

Department of Communication Disorders Assessment Plan

This plan details the process by which the Department of Communication Disorders engages in on-going self-study. This internal analysis and reflection provides an opportunity for the department to identify its strengths and weaknesses, to maintain its accreditation and high academic standards, to determine the degree to which it is accomplishing its mission, and to position itself for future excellence in scholarship and service.

The Department of Communication Disorders has a pre-professional undergraduate program and an accredited (American Speech-Language-Hearing Association) graduate program in speech-language pathology. All components of the program are included in this assessment plan. The assessment activities and data collection outlined in this plan are conducted on an annual basis at designated times during the academic year. A comprehensive review of the assessment components is conducted annually at a department retreat near the beginning of each academic year.

The following is an outline of the key assessment components reviewed annually:

Students

- quality of incoming undergraduate majors
- quality of undergraduate student achievement in program
- success of students on completion of undergraduate program
- quality of incoming graduate majors
- quality of graduate student achievement in program
- success of students on completion of the graduate program

Faculty

- quality of faculty teaching
- quality of faculty scholarship
- quality of faculty service
- quality of advising

Administrative Functions

- quality of department leadership
- quality of college leadership
- quality of office administrative staff
- quality of department collegiality
- quality of department facilities
- quality of department administrative processes
- quality of department representation at university, local, state, and national levels

Curriculum

- quality of undergraduate curriculum
- quality of graduate curriculum
- quality of on-campus clinical experiences
- quality of off-campus clinical experiences

Speech-Language Pathology and Audiology Clinic

- quality of clinical administration
- quality of clinical supervision
- quality of clinical services

I. Assessment of Students

A. Quality of Incoming Undergraduate Students

Key Indicators:

- Average and range of overall GPA at beginning of 2nd Year of undergraduate study (all declared majors)
- Average ACT score (all declared majors)
- Average and range of scores on other university-administered assessments (MAPP1, MAPP2, WP003, etc.) (all declared majors)
- Total number of students transferring to university after at least one year of completed study at community and/or junior college and name of college (all declared majors)
- Total number of post-baccalaureate students entering program with institution of original degree and name of major (all post-bac. students)

Individuals Responsible:

- Department Staff

B. Quality of Undergraduate Student Achievement in Program

Key Indicators:

- Percentage of undergraduate students completing degree within 4 years
- Percentage of undergraduate students admitted for graduate study
- Performance on pre- and post-assessment examination administered by the department
- Percentage of undergraduate students completing honors program in major
- Average overall and major GPA upon completion of undergraduate degree

- Additional academic, leadership, and/or service honors/awards achieved by undergraduate majors

Individuals Responsible

- Office staff (assisted by designated faculty) compile data from graduate exit survey and presents for discussion at annual retreat
- Department comprehensive examination committee oversees content and administration of pre- and post-assessment examination and presents results at annual retreat

C. Success of Students on Completion of Undergraduate Program

Key Indicator:

- Percentage of graduating undergraduates continuing education in a graduate program

Individuals Responsible

- Office staff compile data from and present for discussion at annual retreat

D. Quality of Incoming Graduate Majors

Key Indicators:

- Average overall undergraduate GPA of admitted students in a given year
- Average last 60-hour undergraduate GPA of admitted students in a given year
- Average of combined verbal, quantitative, and written GRE score of admitted students in a given year

Individuals Responsible

- Graduate admissions committee will compile data and present for discussion at annual retreat

E. Quality of Graduate Student Achievement in Program

Assessment of graduate student knowledge and skill acquisition is described extensively in a separate document entitled "Student Assessment Plan." That document details procedures for both formative and summative assessment of student learning and extensive documentation of clinical skill acquisition. It also includes a formal remedial component (the Student Assistance Plan) that applies

to students who fail to make satisfactory progress toward acquisition of knowledge and/or skills. Several indicators that evolve from this plan serve as indicators for evaluating the quality of graduate student achievement in the program as outlined below.

Key Indicators:

- Percentage of graduate students completing degree within 6 semesters (4 regular semesters and 2 summer semesters)
- Average performance increase on department-administered pre- and post-assessment examination
- Percentage of graduate students passing the PRAXIS examination in speech-language pathology
- Percentage of graduate students requiring at least 1 student assistance plan during graduate study
- Average ratings on department-administered comprehensive essay examination (data examined for first-administration and re-take examinations)
- Average ratings of quality of capstone research project (data examined for thesis and nonthesis research projects)
- Percentage of graduate students participating in a refereed presentation of research
- Average ratings of students' professional and clinical skills during final on-campus practicum
- Average ratings of students' professional and clinical skills during externship experiences as rated by externship supervisors

Individuals Responsible

- Department chairperson and office staff compile data with assistance from graduate faculty and present data for discussion at annual retreat

F. Success of Students on Completion of Graduate Program

Key Indicators

- Percentage of graduate students in a given year who successfully acquire the Certificate of Clinical Competence in Speech-Language Pathology within 2 years of graduation
- Percentage of graduate students in a given year who successfully acquire employment (CFY appointment) within 6 months of graduation
- Average ratings of a sample of employers of program graduates who are practicing speech-language pathology and who have been employed for at least one year

