 Speech Communication

Seeking to accomplish its mission of “providing a high quality education for students in preparing them for employment in the fields in which communications competency is valued,” faculty advanced the following objective for consideration: “Students who complete the Speech Communication curriculum will have a broad-based knowledge of the major content areas.”

As a barometer of program and curriculum effectiveness, faculty employed a self-assessment survey (Assessment of Bachelor Degree Program in Speech Survey) to gather valuable subjective insight into student perceptions of academic preparedness for employment.

Survey results informed faculty that the responses exceeded faculty expectations. However, in the “Use of Results” category, faculty proposed tweaking the survey instrument in order to get a reading of student perceptions of the program effectiveness in preparing them for graduate studies. One recommended caveat was that this subjective data should be validated by an external agent or agency for accuracy.

2.3.3 Pre-Professional Speech-Language Pathology

Student success in this field or a related occupation is dependent upon successful completion of the undergraduate pre-professional degree and graduate study in Speech Language Pathology or Audiology.

Toward that end, faculty advanced Objective # 3 with a vision of preparing students “…to have a broad-based knowledge of speech, language, and hearing disorders and treatment which will prepare them for a graduate program in speech-language pathology or audiology.”

In this objective, faculty relied on self-assessed attitudinal data, gathered from a locally developed survey instrument, to rate the effectiveness and quality of education imparted by this program. On the Assessment of Bachelor’s Degree Program in Speech Survey, responses exceeded faculty expectation. However, faculty turned its attention to assessing dropout rates affecting the program.

Similarly, in its third objective, faculty proposed that “Students ...who have the desire and aptitude will be accepted into a graduate program in speech-language pathology or audiology.” Although expectations were exceeded, faculty
determined to pinpoint the level at which program dropouts occur and to implement measures to enhance retention rates. In order to achieve this goal, faculty proposed adding additional objectives in the next assessment cycle to track the annual retention rate and a by-class graduation rate for freshmen enrolling in the Pre-Professional Speech-Language Pathology program.

2.3.4 Speech-Language Pathology & Audiology

This plan reflects solid planning that, from inception, envisioned the finished product: “a fully trained, productive professional ready for employment in the area of specialty.”

Faculty employed a balanced mix of assessment measures to assess student academic preparation (Cognitive Measure-PRAXIS), preparedness for entry-level positions (Performance /Behavior Measure-External Practicum Site Supervisors Evaluations), self-assessment of academic preparation/professional preparation (Exit Interview and Alumni Questionnaire).

Student performance on the first objective, “Students completing the M.A. in Speech-Language Pathology and Audiology will be knowledgeable in the content area of specialty”, and supporting Means of Assessment & Criterion for Success, “75% of graduates will pass the PRAXIS,” exceeded faculty expectations.

Student performance on the second objective, “…graduates will be judged to have the clinical expertise necessary for entry-level positions in the area of specialty” with supporting Means of Assessment & Criterion for Success, “75% of students assigned to external practicum sites will be judged by supervisors as prepared for entry-level positions…,” exceeded faculty expectations.

Responses exceeded the expectations of the third objective, “Students completing the M.A. in Speech-Language Pathology and Audiology will judge themselves as qualified to work in the specialty area.”

Survey responses will be continually analyzed to highlight success indicators. In its pursuit of academic excellence and commitment to professional preparation, faculty will continue to be progressive in the discovery of strengths, revealed programmatic weaknesses, emerging technological opportunities, and threats to student preparations and performance.

2.3.5 Department of Speech—Faculty Service

This Faculty Service objective was included because its “Means of Assessment & Criteria for Success” component did not adhere to the numerical construct requirement. Rather, this quantitative data was stated in the “Summary of Assessment Data Collected…” space.
This construct error did not get in the way of the unit accomplishing all of its service goals of rendering meaning, value-added services to on-campus stakeholders and community constituents, alike. Although the first two objectives are identical, faculty used different assessment means and success criteria to render specialized services to different categories of clientele: “Faculty and graduate students, through the Louisiana Tech Speech and Hearing Center, will provide clinical services to the University community” (Objectives #1 & 2).

The Criterion for Success in the first objective (Percentage of Students Screened) reflected the faculty’s intent “to provide Speech & Hearing screening to University students enrolled in Speech 110 and 377.” Likewise, in Objective # 2, faculty achieved its Criterion for Success, “Completion of screenings at number of Community preschool sites.”

Significantly, the unit rendered this value-added support with limited resources. The institution’s Speech and Hearing Center will continue to serve as the primary training site and provide internship and practicum experience for graduate students, while offering free services to on-and off-campus stakeholders.

Beyond these services, the unit, in concert with the medical community, anticipated and achieved providing expanded services to the citizens of North Louisiana in the following objective: “Faculty and graduate students, through the Louisiana Tech Speech and Hearing Center, will cooperate with the medical community in provision of health-related services in North Louisiana.”

In their quest for proven student competence and demonstration of superior skills, the unit is seeking additional regional health and wellness fairs and has set an additional goal of providing these services the institution’s faculty and staff.