

Administrative and Educational Support Report*

**Department of Communication & Sciences
Disorders**

**Annual Action Plan
Annual Assessment Report**

June 2004 – May 2005

*Student Learning Outcomes for this department are available at
<http://ie.panam.edu/CoHSHSLearningOutcomes.htm>



Annual Action Plan: June 1, 2004–May 31, 2005

Unit: Department of Communication Sciences and Disorders

UTPA Mission: The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master’s and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

Division: Academic Affairs **Unit Head:** Dr. Janice Maville

Unit Mission: The Program prepares students for independent professional practice as speech-language pathologists for service in a diverse and multicultural society. The Program provides students with instruction in speech, language, and hearing through innovative delivery systems that lead to the master’s degree in communication disorders and professional license and certification. Through teaching, research, creative activity, and public service in communication sciences and disorders, the Program prepares students for lifelong learning and leadership roles in the region, state, nation, and world communities. The Program is committed to enhancing the quality of life and communication needs of individuals in the region and state.

Unit Goal: Provide a quality academic program in speech-language pathology that promotes excellence in learning, critical thinking skills, and interdisciplinary perspectives.

Link to UTPA Goal(s):
 1: Ensure undergraduate student access and success
 2: Enhance graduate education and research

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Student learning outcomes assessment (1)	2, 4	Implement student learning outcomes assessment processes in the academic and clinical components of the Communication Sciences and Disorders Program (COMD) as	Assess academic learning outcomes defined for speech-pathology courses. Assess clinical skills for all master’s degree students using the	The Program Coordinator and the Clinical Coordinator will compile results of student learning outcomes assessment and send a report documenting these	None

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		required by the department's accreditation body.	departmental Skill Assessment Instrument. Continue to analyze and develop skill and learning assessment outcomes.	results to the Chair by July 31, 2005. The Chair will analyze the results and report this to the Dean by August 31, 2005.	
Student success (2)	4	Eighty-five percent (85%) of the graduates from the Master's Program will pass the Praxis exam on the first attempt.	Monitor the pass rates annually. If pass rate falls below 95%, review of faculty assessments will be completed and modifications made as necessary.	The Chair will collect and analyze information on the pass rate for graduates of the Communication Sciences and Disorders Master's Program and report this information to the Dean's office by June 2005.	None

Unit Goal:

Meet new accreditation requirements of accreditation review body (ASHA) for the master's level speech pathology program.

Link to UTPA Goal(s):

Goal 2: Enhance graduate education and research

Unit Objective (Action Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome for Unit Objective (AA-Measurable Objective)	Strategy(ies) to Achieve Expected Outcomes	Assessment Criteria, Evaluation Methods for Expected Outcome	New Resources Needed in FY05
Accreditation (3)	4, 6	Begin preparation for reaccreditation by obtaining outside evaluation of graduate program.	Identify and contact consultant. Prepare for consultation.	Consultant's report will be submitted to faculty and the Dean's Office by May 31, 2005.	Consultant's fee



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Division: **Academic Affairs** **Unit Head:** **Dr. Janice Maville**

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Unit Goal: Provide a quality academic program in speech-language pathology that promotes excellence in learning, critical thinking skills, and interdisciplinary perspectives.

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 1: Ensure undergraduate student access and success
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Unit Objective (Priority: #1 is highest)	Link to UTPA Objective	Expected Outcome	Assessment Criteria, Evaluation Methods	Assessment Results (Use actual data to describe annual performance)	Use of Results (What change was made?)
Student learning outcomes assessment (1)	2, 4	To implement student learning outcomes assessment processes in the academic and clinical components of the Communication Sciences and Disorders	The Program Coordinator and the Clinical Coordinator will compile results of student learning outcomes assessment and send a report	All assessments have been completed, analyzed, and a report submitted to the Dean. Expected outcome achieved.	Methods for formative and summative assessments of students have been assessed by the faculty. An organized plan has been developed that

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		<p>Program (COMD) as required by the department's accreditation body.</p>	<p>documenting these results to the Chair by July 31, 2005. The Chair will analyze the results and report this to the Dean by August 31, 2005.</p>		<p>includes evaluation procedures that have been in operation as well as newly developed procedures.</p> <p>Results from the Client Services Evaluations were reviewed. The Spring 2005 Client Services Evaluation results of the Clinic were very positive regarding treatment. Parking for clients was identified as an area that needed to be addressed in the coming year. Recommended that Improved parking for clients be addressed with the Chief of Campus Security during the summer of 2005.</p> <p>Student Evaluation form-Clinical Skills Final Evaluation results indicated that students need more experience with client evaluation and documentation. Recommended that beginning Fall 2005 hours in the campus</p>

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					<p>Speech and Hearing Clinic will be increased to enable students to have more experience in this area prior to rotation to external sites.</p> <p>Student portfolios were instituted Spring 2005 as a mechanism for students to maintain documentation of progress throughout the program. Portfolios are scheduled to be evaluated at the end of each semester by faculty to assess progress in the program and to assist in formulating a plan for improvement as needed. Faculty reviewed components of the portfolios including a mock-up sample.</p>
Student success (2)	4	Eighty-five percent (85%) of the graduates from the Master's Program will pass the Praxis exam on the first attempt.	The chair will collect and analyze information on the pass rate for graduates of the Communication Sciences and Disorders Master's Program and report this information to	88% passed the PRAXIS exam for speech language pathologist (SLP) on the first attempt. Expected outcome achieved.	Results reviewed by faculty. Weekly review sessions are scheduled to be reinstated in Fall 2005. The weighting (from 5%

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			the Dean's office by June, 2005.		to 19%) of the seven areas of the PRAXIS and the present graduate curriculum were compared. Recommended changes to place more emphasis on normal language, motor speech as a neurological disorder, and clinical management and professional issues.

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Accreditation (3)	4, 6	Begin preparation for reaccreditation by obtaining outside evaluation of graduate program.	Consultant's report will be submitted to faculty and the Dean's Office.	Consultant's report was received, and submitted to faculty and administration in April, 2005. Highlights of the consultant's report included program review in terms of ASHA standards, curriculum analysis, program evaluation planning, student outcome	Consultant's report was reviewed by faculty and administration. Faculty began responding to recommendations through the following actions: Revised program mission. Addressed compliance

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				<p>evaluation, and faculty resources for student admissions</p> <p>Expected outcome achieved.</p>	<p>issues related to ASHA Standards.</p> <p>Developed learning outcomes for three expected student outcomes.</p> <p>Developed comprehensive assessment plan for course and practicum evaluation, evaluation of graduates and program evaluation.</p> <p>Devised plan for student admissions related to faculty resources. Reduced number of admissions for Fall 2005.</p>

Additional Resources Needed (if any) that were requested for FY06 during the budget cycle: Additional funding requested for travel to support faculty scholarly presentations. Additional funding requested for departmental operating budget. Re-authorization requested for three vacant existing positions including the vacant chair position.