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

II. Assessment of Faculty

A. Quality of Teaching

Key Indicators

- Average student ratings of instruction
- Percentage of faculty participating in at least one teaching enhancement activity or teaching scholarship annually
- average number of teaching enhancement activities and teaching scholarship projects in the department annually
- Average ratings of quality of instruction from undergraduate and graduate exit surveys
- Average ratings of quality of instruction from alumni surveys administered following the alumni's completion of certification and at least one year of employment in the profession
- Average student ratings of clinical supervision

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

B. Quality of Faculty Scholarship

Key Indicators

- Percentage of tenure-track faculty submitting at least one scholarly (peer-reviewed) project for publication or extramural grant for funding annually
- Percentage of tenure-track faculty having at least one scholarly (peer-reviewed) project accepted for publication or extramural grant funded annually
- Percentage of tenure-track faculty presenting at least one scholarly project annually
- Percentage of non-tenure-track faculty participating in scholarly publication, scholarly presentation, and/or grant annually
- Total number of scholarly publications, presentations, and grants submitted annually in the department; total number accepted annually in the department.

- Average student ratings of the quality of research supervision as rated in the graduate exit survey
- Average number of continuing education hours achieved by faculty and total number of continuing education hours accumulated annually by department faculty

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

C. Quality of Faculty Service

Key Indicators

- Average number of departmental committees served by faculty
- Average number of college committees served by faculty
- Average number of university committees served by faculty
- Total number of departmental, college, and university committees served by department faculty
- Total number of departmental, college, and university committees chaired by department faculty
- Total number of community service activities served by department faculty
- Total number of state, national, or international service activities served by department faculty
- Average number of department faculty representing department at key college and university events
- Average number of undergraduate advisees per undergraduate advisor
- Average number of graduate advisees per graduate advisor
- Average number of second readerships and average number of non-thesis committee memberships of tenure-track faculty

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

D. Quality of Advising

Key Indicators

- Average undergraduate ratings of quality of advising
- Average graduate ratings of quality of advising

- Average rating of the quality of orientation to the graduate program as rated in the exit survey by graduate students

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

III. Assessment of Administrative Functions

The following administrative functions are evaluated annually:

- quality of department leadership
- quality of college leadership
- quality of office administrative staff
- quality of department collegiality
- quality of department facilities
- quality of department administrative processes
- quality of department representation at university, local, state, and national levels
- quality of clinical administration

Key Indicators

- Due to the subjective nature of assessment of administrative functions, specific indicators are not delineated in this area of assessment. However, all department faculty and staff submit an annual survey at the conclusion of each academic year that pertains to their assessment of each function. The survey requests that each item be rated as an area of “no concern”, “some concern” or “significant concern”. In addition, faculty may comment freely regarding the particular concern with an emphasis on constructive ways to improve any of the delineated administrative functions.

Individuals Responsible

- The department chairperson coordinates the compilation of surveys from the faculty and brings the results to the annual faculty retreat for discussion and consensus.

IV. Assessment of Curriculum

A. Quality of Undergraduate Curriculum

Key Indicators

- Performance on pre- and post-assessment examination administered by the department

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

B. Quality of Graduate Curriculum

Key Indicators

- Graduate student performance on key ASHA knowledge areas on the department-administered multiple-choice comprehensive examination
- Externship supervisor ratings of academic preparation of students for the externship experience
- Pass rates of graduates on the PRAXIS examination in speech-language pathology
- Ratings on alumni surveys regarding academic preparation as well as strengths and weaknesses of the department
- Number of revisions of current courses and development of new courses.

Individuals Responsible

- Department chairperson and office staff compile data and present data for discussion at annual retreat

C. Quality of On-Campus Clinical Experiences

Key Indicators

- Variety of type of disorders and client ages represented in clinical population
- Average student ratings of overall clinical experience in the on-campus clinic
- Average ratings by clients of overall quality of services provided

Individual Responsible

- The clinic coordinator compiles the data and presents the data at the annual faculty retreat for discussion

D. Quality of Off-Campus Clinical Experiences

Key Indicators

- Variety of type of disorders and client ages represented in clinical population
- Average student ratings of overall clinical experience in off-campus externships

Individual Responsible

- Externship coordinator compiles data and presents data at annual retreat

V. Assessment of Center for Speech and Hearing

A. Quality of Clinical Administration

- This area is assessed under Section III above (Assessment of Administrative Functions)

B. Quality of Clinical Supervision

Key Indicators

- Average student ratings of clinical supervisors
- Average ratings of client satisfaction with clinical services

Individual Responsible

- Clinic coordinator compiles data and brings data to annual faculty retreat for discussion

C. Quality of Clinical Services

Key Indicators

- Average ratings of client satisfaction with clinical services

Individual Responsible

- Clinic coordinator compiles data and brings data to annual faculty retreat for discussion