

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
of Academic Programs**

Program: BS - Communication Disorders

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report) Alan L. Seitel

List Other Program Faculty:

Melissa Garcia

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program Mission

The mission of the Communication Disorders program at TAMIU is to meet the needs of the university and its partner communities by providing a quality educational and clinical experience for its students.

Provide summary of the last cycle's use of results and changes implemented

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

This is the initial submission for this program.

Selected list of program-level intended student learning outcomes *It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.*

1. Students will demonstrate awareness of the breath of speech and language disorders.
2. Students will identify phonological and phonetic speech disorders and their intervention.
3. Students will be able to construct clinical reports.
4. Students will identify methods of fluency and voice intervention.
5. Students will plan for speech and language intervention.

Section I: Planning and Implementation
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Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

1. Students will demonstrate awareness of the breath of speech and language disorders.

Yes **Please indicate if the outcome(s) is(are) related to writing (QEP).**

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

Students will be required to take a praxis examination during the second semester of their senior year. Grading will be by both of the faculty members in the Communication Disorders program with appropriate interrater reliability data obtained.

Indicate when assessment(s) will take place:

Students will participate in a pregraduation proficiency examination.
Assessment will take place during the second semester of the student's senior year.

Criteria/Benchmark(s): *Specify, if deemed appropriate to assess outcome(s). Criteria/benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

A passing grade of 80% on relevant sections of the pregraduation examination will indicate mastery of this learning objective.

Section II: Analysis of Results

What were the results attained? *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

Eight graduating students were administered a two hour examination comprised of five questions. These questions were rated on a four point rating scale: Fail, Low Pass, Pass, and High Pass. Each rating was assigned a point value from one to four. Each students answers were independently graded by the two clinical faculty members in the program.

Results indicated an average score of 2.875 from Dr. Seitel and 2.225 from Ms. Garcia. Further analysis indicated that although the scores were slightly higher when graded by Dr, Seitel the relative scoring on each question was similar. There was no significant difference in the scores given to the students.

What were the conclusions reached? *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.*

A meeting was held on December 7, 2009 with the two clinical faculty members from the program in attendance. Each students exit examination was discussed and weaknesses in each questions answer were identified. It was felt that the answers did not meet the quality in terms of information and insight that were anticipated. A discussion of the modification of course content and teaching style led to suggestions for modifications to better serve our students needs.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Modifications in coursework to include more association of didactic information and its relevance to clinical applications will be instituted. Specific areas included the preparation of therapy plans and goals. It was also decided to give the same exit evaluation for two more semesters in order to gauge changes in performance. It was also noted that with the large increase in students in the program and new course offerings further clinical supervisory and faculty support would be needed.

Section III: Resources

Resource(s) to implement action plan: *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- New Resources Required
- Reallocation of current funds
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Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

This is a new program and we now have two FTEs to handle the academic and clinical needs of approximately 200 upper division students. Clinical supervision as per State of Texas statute must be 100% for the first 25 hours of clinical contact. This is mathematically impossible without additional resources.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s):

In order to assess changes due to class presentation modifications it is proposed that the present goal be continued.

New Outcome(s) – (List outcomes below):

Enter text here

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

Date Completed: April 27, 2010