

# Indiana State University

2004 - 2005 Academic Annual Report

Department of Communication Disorders

## Year in Review

### Accomplishments

**As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?**

Our department prepares speech/language pathologists to meet an area of identified critical shortage in the State of Indiana (and the nation). Over 90% of our majors (undergraduate and graduate students) are Indiana residents and pursue jobs that address this personnel crisis in Indiana after they graduate. Our student teaching and hospital internship placements were 100% successful in terms of completion rates. Furthermore, our graduate student employment placement rate is 100%. The retention rate in the CD undergraduate program from sophomore-to-junior and junior-to-senior years is close to 100%. The retention rate for last year in the graduate program was 100%. The department has maintained the highest academic standards in the country as evidenced by continuing accreditation by the American for Speech/Hearing Association. The department successfully staffed all undergraduate and graduate courses with qualified staff including tenure/track-track faculty, full-time temporary faculty, and adjunct appointments. The Rowe Center for Communicative Disorders continued to provide significant outreach to individuals with speech/language problems from West Central Indiana. The department's hybrid distance program placed our students in 40 schools in 19 school districts, thereby serving 2,000 public school pupils in the State of Indiana. Seven CD students were recognized for high academic honors, and one of our master's students (Melissa Robinson) received the College of Education Outstanding Master's Thesis Award. Drs. Vannessa Coonrod and Mark Stimley received a research grant from the Indiana Lions, and they initiated a project in Vigo County Public Schools. The department had faculty and students present papers at the annual meetings of the American Speech/Hearing Association and the Indiana Speech/Hearing Association. The department continued to expand outreach efforts to community agencies including the Association for Retarded Citizens.

### Research and Scholarship

**What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

Over the past year, the faculty in CD made five presentations at national conferences and three at the state level. In addition, six students made state presentations. At the current time, the department has two tenure/tenure-track faculty members, and the department has two grants. With the need for additional faculty being as pronounced as it is, this level of productivity is very good, and it will only increase with the hiring of new faculty.

### Grants, Contracts & Off Campus Professional Service

**What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department**

## **does particularly well? In which areas do you feel your department needs to improve?**

The department secured a grant (@ \$100,000) from the Division of Exceptional Learners, Indiana Department of Education, during the past year. Dr. Mark Stimley is the Project Director on this grant, which focus on the development and delivery of distance-education in the preparation of speech-language pathologists. The second grant is from the Indiana Lions, and Drs. Vannessa Coonrod and Mark Stimley are Co-Project Investigators. Overall, this represents a high level of productivity, given that both Drs. Stimley and Coonrod have full-time teaching loads.

### Best Practices

**Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?**

Extensive experiential learning occurs in the Rowe Center. This learning is based on research-based practices and standards from the American Speech/Hearing Association, and students apply what they learn with clients from the community. Our Unit Assessment System also represents a best practice. In several places in this report, the strengths of this system are noted. Our hybrid distance program represents yet another best practice that is in place in the department's curriculum.

### Student Credit Hours

**What did you learn? What steps will you take during 2004-05 to meet your department's student credit hour target by fall 2005?**

According to data from the ISU Office of Strategic Planning, Institutional Research, and Evaluation, the department produced an average SCH per Actual FTE faculty of 212. The department goal is 183. Thus, the department continues to be very productive within the parameters of an SCH model.

### Budget

**Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.**

The department has continued to engage in development efforts primarily with alumni. This provides foundation funds that are used for program enhancement.

### Outreach

**What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)**

In addition to the hybrid, distance education program discussed in two previous categories, the department also had significant outreach to the community this year via educational presentations or provision of speech/language services to the following agencies in West Central Indiana: YWCA, ISU Child Care Center, St. Mary-of-the-Woods, and 14th Street Mission (14th and Chestnut). Of course, the Rowe Center continues its excellence service to the community (see below).

### Assessment

**For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.**

Each of the programs in the department have a maturely-developed Unit Assessment System, which

permits on-going, data-based evaluation of students and generates program-level data used for systematic program evaluation. For example, in the Rowe Center, student work with clients is observed by supervisors, who rate the student on several performance criteria. This assessment is performance-based and yields data from a standardized rubric. Supervisors are able to provide feedback to students immediately following client sessions. Occasionally, supervisors bring students of concern to the attention of the entire faculty, and this process is enhanced by the use of well-developed assessment rubrics.

### **Strategic Initiatives**

#### Development Activities

**What steps have you taken to support development activities in your department? How can your efforts be supported?**

As noted above, our department engages alumni in development activities, and emeriti faculty and benefactors of the department/Rowe Center also contribute to the development activities.

#### Experiential Learning

**Please provide examples of experiential learning in which your department was engaged in 2004-2005.**

The department engages in extensive experiential learning. Over the past year, CD students conducted parent in-service training at the Terre Haute YWCA. Speech, language, and hearing screenings were conducted at the YWCA preschool, ISU Child Care Center, and St. Mary-of-the-Woods preschool. Career Talk, an educational intervention about children with speech pathology, was presented at the 14th Street Mission (14th and Chestnut). The Rowe Center for Communicative Disorders remains an active provider of speech/language services throughout West Central Indiana. During the calendar year of 2004, over 150 clients received assessment or treatment from our student clinicians in the Rowe Center. The problems addressed included language disorders, speech/articulation difficulties, English as a second language, and aural rehabilitation. Children represented nearly 80% of the clients served by our student clinicians.

### **Future Goals**

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**The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?**

Clearly, one of our departmental points of pride is the extensive experiential learning that occurs in the Rowe Center and the community. Our students learn about quality practices based on research and the standards of the American Speech/Hearing Association, and they then provide service to the people of West Central Indiana. A fully-developed and fully-implemented Unit Assessment System permits quality program evaluation to be conducted, thereby enhancing the teaching and learning process rooted in experiential learning. We invite the ISU community to learn more about our assessment system and experiential learning because it contributes to our reputation as a pre-eminent institution.