

PROGRAM ASSESSMENT – UNDERGRADUATE (SHS, SLD)

Certification and licensure in the field of speech-language pathology or audiology requires the minimum of a Master's Degree in communication disorders and sciences or a doctoral degree (Ph.D. or Au.D.) in audiology. As such, a key indicator of the success of undergraduate programs in communication disorders and sciences is the percentage of its students accepted and enrolled in communication disorders and sciences graduate programs.

Assessed by:

1. Monitoring each graduating class for

- The number of students applying for acceptance to graduate programs in communication disorders and sciences (academic advisor checklist, annual report)
- The percentage of the graduating class applying for acceptance to graduate programs in communication disorders and sciences (academic advisor checklist, annual report)
- The percentage of students in the graduating class who are accepted into graduate programs in communication disorders and sciences (academic advisor checklist, annual report)

GOAL: (80% ?) of graduating students in the Department of Communication Disorders and Sciences will apply for graduate education in communication disorders and sciences.

GOAL: (80% ?) of graduating students in the Department of Communication Disorders and Sciences applying to graduate programs in communication disorders and sciences will gain acceptance.

Acceptance into graduate programs in communication disorders and sciences is highly competitive. The minimum major and overall GPA of 2.7 is not sufficient to gain acceptance into graduate programs in communication disorders and sciences. In keeping with its mission statement, the department is committed to the academic and clinical development of students who aspire careers in communication disorders and sciences. Not all students who aspire careers in communication disorders and sciences have the aptitude to succeed in the field. While the ultimate responsibility for academic success lies with the student, the Department has developed the following assessment indicators to insure the greatest chances for academic success and acceptance into graduate programs in communication disorders and sciences:

Assessed by:

1. Monitoring department wide major GPA and overall GPA (Chair or designee)
2. Monitoring specific class major GPA and overall GPA (Chair or designee)
3. Academic advisement checklist noting that all students are annually reminded of minimum GPA requirements (Academic Advisor)
4. Academic advisement checklist that all students are reminded annually that graduate school admission requirements significantly exceed department minimum GPA requirements (Academic Advisor)

5. Academic advisement checklist and Department Chair report that students failing to achieve minimum GPA requirements in the major and overall will be prohibited from enrolling in major courses (except for retake) until such time that minimum GPA requirements are met. (Chair and Academic Advisor)

GOAL: Undergraduate students in the Department of Communication Disorders and Sciences combined will maintain a minimum average major GPA of 3.0. (Department Chair data, annual report)

GOAL: Undergraduate students in the Department of Communication Disorders and Sciences combined will maintain a minimum average overall GPA of 3.0. (Department Chair data, annual report)

GOAL: Students of Freshman and Sophomore class standing in the Department of Communication Disorders and Sciences combined will maintain a minimum average major GPA of 3.0. (Department Chair data, annual report)

GOAL: Students of Freshman and Sophomore class standing in the Department of Communication Disorders and Sciences combined will maintain a minimum average overall GPA of 3.0. (Department Chair data, annual report)

GOAL: Students of Junior and Senior class standing in the Department of Communication Disorders and Sciences combined will maintain a minimum average major GPA of 3.2. (Department Chair data, annual report)

GOAL: Students of Junior and Senior class standing in the Department of Communication Disorders and Sciences combined will maintain a minimum average overall GPA of 3.2. (Department Chair data, annual report)

CURRICULUM

Department curriculum map aligns College Mission Statement with Department Mission Statement with student learning outcomes (SLOs) with Course Objectives (COs) with Course assessments.

Assessed by:

1. SLO Templates with specific SLOs assessed on a 3 year cycle (Faculty)
2. CTE question #83: "The stated goals for this course are consistently pursued." (Faculty)
3. Monitoring student reports of graduate prerequisite course deficiencies. (Chair, Academic Advisor, Faculty)

GOAL: The department will maintain a score of 4.0 (5.0 scale) or better for CTE question 83, as averaged across all courses assessed by students on the course teacher evaluation.

