

**Program Assessment Plan: 2003 -- 2005**

Program Name: Speech-Language Pathology Graduate Program

Department: Communication Disorders

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**Step One:***IA. Mission Statement:*

The ASHA-accredited, licensure-qualifying Graduate Program in Communication Disorders 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.

*IB. Scope of program:*

The program provides pre-service education for professional practice in speech-language pathology. The program is a part of the SUNY Professional Education Unit, and the majority of students earn teacher certification as a Teacher of Students with Speech and Language disabilities. No other teaching certificates are offered. Students have the option of earning the degree without obtaining teacher certification. The SUNY New Paltz Speech and Hearing Center is a key training site for the program, but it is not a medical facility.

*IC. What activities/processes contribute to the program?*

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; host events on campus; support student activities (e.g., NSSLHA chapter)

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 and Hearing Center: Operate a professional clinical facility as a model of a business structure and as a setting for clinical instruction, provide quality clinical supervision; maintain an extensive network of off-campus affiliated sites.

Supervisory Staffing: Train, supervise, and assess full- and part-time supervisory staff, cooperating supervisors, and school personnel, and ensure quality of supervision both on- and off-campus.

Assessment System: Engage in assessment of students and programs to support quality improvement and to meet the requirements of external accrediting agencies.

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

**Step Two: Goals and Performances***IIA. Priority goals for the next five years*

1. Graduates of the Communication Disorder Graduate Program will be:
  - A. Academically sound.
  - B. Clinically competent.
  - C. Effective communicators
  
2. 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.

*IIB. Goals and Performance Statements*

## 1. Student Learning

**A. Academically sound, scientifically literate graduates who have mastered the knowledge bases of communication disorders and are prepared for doctoral study and/or professional careers.**

- a) Able to analyze, synthesize, and evaluate information in the areas of basic human communication processes, communication differences and disorders and swallowing disorders.
- b) Demonstrate a mastery of research foundations of clinical practice
- c) Meet all requirements for professional certification and licensure
- d) Employ effective oral and written communication skills.

**B. Clinically competent graduates who demonstrate competence and ethical practices in the evaluation and remediation of speech, language and swallowing disorders in children and adults, who use validated treatment approaches and who communicate effectively with patients, families, and other professionals.**

- a) Demonstrate competence in the use of validated diagnostic and treatment approaches.
- b) Practice ethically and professionally, with full knowledge of relevant professional issues
- c) Communicate clearly with patients, caregivers, and other professionals, both orally and in written reports.

2. Program Performances

**A. A rigorous academic curriculum that provides research opportunities and education in ethical and professional issues.**

- a) scientifically based, pedagogically sound, academically rigorous curriculum; covers the entire scope of practice
- b) emphasizes written and oral communication skills
- c) promotes scientific literacy and offers research opportunities
- d) provides education in professional and ethical issues.

**B. A high quality clinical education program that fosters professional communication and counseling skills and reflective, research-based clinical practice in settings with culturally and linguistically diverse patients a full range of disorders.**

- a) Clinically and professionally sound curriculum
- b) Diversity of clients and disorders
- c) Quality and consistency in supervision

**C. A productive and rewarding environment for research and scholarship, with ample support for data collection and publication; faculty workloads that permit productive time for scholarship in alignment with institutional priorities vis a vis tenure and promotion; and a critical mass of faculty who are supported in collaboration both on and off-campus.**

- a) Adequacy of institutional resources for faculty development and for research and publication
- b) Quality of physical environment in offices, classrooms, clinic, and laboratories
- c) Appropriate, manageable work loads for faculty

**Assessment Methods**

<b>II. B. 1. and 2.</b> <i>Desired Performance</i>	<b>III. A.</b> <i>What aspects of the performance are critical to measure?</i>	<b>III. B.</b> <i>How (by what means) will you gather the data?</i>	<b>III. C.</b> <i>When will Assessment Begin?</i>	<b>III. C.</b> <i>Who is Responsible for What?</i>
Academically sound, scientifically literate graduates who have mastered the knowledge bases of communication disorders and are prepared for doctoral study and/or professional careers.	(a) Able to analyze, synthesize, and evaluate information in the areas of basic human communication processes, communication differences and disorders and swallowing disorders.	Comprehensive Exam Part I: grading rubric and summary  Classroom-based assessment	Sp. 05  Fall 04 -- Sp. 05	Dembowski, Hester, Bower  Bower, Hester
	(b) Demonstrate mastery of research foundations of clinical practice	Comprehensive Exam Part I: grading rubric and summary  Research Methods Paper: assessment rubric for research rationale	Sp. 05  Fall 04	Dembowski, Hester, Bower  Balant
	(c) meet all requirements for professional certification and licensure.	Praxis scores  LAST-ATS Scores-- NYSED  KASA verification form – ASHA  Alumni survey	Fall 03  Fall 03  Spring 04  Fall 02	Balant  Balant  Bower  Balant + Alumni affairs
	(d) employ effective oral and written communication skills	GRE essay scores on admission: Remedial work required for those below criterion  Research methods paper: Assessment rubric for professional writing	Fall 04  Fall 04	Balant  Balant, Bower

2. Clinically competent graduates who demonstrate competence and ethical practices in the evaluation and remediation of speech, language and swallowing disorders in children and adults, who use validated treatment approaches and who communicate effectively with patients, families, and other professionals.	(a) Demonstrate competency in the use of validated diagnostic and treatment approaches	KASA verification form – ASHA	Spring 05	Bower, Brassard
		Clinical assessment instrument and NCATE summary	Spring 04	Brassard and supervisory staff
		Comprehensive exam part II – clinical case questions Evaluated by rubric	Fall 04	Brassard, Bower, Hester, Turk
		Research-based clinical rationales- therapy plans	Fall 04	Balant, Brassard
		Employer survey	Fall 02	Balant
	(b) Practice ethically and professionally, with full knowledge of relevant professional issues	Clinical assessment instrument and NCATE summary	Spring 04	Brassard and supervisory staff
		Professional issues/ethics test	Spring 05	Balant, Turk
		Employer survey	Fall 04	Balant
	(c) Communicate clearly with patients, caregivers, and other professionals, both orally and in written reports	Diagnostic reports – initial and final-assessment rubric	Fall 04	Bower, Hester
		Formal case presentation (written and oral)	Spring 04	Brassard