

Program Assessment Plan

Program Name: Communication Disorders, Undergraduate (588 major code): Communication Disorders
Department

Assessment Year: 2007-2008 Plan

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Step One : Who are you and how do you do what you do?

I.A. Mission Statement:

The Communication Disorders undergraduate 588 major program is a liberal arts major that prepares students for graduate study in speech-language pathology, audiology or related areas. The major provides research-based academic and clinical preparation and fosters professional development and community service in a flexible, close-knit, affordable program that primarily serves students in the Mid-Hudson Valley Region.

I.B. Scope of your program: (What are the boundaries of your program?)

The Communication Disorders undergraduate 588 major program provides the basis for understanding normal and disordered communication processes through coursework and supervised observation in the SUNY New Paltz Speech-Language Hearing Center. Students acquire an introductory-level understanding of basic parameters of communication disorders, the research bases of the field, professional issues, lifespan implications, multicultural issues, prevention, and advocacy. Completion of the undergraduate 588 program does not lead directly to employment in the fields of communication disorders. Students should plan for graduate study in Speech-Language Pathology, Audiology, or a related field.

I. C. What activities/processes contribute to the program? (How you do what you do?)

Teaching: Faculty and Professional Staff engage in academic and clinical instruction as their primary mission

Curriculum Development: Review, discuss, and propose modifications to the curriculum at department meetings and annual curriculum retreats.

Faculty Development: Participate in professional activities/development/associations; presents at regional, state, and national conferences, and publish in national and international peer reviewed publications; host events on campus;

Faculty Service: Participate in campus committees and governance, open houses, and special events; support student activities (e.g., NSSLHA chapter); engage in regional and national service

Student Research: Expose students to research activities; provide research experience/mentorship.

Advising: Meet with students in formal and informal contexts to develop plans of study, verify key requirements (including comprehensive exams) are met, and provide support for obtaining credentials and employment.

Speech, Language, and Hearing Center: Operate a professional clinical facility a a model for clinical instruction and guided observations, maintain an extensive network of off-campus affiliated sites at which students may observe. .

Assessment System: Engage in assessment of students and programs to support quality improvement

Administrative Activities: Execute the myriad of administrative activities required to support the department and the program

Step Two: Where are you heading and what performances show your progress?

II. A. What are your priority goals for the next three years (5-8 total)?

1. What do you want graduates to know? To be able to do? To believe?

Graduates of the Communication Disorders undergraduate 588 major program will be:

- A. Academically sound.
- B. Effective communicators
- C. Prepared for graduate study in Communication Disorders

2. What are the goals you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)

The Program:

- A. Maintains comprehensive support for faculty and staff
- B. Offers a rigorous academic curriculum that provides research opportunities and education in ethical and professional issues.
- C. Provides a clinical education program that integrates research principles into evidence-based clinical practice.

II B. What is the performance you desire to gauge your progress?

1. Student learning performances (outcome)

Students successfully completing the Communication Disorders undergraduate 588 major program will:

- a. be competitive applicants for graduate study.
- b. demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences
- c. demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- d. demonstrate basic knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders,
- e. communicate clearly in oral and in written form
- f. recognize research as fundamental to speech pathology and audiology, and understand the research foundations of the field
- g. understand the breadth of the professions of audiology and speech-language pathology and demonstrate knowledge of standards of ethical conduct.

2. Program performances

The program:

- a. ensures that qualified students are consistently accepted in graduate programs
- b. provides a diverse and carefully-guided clinical observation experience for students
- c. employs state-of-the-art technology, teaching materials, and clinical materials in instruction
- d. provides high-quality academic and career guidance to students
- e. retains sufficient personnel to provide students with smaller undergraduate class sizes, allow for faculty leaves and sabbaticals, and involve undergraduate students in research activities.
- f. provides financial support and flexibility in teaching loads to support professional development of faculty
- g. offers workshops and guest presentations with continuing education credit available for faculty and other professionals.

h. Step Three: Describe your methodology

<i>Desired student performance (from previous step)</i>	<i>III A. What aspects of the performance are critical to measure</i>	<i>III B. How (and by what means) would you gather the data</i>	<i>III C. When would assessment begin?</i>	<i>III C. Who is responsible for what?</i>
<i>be competitive applicants for graduate study</i>	<i>Admissions rate</i>	<i>Survey- graduating students</i>	<i>May 2007</i>	<i>Major advisors</i>
<i>demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences</i>	<i>Grades of C+ or better in all courses required for ASHA certification</i>	<i>Transcript review</i>	<i>May 2007</i>	<i>Major Advisors</i>
<i>demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases</i>	<i>Course based assessments</i>	<i>Compilation of assessment data, entry into KASA form for graduating students</i>	<i>May 2008</i>	<i>Course instructors</i>
<i>demonstrate basic knowledge of the nature of speech, language, hearing, and communication disorders and swallowing disorders,</i>	<i>Students will analyze a case history with comprehensive language plan or detailed education plan (CMD415)</i>	<i>Grading rubric</i>	<i>May 2007</i>	<i>Course instructors</i>
<i>communicate clearly in oral and in written form</i>	<i>Final project and paper in capstone course, Seminar in Disorders (CMD 419)</i>	<i>Assess via rubric</i>	<i>May 2008</i>	<i>Course instructor(s)</i>
<i>recognize research as fundamental to speech pathology and audiology, and understand the research foundations of the field</i>	<i>Final project/paper in capstone course Seminar in Disorders (CMD 419) or in CMD 406, 419, or 473</i>	<i>Assess via rubric</i>	<i>May 2008</i>	<i>Course instructor(s)</i>
<i>understand the breadth of the professions of audiology and speech-language pathology and demonstrate knowledge of standards of ethical conduct.</i>	<i>Final project/paper in upper division course (CMD 406, 419, or 473)</i>	<i>Assess via rubric</i>	<i>May 2008</i>	<i>Course instructors</i>

D. What additional resources will you need to complete your plan?

1. Funds to cover the cost of curriculum retreat in July 2007 and January 2008
2. Funds for a one clinical protocols retreat
3. Extra service funds or release time to faculty who coordinates the assessments