GOAL: Student Learning Outcomes (SLOs) will be achieved by a minimum of 80% of students in their respective courses in the Speech and Hearing Science (SHS) and Speech and Language Disabilities (SLD) curricula as determined by course specific assessments and reported on appropriate SLO reports per 3 year cycle.

GOAL: The Department of Communication Disorders and Sciences will provide an undergraduate curriculum that meets the prerequisite requirements of 80% of the graduate programs in communication disorders and sciences as determined by student report of graduate prerequisite deficiencies.

FACULTY

The success of any academic program depends largely its faculty. The Department of Communication Disorders and Sciences is committed to a full-time faculty who offer a breadth of knowledge, a depth of expertise and who are committed to service, scholarship and academic excellence.

Assessed by:

1. Monitoring percentage of courses taught by full-time faculty (Chair or designee)
2. Monitoring the department, school and college service that faculty are involved with (Chair or designee)
3. Monitoring the number of faculty teaching overloads (Chair or designee)
4. Monitoring the number of faculty teaching courses outside their area of expertise. (Chair or designee)
5. Monitoring scholarship activities of faculty (Chair or designee)

GOAL: A minimum of 80% of courses taught in the undergraduate programs (SHS, SLD) are taught by full-time faculty and documented in the department annual report.

GOAL: Each faculty member shall demonstrate involvement in service at the department, school or college levels as specified by their faculty classification and documented in the individual and department annual reports.

GOAL: Faculty teaching load shall not exceed that which is specified by their faculty classification unless faculty agrees to teach overload.

GOAL: 100% of faculty shall teach in their area of expertise or in a related area of expertise to which faculty member agrees to teach.

GOAL: Each faculty member shall be involved in scholarship activities to the extent specified by their faculty classification and documented in the individual and department annual report.

FACULTY ADVISEMENT

The Department of Communication Disorders and Sciences offers a rigorous major curriculum in speech and hearing science and speech and language disabilities as well as select course requirements outside of the major to prepare students for graduate education in communication sciences and disorders (CSD) programs. Acceptance into graduate CSD

programs is extremely competitive. The Department of Communication Disorders and Sciences is committed to provide an effective and proactive academic advisement process to keep students on track in their academic pursuits.

Assessed by:

1. Monitoring academic advisement loads among faculty designated for academic advisement per their faculty classification. (Chair or designee)
2. Monitoring the number of advisee re-assignments during students' tenure in the program. (Chair or designee)
3. Monitoring documentation of annual meeting with individual advisees to review degree plans, academic performance, and preparedness for graduate school application.. (Advisor)
4. Monitoring students' Degree Works plans and holding students accountable for understanding and completing their degree requirements. (Advisor)
5. Reviewing student advisee evaluation forms regarding their academic advisement experiences and modifying the academic advisement program as appropriate. (Chair or designee and reported to Advisor)
6. Monitoring on-time graduation rates. (Chair)

GOAL: Faculty advisement loads will be distributed equally among all faculty designated as academic advisors by nature of their faculty classification.

GOAL: 80% of students will remain with their original assigned academic advisor throughout their tenure in the major program unless re-assignment is due to maintaining equal distribution among advising faculty.

GOAL: 100% of students will meet with their academic advisor a minimum of one time per academic year to review degree plan and academic performance.

GOAL: 100% of students will acknowledge by signature that they are individually and solely responsible for understanding and completing their degree requirements in the time-frame that is necessary to do such.

GOAL: 100% of students will acknowledge by signature that they have been advised of the competitive nature of graduate school acceptance and that degree completion does not guarantee one of acceptance into a graduate CSD program.

GOAL: Academic advisors will review feedback from the "Advisor Assessment Form" on an annual basis and modify advisement practices as deemed appropriate.

GOAL: 80% of first year students entering the program will complete their degree requirements within 8 academic semesters.

GOAL: 80% of transfer students entering the program at the sophomore level with complete their degree requirements within 6 semesters.

GOAL: 80% of transfer students entering the program at a junior or senior level will complete their degree requirements within 5 academic semesters.