

Indiana State University

2005 - 2006 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 accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. The Department of Communication Disorders has continued to offer all courses, practica, and internships according to schedule despite being significantly understaffed in terms of the number of tenure track faculty it has. The group of faculty that we currently have staffing the department have worked in a very congenial manner to offer high quality programs and to make the department someplace that is enjoyable to work in. 2. Undergraduate and graduate program quality has remained high and the graduate program has retained (continued) its accreditation from the Council for Academic Accreditation in Audiology and Speech-Language Pathology from the American Speech, Language, Hearing Association. 3. Well over 90% of our undergraduate and graduate students are Indiana residents who are interested in graduating and gaining employment in Indiana to help address the statewide shortage that exists in the number of qualified speech-language pathologists who are available to work in schools, hospitals, and other settings. 4. Over 90% of the undergraduate students who faculty view as being qualified to gain admission to graduate school were indeed admitted to graduate schools of their choice this year. 5. 100% of the student who graduated from our graduate degree program obtained and retained positions as speech-language pathologists this year. 6. The hybrid distance education program that provides graduate training to students who are currently working in public schools under the emergency licensing provisions of current teaching licensing law was supported by a grant from the Indiana Department of Education and help to provide training to an additional 18 part-time graduate students over the course of the academic year. 7. Retention of freshmen into the sophomore year topped 90% this year, retention of sophomores into the junior year topped 80%, and retention of first year graduate students topped 90%. 8. Four year undergraduate graduation rates were 65.3% (as compared to the university average of 20.3%)

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based 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?

Faculty scholarship and research resulted in faculty making two presentations directly related to speech-language pathology at the annual national convention of the American Speech, Language, and Hearing Association. Given limited doctoral level staffing and a major focus on the grant funded hybrid distance education training program for speech-language pathologists that the department was heavily invested in this past year, this level of research-scholarship productivity in this area was viewed by the department as being more than adequate.

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?

1. The department obtained a \$93,000 grant from the Division of Exception Learners within the Indiana Department of Education to support the third year of a hybrid distance education program of graduate students working as speech-language pathologist in public schools under the emergency license provision of the state teacher licensure regulations. 2. Dr. Coonrod applied for a number of grants to support department activities and her own research. She received two grants (one internal and one external) during the past academic year totaling \$10,000. 3. Dr. Stimley concluded his second three-year term as a legislative councilor representing Indiana in the national level ASHA Legislative Council. The department is satisfied with its grant, contract, and professional service activities.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

We developed and delivered three new courses via the Internet to hybrid distance education students. These courses were delivered to 18 graduate students located at various sites in the state who were enrolled in our hybrid distance education program while simultaneously working full time in public schools as speech-language pathologists under the emergency permit provisions of current teaching licensure regulations (to help address the shortage of speech-language pathologist that currently exist within Indiana).

Course Scheduling/Enrollment Management

What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?

The greatest challenge to scheduling courses this year has been associated with identifying a sufficient number of highly qualified individuals from our community to help us staff all of the courses and practica that our department needs to offers to approximately 150 declared majors. Over 80% of the undergraduate courses and practica were taught and supervised by adjunct faculty and although we were fortunate to be able to rehire three full-time adjunct members last year, we may not be able to do so this upcoming year.

Outreach

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

The graduate program offered its part-time hybrid distance education program to 18 graduate students who are currently working full-time in various public schools. The program has provided for off-campus practicum experiences for over 50 of our students in which our seniors and graduate students represented Indiana State University and gained valuable experiential learning as speech-language pathologist in schools, hospitals, and agencies. Faculty provided outreach and maintained contact with members of the professional staff in these host schools, hospitals, and agencies.

Strategic Initiatives

Development Activities

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

Faculty from our department participated in early and ongoing discussions regarding the capital improvement needs of the department and College of Education. We do have some development funds flow into the department from outside sources and we acknowledge and thank the individuals who contribute to the department in writing. The department has not actively sought to increase developmental activities and/or donations.

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

Primary community engagement activities involved the provision of speech-language therapy and diagnostic services to people with communication disorders by our students working in the Rowe Center for Communicative Disorders, in early-field placement assignments (completed in local schools), student teaching (completed in schools across the state), and hospital internships (completed in hospitals across the state).

Experiential Learning

We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

Nothing to report. Although experiential learning is at the core of our speech-language pathology undergraduate and graduate programs and has been for many years, the department did not do anything that it considered to be truly innovative with regards to co-opting experiential learning into its course or practicum offerings this year.

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?

The department is making significant contributions in the areas of experiential learning and community engagement while continuing to train increasing numbers of students in an effort to help the state alleviate part of the shortages that currently exists for speech-language pathologists. It will continue its efforts in these three areas as a way to attract additional students and resources to the university. The department plans to give up the continued grant support that it obtains from the Indiana Department of Education after the 2006-2007 academic year to focus its efforts on bolstering the quality of its more traditional (on-campus) program and increase its commitment to the education/training of people working in the west-central region of the state (rather than the whole state).

Feedback

This section is to allow you to share your ideas for enhancing enrollment or dealing with budget and other challenges facing the administration.

The department would strongly suggest that administration in charge of making preliminary-executive decisions to move forward on issues such as program prioritization, hiring new faculty (tenure and non-tenure), providing funds to support assistantships to graduate students,

etc., do so in timelier manner. Despite our current budget crisis, there seems to be a lot more foot-dragging activity going on than there needs to be...so much foot-dragging that it jeopardizes our ability to function effectively. Example 1: Waiting so long to decide to search for a new Dean of the College of Education diminished the probability that the search would be successful in finding the best qualified person to serve in this role. Example 2: Given all of the information provided by early program prioritization activities, it seems absurd that upper administration is not already beginning to move to reallocate resources away from costly inefficient programs. Obvious reallocations and movement to discontinue at least a few of the low-enrollment high-cost programs could have occurred before we started this process and would already be improving our financial environment.