Higher Learning Commission
Self-Study Questionnaire/Report for Graduate Programs

Graduate Program (and degree(s)): (e.g., Special Education, MSE) Communicative Disorders, MS
Individual(s) Completing the Questionnaire/Report: Scott Bradley

BACKGROUND INFORMATION
1. Please list the emphases and post-baccalaureate certificate programs offered by your graduate program.

   Emphases: NA
   Certificates: NA

2. Provide the number of students (both FTE and headcount) and number of individuals who have completed their graduate degrees through your program during terms and years indicated.

   (Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)

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3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

   Human Resources

   Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the graduate program’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

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In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Heavy teaching loads and clinic supervision responsibilities are ongoing concerns in the recruitment and retention of faculty. It is also a concern that the work load is so heavy as to interfere with the ability for faculty to adequately engage in scholarly research. The Department is responsible for approximately 35 different course offerings each year, which translates into a typical annual teaching load of 5 to 6 different classes by a faculty member. In addition the program’s self-study expressed concern about the number of FTE faculty in the program. Due to retirements, resignations, and the reassignment of one faculty member to a 50% appointment as Honors coordinator for the University, the number of faculty has decreased from 7.0 to 6.5, consisting of 4.5 tenure track faculty, and academic staff divided between 5 individuals who are able to bring “real life” experiences into the classroom and clinic. They all have a commitment to the enhancement of clinical practice in the field of Communicative Disorders.

Physical Resources
Evaluate the adequacy of the physical resources available to support the graduate program ability to serve its student population and achieve programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs). Consider such issues as office space, classroom space, supporting technology, lab space to support research and/or instruction, etc.

5 - 1-9

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The inadequacy of space is also a concern. The Center for Communicative Disorders (CCD) is located in the Roseman Building on the UWW campus. Department offices, faculty offices, laboratories, and the treatment/observation rooms are also housed in Roseman. The program provides clinical services to the community. Because the Department has only one classroom in Roseman, where office and student labs are located, faculty must teach in other buildings on campus. This situation means that faculty are less able to easily integrate the curriculum into clinical processes that use laboratory resources located in the CCD. Because of space constraints, graduate students must work with confidential client records and treatment information in areas that are often occupied for other purposes. These written materials may not be removed from the CCD because of the confidential nature of clinical work. Additional work space in close proximity to the CCD would allow students to adhere to confidentiality requirements.

The need for a separate area for faculty and graduate student research is not only based on issues of confidentiality, as noted above, but also due to the equipment/technology needs that are inherent to research in this discipline. Currently, there is no separate area for research in or near the CCD. Lack of adequate facilities was identified as a concern by the CAA accreditation team during its site visit.

Fiscal Resources
While recognizing that every academic program would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the program to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

5 - 1-9
In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.

The current operating budget is declining. It must be interpreted in the context of the program’s ongoing and continued need to remain vibrant, state-of-the-art and focused on the future. With staff and space additions (1.5-2.0 FTE staffing increase) and (an estimated $150,000 expansion/renovation in yet to be allocated Roseman spaces) the budget will need to be increased. With a more modest proposal (1.5-2.0 FTE staffing) and (an estimated $60,000 -80,000 upgrade and maintenance for current spaces) the budget will need to be increased. Graduate assistantships within the department have been steadily reduced from 2.5 FTE (99-00) to 1.0 FTE (02-03) and 0 FTE (03-04). In the future graduate programs must offer graduate assistantships to remain competitive and attractive, especially in a depressed economy. The graduate assistantship allocations should be increased to 2.5 FTE in the next few years.

4. In a paragraph or two, overview significant changes made in your graduate program or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).

   Developed an assessment process linked to Accreditation Standards.
   Required specialized coursework in Augmentative and Alternative Communication (comdis 683)

   In another paragraph or two, describe why these changes occurred.
   To maintain CAA accreditation and provide quality graduate training. To increase the department

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that the graduate program is planning or currently has underway, but has not yet completed.

   Preparing a Lab Modernization proposal to upgrade the physical spaces in the Center for Communicative Disorders
   Beginning Strategic Planning (Spring, 2005-Summer, 2005)

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your graduate program (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your program receiving more points).

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<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
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<td>Commitment to the pursuit of knowledge and understanding</td>
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<tr>
<td>Development of the individual</td>
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<tr>
<td>Personal and professional integrity</td>
<td>20</td>
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<td>Commitment to serve</td>
<td>20</td>
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<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td><strong>100 points</strong></td>
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7. Every academic program engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your graduate program, particularly as it relates to your curriculum (i.e., take a hypothetical 100 points and
In 1997, the Graduate Council approved the following mission statement as one that characterized the overarching mission of graduate education at UW-Whitewater.

The School of Graduate Studies at the University of Wisconsin-Whitewater oversees programs whose goal is to provide high quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education and human services.

The graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative and functional skills such that their students are capable of performances that characterize the best practices of their profession.

To that end, all master's level graduates will be able to:

- comprehend and discuss advanced theoretical questions and current issues;
- collect, analyze and interpret data applicable to complex questions and problems;
- conceptualize, evaluate and implement solutions to complex problems;
- use appropriate technologies as needed; and
- synthesize and articulate multiple concepts in a clear, concise and persuasive manner

Evaluate the extent to which this mission statement aligns with the purposes of your graduate program by assigning a “1” (has no alignment with the purposes of our program) to “9” (aligns closely with the purposes of our graduate program).

8 1-9

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of how the Graduate Mission Statement diverges from the purposes of your graduate program.

The Graduate Program in Communicative Disorders adheres to the mission statement of the Graduate School. While language used in the Department mission statement differs slightly in terminology the concepts are embedded our document (see below). For example, our mission
Technically, the mission statement is actually a Departmental Mission Statement. Because the MS is required for licensure, the mission statement is directly applicable to the graduate program.

Mission Statement (12/11/03)
The Department of Communicative Disorders is one of eight departments in the College of Education. The departmental mission is twofold. First, the department provides the academic and clinical preparation for undergraduate students in normal communication processes and introductory skill development in communication disorders. Second, the department provides a comprehensive academic and clinical program for graduate students including on-site and off-site clinical experiences that culminate in the requisite masters degree for practice in speech-language pathology nationally. The mission of the Communicative Disorders Department is to train professionals who are: well-educated and well-grounded in the content knowledge of speech language pathology and audiology, skilled in the pedagogy and interpersonal/technical skills appropriate to their profession, committed to quality education and quality of life for all clients, agents of change and innovation, and welcoming of diversity. As professionals who are dedicated to the development of individuals in society and to performing their duties in accordance with professional standards and ethics, the students and graduates of our program must be effective advocates for clients, and must be able to reflect on the learning, growth, and well-being of all persons in the various settings in which they work, based on the knowledge, skills, and dispositions of their professions. The ability to reflect on one's work and make systematic improvement as a result of that reflection is the foundation of practice for speech pathologists and audiologists, and constitutes the core of the assessment process.

The scope of professional practice for the faculty in the Department of Communicative Disorders is unique. We are aligned with the COE mission philosophically, but our practice and training perspective, while inclusive of educational setting is much broader. In essence, our faculty consists of communication scientists with varied specialties in speech and/or language and/or hearing science that prepare graduate and undergraduate students to work across the lifespan and in varied settings. The department is guided by national standards through CAA1 accreditation, and state licensure requirements through DPI2, thus ensuring maximum job marketability in medical and/or school environments.

Ongoing assessment is an integral dimension of the department and includes quality improvement focused initiatives directed at making continuous process and program improvements. As students progress through the curriculum they are expected to apply their knowledge, skills, dispositions and use of technology to solving problems, thinking critically, and communicating effectively within diverse communication contexts.

The assessment plan for professional licensure is grounded in a developmental portfolio process, which incorporates:
1. Multiple measures of the knowledge, skills and dispositions sought by the Council for Academic Accreditation in Speech-Language Pathology (CAA) and the Wisconsin Teacher Standards (WTS) and;
2. Performance-based assessments, with formative and summative feedback given to the student regularly during his/her professional training; and

9. Does your graduate program have a mission statement?
   Yes ✗ No

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.
3. Reflective statements by the program completer that demonstrate developmental refinement of professional knowledge, skills, and dispositions.

The graduate program has articulated a structure for the portfolio based on professional standards, rubrics that operationalize each performance level articulated above, decision tolerance levels that inform decisions that are based on the portfolio, and timeframes for the submission and evaluation for the portfolio. It is through these portfolios that the quality of each student's knowledge, skills, and dispositions is assessed, and that feedback is given to the student about her/his progress.

An essential component of the assessment process includes using assessment data for program evaluation and improvement. To accomplish this, data from the final assessment of student portfolios, plus feedback from program completers and employers on the students' attainment of knowledge, skills, and dispositions, are used to inform program improvement efforts.

Faculty members in this department hold the Ph.D., certificates of clinical competence (C.C.C.) from ASHA, and Wisconsin state licensure. The department embraces the teacher-scholar model as reflected in this institution's standards for promotion, however, this faculty also serves as master speech-language clinicians or audiologists as part of their actual professional practice on this campus. In addition to the traditional academic and scholarly expectations, this faculty is expected to engage directly in clinical teaching and service delivery at the University of Wisconsin-Whitewater, Center for Communicative Disorders. That is, faculty practice as academicians and speech-language pathologists or audiologists--- supervising and training on-site, as opposed to models of off-site supervision in which a field clinician in the school or hospital is the primary supervisor. Clinical training and supervision is a necessary and valued aspect of the department and is necessary for its accreditation, but faculty time and contribution to this endeavor need to be recognized as a unique and significant aspect of teaching and job performance. Off-site clinical coordination and supervision in school and medical environments is another dimension of our clinical-teaching responsibility.

The multidimensional and distinct nature of the Department of Communicative Disorders --- running a campus clinic and a full-time graduate program with limited personnel necessitates non-teaching assignments for some faculty. Graduate program and on-site and off-site clinic coordination, in addition to the administrative leadership of the department chair are significant roles in the development of leadership skills for faculty and for the efficiency of this department. We recognize service contributions as part of the teacher-scholar model in the context of individual goals working to the greater good of the department, and the larger university community.

As a small community of teacher-scholars, the faculty in Communicative Disorders engages in varied and multiple areas of basic and/or clinical research and scholarly activities with diverse products. This department regards the peer-review process as a primary way to measure excellence in teaching, research and service. Rigorous review in the context of a developmental professional model as practiced in this department facilitates growth and positive change among its faculty. We expect our faculty (1) to delineate professional goals in teaching, research and service, (2) to develop a time-line for implementation of those goals, (3) to review and critique attainment of those goals annually, and (4) to revise and redirect their goals as professional experience accrues with time.

URL http://academics.uww.edu/commdis/

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your graduate program's planning and/or decision-making, particularly as it relates to the curriculum.
In the 1996 Report of a Visit filed by the visiting accreditation team, the lone “concern” mentioned in the report related to graduate programming. The Report recommended that “Existing graduate programs should be carefully reviewed with attention given to issues such as: inclusion of scholarship, opportunities for a true graduate experience, elimination of a number of dual-level courses, and faculty loads.”

Evaluate the extent to which having students engaging in scholarly activity relates to the student learning outcomes (or the process of achieving the student learning outcomes) of your program by assigning a “1” (student scholarly activity plays no role in our graduate student’s achieving our program’s learning outcomes) to “9” (student scholarship is essential to achieving the student learning outcomes of our program).

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of why and how student scholarship does and/or does not play a role in student learning in your graduate program.

Because the entry level degree for speech-language pathology is the masters, there is a balance between scholarship and professional training. There are many opportunities for scholarship for our students. Students are required to take a course in Research Methods, and apply that knowledge across the curriculum. Students are encouraged to work with faculty in their research and have presented their research at state and national meetings.

The professional training involves courses directly related to the assessment and treatment of individuals with communicative disorders, and students are expected to have a minimum of 400 hours of direct involvement with clients with speech, language and hearing disorders.

In a paragraph or two, define how your program defines a “true graduate experience,” addressing, in particular, how graduate-level learning differs from undergraduate-level learning. (You may choose to address the difference in terms of the three conceptual differences identified by the Graduate Council: Content: What content areas of the course will graduate students explore with greater depth, and/or what additional content areas will graduate students examine? Intensity: What are the unique course requirements for graduate students—in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards—that reflect greater intellectual intensity and rigor? Self-Directed: What outside-of-class activities are required of graduate students, including research, and how do they reflect a greater degree of self-directed learning?)

The Program has a greater emphasis in the application of basic knowledge learned as an undergraduate. That is, the majority of undergraduate courses explore basic communication function (e.g., Speech Science, Phonetics, Hearing Science, etc.) The content of the graduate courses emphasize the application of that knowledge to individuals with communicative disorders (e.g., Aural Rehabilitation, Dysarthria, and Swallowing Disorders, etc.). Graduate students are expected to go into much greater depth in their studies and apply critical thinking and problem solving skills. Another major difference is that graduate students directly participate in the assessment and treatment of individuals with communicative disorders where they are able to apply their knowledge and skills learned in the classroom.

The intensity of the coursework is greater than undergraduate coursework. Students are expected to research specific problems and develop solutions. Graduate students spend much of their time writing, as part of their courses and report writing as part of their clinical practicum.

The Communicative Disorders Graduate Program is two-years. During the first semester, students involved in clinic are closely supervised and monitored. Depending upon individual student progress, the students gradually become more self directed. By the end of the second year they are working off-campus in both a
medical setting and a school placement. In the classroom, students are also experiencing more independence. There is an emphasis on students administering the curriculum through courses taught in a seminar format where students are responsible for researching and presenting material in class. Problem-Based learning is used in several courses and require the students to research a problem and develop a solution with only minimal faculty guidance.

In a paragraph, discuss the role that dual-level (i.e., 300/500; 400/600) courses play in your graduate curriculum.

The only students who take dual level courses are those students who have not had the course as an undergraduate.

Does having responsibility for teaching graduate-level courses in your program alter the teaching load of your program's faculty?

Yes  No 

If “yes,” take a paragraph to describe how faculty teaching load differs, and why such adjustments are made.

**STUDENT LEARNING & ASSESSMENT**

11. List the student learning outcomes for each of the emphasis areas and post-baccalaureate certificate programs identified in question #1.

The assessment plan of the Communicative Disorders Department (as of 1/27/05) includes Knowledge Outcomes, Skill Outcomes, and Dispositions. Numbers (K.1- K.3 ) relate to Knowledge Outcomes. Numbers (SK. 1. - SK. 2.) relate to Skills and (D. 1. - D. 5.) refer to Dispositions. The assessment plan includes nine undergraduate and thirteen graduate educational objectives. Numbers one through three relate to undergraduate subject matter (SM 1. - SM 3.), four through nine relate to graduate subject matter (GSM 4. - GSM 9.). Numbers one through three relate to undergraduate cognitive development (CD 1. - CD 3.), four through seven to graduate cognitive development (GCD 4. - GCD 7.). Numbers one through three relate to undergraduate skills (SK 1. - SK. 3.) and four through eight to graduate skills (GSK 4. - GSK 8.). As students progress through the curriculum they will be expected to apply their knowledge, skills, dispositions and use of technology to solving problems, thinking critically, and communicating effectively within diverse communication contexts.

The assessment plan for professional licensure is grounded in a developmental portfolio process, which incorporates:

1. Multiple measures of the knowledge, skills and dispositions sought by the Council for Academic Accreditation in Speech-Language Pathology (CAA), Wisconsin Teacher Standards (WTS), the Department of Public Instruction in Wisconsin (DPI) and;
2. Performance-based assessments, with formative and summative feedback given to the student regularly during his/her professional training; and
3. Reflective statements by the program completer that demonstrate developmental refinement of professional knowledge, skills, and dispositions.

The graduate program has articulated a structure for the portfolio based on professional standards, rubrics that operationalize each performance level articulated above, decision tolerance levels that inform decisions that are based on the portfolio, and timeframes for the submission and evaluation for the portfolio. It is through these portfolios that the quality of each student's knowledge, skills, and dispositions is assessed, and that feedback is given to the student about her/his progress.
An essential component of the assessment process includes using assessment data for program evaluation and improvement. To accomplish this, data from the final assessment of student portfolios, plus feedback from program completers and employers on the students’ attainment of knowledge, skills, and dispositions, are used to inform program improvement efforts.

Knowledge Outcomes (CAA Standards III-C- III-E); (WTS 1.) (DPI SLP 1. - 9.)
K 1. Students will be able to explain basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. (III. C)

SM 1. Students will be able to explain the normal processes of human communication across the life span including anatomy and physiology of the speech, swallowing, language and hearing mechanisms.

GSM 4. Students will be able to explain the normal processes of human communication across the life span including anatomy and physiology of the speech, swallowing, language and hearing mechanisms.

K 2. Students will be able to explain a theoretical framework governing the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. (CAA Standards III. D.) (WTS 1. 2.) (DPI SLP 1.)

SM 2. Students will be able to explain a general theoretical framework governing disorders of speech (articulation, voice, fluency), language and hearing.

CD 1. Students will be able to distinguish normal communicative behavior from abnormal communicative behavior.
CD 2. Students will be able to analyze and interpret behavior associated with varied communicative disorders.
CD 3. Students will be able to translate their knowledge of disordered communication into an elementary treatment plan for articulation and language disorders in children.

GSM 5. Students will be able to explain advanced theory governing disorders of speech (articulation, voice, fluency) swallowing, language and hearing.
GSM 6. Students will be able to explain the theories and models which influence the practice of supervision.

GCD 4. Students will be capable of advancing their own theoretical basis for disorders of speech (articulation, voice, fluency), swallowing, language and hearing.
GCD 5. Students will be able to analyze and interpret data resulting in differential diagnoses of disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.
GCD 6. Students will be able to synthesize data and generate goals for individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.

GCD 7. Students will be able to translate the tasks and competencies of clinical supervision into a supervisory action plan.

K 3. Students will be able to explain the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental and linguistic and cultural correlates of the disorder. (CAA Standards III. E.)(WTS 1. 2. 3. 4. 8.) (DPI SLP 1. - 9.)

SM 3. Students will be able to explain the principles and procedures for treatment of disorders of speech (articulation, voice, fluency) and language.

GSM 7. Students will be able to explain the principles and methods of prevention of disorders of speech (articulation, voice, fluency) swallowing, language and hearing across the life span.

GSM 8. Students will be able to explain the strategies and procedures for diagnosis of individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.

GSM 9. Students will be able to explain the principles and procedures for treatment of individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.

Skills Outcomes (CAA Standards IV. A. - IV. E) (WTS 1. 2. 3. 4. 5. 6. 7. 8. 9. 10)(DPI SLP 1. - 9.)

SK 1. The student will complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skill outcomes: (CAA Standards IV. E.) (WTS 1. - 10.) (DPI SLP 1. - 5.)

GSK 4. Students will be proficient in using formal and informal measures to diagnose individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.

SK 2. The student will complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact while the student is engaged in graduate study. (CAA Standards IV. A.; IV. B.) (WTS 1. - 10.) (DPI SLP 1. - 9.)

SK 1. Students will be able to accurately record behavior of individuals with both normal and abnormal communicative behavior.

SK 2. Students will be able to describe abnormal communicative behavior and communicate that information in both written and oral modes.

SK 3. Students will be proficient at writing and implementing goals for children with articulation and language disorders.

GSK 4. Students will be proficient in using formal and informal measures to diagnose individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.
GSK 5. Students will be proficient in implementing goals for the treatment of individuals with disorders of speech (articulation, voice, fluency), swallowing, language and hearing across the life span.
GSK 6. Students will be capable of engaging in self and client evaluations associated with clinical and supervisory process utilizing objective behavioral measurements.
GSK 7. Students will be proficient in communicating client-related information in both written and oral modes.
GSK 8. Students will be capable of designing and implementing an effective supervisory process across work settings with all types of supervisees.

Disposition Outcomes (CAA Standards Interaction and Personal Qualities IV. E.15-20; CAA Standards III. F.-III. I.) (WTS 9. 10.) (DPI SLP 1. 6. 7. 8. 9.)

D. 1. The student will demonstrate the skills noted in Standard IV-E with appropriate independence, consistency, accuracy, and application of background knowledge and will develop the interaction and personal qualities sufficient in breadth and depth for an entry level professional. (IV. E. 19.) These dispositions include at minimum the ability to:
GSK 6. Students will be capable of engaging in self and client evaluations associated with clinical and supervisory process utilizing objective behavioral measurements.
GSK 7. Students will be proficient in communicating client-related information in both written and oral modes.
GSK 8. Students will be capable of designing and implementing an effective supervisory process across work settings with all types of supervisees.

Knowledge, Skills and Disposition Outcomes assessed by:
- portfolio tracking throughout a selection of courses
- number of admissions to graduate schools
- comprehensive exam (NESPA) performance
- exit surveys and interviews of all graduates
- employer and alumni surveys
- Adapted Wisconsin Procedure for Appraisal of Clinical Competence (AW-PACC)
- percentage employed upon completion of the graduate degree

12. Complete the grid below by listing the emphasis areas and post-baccalaureate certificate programs from question #1 across the top row (and indicated by the example). Then, under each emphasis and certificate program, place an “X” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student performance) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).

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<th>Assessment Method</th>
<th>(Example) Knitting (Emphasis)</th>
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<td>Curriculum-Embedded Exams/Tests</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum-Embedded Essays</td>
<td>X</td>
<td></td>
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<tr>
<td>Curriculum-Embedded Projects</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Capstone Project Review (thesis, comprehensive exams, etc.)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Please list specific data/information sets relevant to the graduate programs academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- Portfolio Results
- National Exam Speech Pathology and audiology (NESPA) results
- Exit Surveys
- Employer/alumni survey results
- Adapted Wisconsin Procedure for Appraisal of Clinical Competence (AW-PACC)
- Formative Assessment of Clinical Skills (FACS)
- Supervisor (on-campus, off-campus evaluations)
- Teacher evaluations, peer reviews, course syllabi
- Client satisfaction surveys

13. Indicate specific changes to the department’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place an “X” in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (e.g., revisions to sub-major, change in pre-requisites, addition of new courses, deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
<td>X</td>
</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

In a paragraph, discuss your graduate program’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

As one example we have implemented the following based upon several of the above noted assessment processes:

- Use of practicing professionals for supervision at UW-W (from a variety of settings)
Opportunity to participate in a speech/language/literacy screening program for children in Early Childhood
Opportunity to participate in a collaborative/consultative experience with professionals from related fields (through the literacy program)
Opportunity to participate in a collaborative experience with peers in the major (through the literacy program and small group problem solving situations in weekly practicum meetings)
Opportunity to participate in environmental service delivery (through the literacy program classroom contribution project)
Opportunity to participate in parent education (through literacy group newsletters)
Opportunity to work collaboratively with peers (through supervisor- facilitated communication and through practicum meetings)
Regularly scheduled weekly individual meetings with supervisor
Regularly scheduled weekly group practicum meetings
Implementation of pilot programs for future clinical opportunities (literacy link program – use of gestures for augmenting the acquisition of phonological awareness and sound-symbol association)
Adoption of progress summary procedure for first year graduate students (requires students to process intervention sessions in writing using a prescribed format and submit to supervisors for feedback)
Adoption of a process rather than product approach to report writing (i.e., ‘building’ a report throughout the semester)
Opportunities to write assessment and intervention reports for a variety of purposes (e.g., for parents, for peers, for other professionals)
Opportunities to collaboratively present clinical work at state conventions
Occasions to work with professionals in the field (through various screening/assessment opportunities and cooperative intervention plans)
Opportunity to participate in a nationally recognized summer camp designed to improve the communication skills of people who use augmentative communication devices
Opportunity to participate in summer speech/language/literacy program through the schools
Newly revised clinical handbook
Easy accessibility to resources via the internet
An emphasis on practicum experiences facilitating the development of literacy as well as speech and language
Implementation of individually designed remediation program for students who do not meet general standards

Future Plans:
Adoption of several practicum resource textbooks
Implementation of one-visit parent education program for parents of children enrolled in the Children’s Center
Opportunities to facilitate Hannen parent training for language development
Opportunities to meet the needs of the community by participating in literacy link program practicum (with children recommended by local school districts)
The development of off-site birth to three practicum opportunities

14. In the box below, indicate the extent to which you think your graduate program has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically
90% to which academic assessment program is fully implemented

If you've indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment program is complete.

Assessment process is ongoing and we will always be short of 100% as we focus on making improvements in the process as we are implementing it.

If you've indicated a percentage less than 100%, what are the biggest obstacles to your graduate program fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

Time and staff are needed to manage data

15. Describe any initiatives on behalf of your graduate program (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion. Diversity topics/content has been integrated across the undergraduate and graduate curricula as follows:

Diversity Content Key:
1 = ethnicity
2 = racial
3 = socioeconomic groups
4 = gender
5 = exceptionalities
6 = language
7 = religion
8 = sexual orientation
9 = geographical area
10 = learning style

210 O+P (1N) co-enroll 380 1,2,3,4,5,6,7,8,9,10
210 O+P (2D) 1,2,3,4,5,6,7,8,9,10
210 O+P (3R) 1,2,3,4,5,6,7,8,9,10
270 Intro. Com. Dis. 1,2,3,4,5,6,7,8,9,10
272 Phonetics and Related Processes 1,2,3,4,5,6,9
278 Speech Science I Anat. + Physio. 1,2,4,5,6
355/555 Normal and Dis. Lang. EEN 1,2,3,4,5,6,9,10
371 Intro. Clinical Pract. 1,2,3,4,5,6,7,8,9,10
375 Speech Science II (Speech, Acoustics, Physio. Perception) 1,2,3,4,5,6,9
376 Artic. & Phono. Processes 1,2,3,4,5,6,9,10
380 Normal Speech & Lang Dev. 1,2,3,4,5,6,9,10
381 Hearing Science 1,2,3,4,5,6,9
424/624 Organic Speech Dis. 1,2,3,4,5,6,9,10
426/626 Neurogenic Comm. Dis. 1,2,3,4,5,6,7,8,9,10
444/644 Occ. Hearing Conser. (service course)
450 Methods: ComDis 1,2,3,4,5,6,7,8,9,10
472/672 Asses. ComDis 1,2,3,4,5,6,7,8,9,10
481/681 Lang. Dis. Children 1,2,3,4,5,6,9,10
16. Describe in a paragraph or two your graduate program's relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

Advisory Board consists of practitioners involved with training or employing SLP’s across settings and agencies. Input is solicited informally every year via the professional issues course and during off-campus visits by the university liaisons. Input is shared with the faculty and clinical staff formally and informally and improvements are made in clinical practice, course content, and department processes on an ongoing basis.

17. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?

Yes x No

If “yes,” please provide a list of these initiatives and the constituencies they serve.
- The Center for Communicative Disorders (CCD) has been a clinical training site serving the local community since 1967. The CCD provides diagnostic and treatment services for individuals with a wide range of communicative disorders.
- The Literacy Program, a collaborative effort between the department and the Children's Center at UW-W.
- Teleseminar series
- Workshop courses for practitioners

18. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes x No
If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- CCD Effectiveness Satisfaction Survey results
- Teleseminar surveys
- Course evaluations

19. Does your graduate program offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?
   - Yes ☒
   - No

If "yes," please list specific courses and faculty.

- Observation and Participation in Head Start programs, Dr. Casey
- Observation and Participation (Rotation with three different Speech Language Pathologists), Dr. Casey
- Field Placement in Student Teaching and Medical Settings, