



# Comprehensive Assessment Plan Template

## Administrative and Student Support Service Units

Cycle: 2021-2025

| I. Unit Information                      |  |
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| Unit Name:                               | Department of Communication Sciences and Disorders   |
| Divisional Area/College:                 | College of Health Affairs  |
| Assessment Coordinator<br>(Name, Email): | Donald R. Fuller, <a href="mailto:donald.fuller@utrgv.edu">donald.fuller@utrgv.edu</a>   |
| Unit Mission:                            | It is the mission of Department of Communication Sciences and Disorders to enrich the lives of the people of the Rio Grande Valley, State of Texas, United States and internationally by preparing professionals who are highly competent, compassionate, and ethical service providers equipped to work collaboratively with educational health, medical and social science disciplines; who conduct transformative research to enrich the lives of persons with disorders of communication; and who value meaningful engagement with the communities they serve. |

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| II. Expected Outcomes:<br>(add or delete rows as needed)  | <b>Include the expected outcomes that will be assessed during the next four years (2021-2022; 2022-2023; 2023-2024; 2024-2025). All units are encouraged to include <u>service delivery</u> or <u>program</u> outcomes that identify the desired quality or level of support your unit expects to provide (as per its mission). <u>Units that directly support students</u>, however, should also include expected outcomes focused on student learning, student development, or student success. These outcomes typically identify the knowledge, skills, or values that students are expected to demonstrate as a result of receiving your unit's services. <b>Note: A minimum of '3' outcomes is required. Maximum: '7'. Recommended: '4'</b></b> |
| <b>Expected Outcome 1:</b> The Department of Communication Sciences and Disorders will offer an effective program of study for undergraduate and graduate students.   |  |
| <b>Expected Outcome 2:</b> The Department of Communication Sciences and Disorders will excel at meeting benchmarks of success established by the Council on Academic Accreditation (CAA) in Audiology and Speech Pathology. |  |
| <b>Expected Outcome 3:</b> Faculty of the Department of Communication Sciences and Disorders will employ effective teaching strategies that lead to student learning.   |  |
| <b>Expected Outcome 4:</b> Doctoral faculty of the Department of Communication Sciences and Disorders will be actively engaged in research and other scholarly activities.  |  |
| <b>Expected Outcome 5:</b> All faculty of the Department of Communication Sciences and Disorders will engage with the university, professional and geographic communities.  |  |

| III. Long-Term Assessment Plan                      | Provide a brief description of the essential components of your unit's Comprehensive Assessment Plan for the next FOUR years (2021-2022; 2022-2023; 2023-2024; 2024-2025). |  |  |  |
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| Expected Outcomes<br>(add or delete rows as needed) | <b>Assessment Schedule<sup>1</sup></b><br>Specify the semester/year. (e.g., SP22, SP23, SP24, SP25) the expected outcomes will be assessed during the next four years.     | <b>Assessment Setting</b><br>Identify when and where assessment and data collection will take place? (e.g., at an event; online; before/after staff complete an educational program; in UNIV 1301; after service requests are completed) | <b>Assessment Measures</b><br>Briefly describe the evidence/data that will be used to assess the extent to which the expected outcome is achieved (e.g., survey rating of satisfaction; frequency counts of services rendered; GPA; avg. wait time; total dollars raised; attendance). For outcomes focused on student learning, identify the student work products, performances or other activities that will be used for assessment? (e.g., a research project, assignment, presentation, exam, exhibition) | <b>Assessment Data Sources</b><br>Describe the sources of assessment data used for key measures. (e.g., National Survey of Student Engagement; UTRGV Mock Interview Rubric; Website Analytics Software; UTRGV Engagement Zone Dashboard; Digital Measures Reports of Faculty Research) |
| Expected Outcome 1:                                 | Sp22, Sp23, Sp24, Sp25   | During the month of May, once the preceding academic year has ended.   | For each of the three surveys as mentioned in <i>Assessment Data Sources</i> , at least 80% of respondents must rate the program as effective in accomplishing its mission (defined as a mean rating of 3.50 or higher on a 5-point scale).  | A series of surveys that probe the effectiveness of the graduate program will be distributed to various stakeholders of the program: students just graduating with the master's degree, program alumni 1-year post graduation, and employers of alumni 1-year post graduation.         |
| Expected Outcome 2:                                 | Sp22, Sp23, Sp24, Sp25   | During the month of May, once the preceding academic year has ended.   | At least 90% of students who recently graduated with the master's degree will earn a passing score on the Praxis national exam.<br>At least 80% of students who recently graduated will have done so within the established 6-term program length (Fall, Spring, Summer I, Summer II, Fall, Spring).   | The program will use data from the Council on Academic Accreditation (CAA) benchmarks for success: pass rate on the Praxis national examination and on-time completion rate.   |
| Expected Outcome 3:                                 | Sp22, Sp23, Sp24, Sp25   | During the month of May, once the preceding academic year has ended.   | Student course evaluations separately for all undergraduate and graduate courses will be determined in the aggregate. The criterion for success is an aggregate  | The program will use aggregate student course ratings of undergraduate and graduate courses and peer teaching  |

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|                            |                        |  | rating of 3.50 of 5 for undergraduate courses and 4.00 of 5 for graduate courses. Aggregate peer teaching evaluations will have a mean no lower than 3.75 of 5.  | evaluations conducted the academic year just ended.   |
| <b>Expected Outcome 4:</b> | Sp22, Sp23, Sp24, Sp25 | During the month of May, once the preceding academic year has ended. | For the 5 doctoral faculty, annual publications in peer-reviewed journals will total 5 or more. Presentations will total 5 or more. There will be at least 2 grant proposals annually, with at least 1 grant proposal being funded.  | Research and scholarly activity will be defined according to peer-reviewed professional publications, textbooks, professional presentations, and grant proposals. |
| <b>Expected Outcome 5:</b> | Sp22, Sp23, Sp24, Sp25 | During the month of May, once the preceding academic year has ended. | The total number of distinctly different service activities at the institutional level will total 10 or more annually. The number of service activities to professional and advocacy organizations will total 5 or more annually. The number of service activities to the RGV community will total 3 or more annually. | Community service will include the institution, professional associations, and the general RGV community.   |

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<sup>1</sup> Note: All administrative and student support service units are encouraged to assess all expected outcomes annually. However, due to program rotation schedules or other factors it may be appropriate to stagger assessments. At minimum, each expected outcome needs to be assessed at least twice in four years to complete the Assess-Intervene-Reassess model of continuous improvement.