



Academic Program Review: June 1, 2004–May 31, 2005

Unit: Department of Communication Sciences and Disorders

Part III Academic Program Review

Instructions:

Complete this section for the Program Review Committee recommendations not achieved prior to June 2004, as reported in Table I.C of previous annual assessment reports.

Undergraduate Program: Communication Sciences and Disorders

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
2. Publish the mission statement and goals in the <i>Academic and Clinical Procedures Manual</i> , in any other departmental publications, and in the <i>Undergraduate Catalog</i> .	There is no Academic and Clinical Procedures Manual at the undergraduate level since it is not a professional program. The mission statement and goals have been added to the information packets for students. This information will be added to the next University Catalog.
3. Work with the Office of Institutional Effectiveness to verify that the actual number of graduates is being reported accurately each year.	A Student Tracking form has been devised to facilitate accurate counts of admitted and graduated students each year.
4. Develop and implement a procedure for the periodic evaluation of orientation activities in the undergraduate program and document how the results of the evaluations are used to improve those activities.	A form has been devised for students to evaluate the orientation to beginning undergraduates to the program. It will be evaluated annually and improvements will be documented in faculty meeting minutes.
5. Develop and implement measures for systematically evaluating and documenting the effectiveness of the advising process for students in the undergraduate program.	The advising process has been evaluated by the faculty and a revised method has been proposed. A form for evaluation of faculty advisors is being utilized. Any changes implemented as a result of these evaluations are documented in faculty minutes.
8. Systematically document the improvements in teaching effectiveness that have resulted from the evaluations of instruction in the undergraduate program.	Individual faculty members make appropriate changes in teaching resulting from student evaluation of teaching effectiveness. Copies of each faculty member's evaluations are kept in department files for yearly comparisons.

Graduate
Program:

Communication Sciences and Disorders

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
2. Publish the mission statement and goals in the <i>Academic and Clinical Procedures Manual</i> , in any other departmental publications, and in the <i>Graduate Catalog</i> .	University and department mission statements will be in the manual this Fall Semester. The mission statement and goals have been added to the information packets for students. This information will be added to the next University Catalog.
3. Develop and implement a procedure for the periodic evaluation of orientation activities in the graduate program and document how the results of the evaluations are used to improve those activities.	A form has been devised for students to evaluate the orientation to beginning undergraduates to the program. It will be evaluated annually and improvements will be documented in faculty meeting minutes.
4. Develop and implement measures for systematically evaluating and documenting the effectiveness of the advising process for graduate students.	The advising process has been evaluated by the faculty and a revised method has been proposed. A form for evaluation of faculty advisors is being utilized. Any changes implemented as a result of these evaluations are documented in faculty minutes.
5. Document the results of the annual evaluation of the graduate curriculum.	This information has been documented in the Annual Report submitted to the accrediting agency, ASHA, and in faculty meeting minutes. A program consultant has submitted a formal report of this year's evaluation.
6. Develop a list of exit competencies based on the critical components of both the academic course work and the practicum experiences.	The KASA (Knowledge Assessment of Skills Acquisition) form is in place to assess achievement of competencies academically and experientially.
7. Systematically document the improvements in teaching effectiveness that have resulted from the evaluations of instruction in the graduate program.	Individual faculty members make appropriate changes in teaching resulting from student evaluation of teaching effectiveness. Copies of each faculty member's evaluations are kept in department files for yearly comparison.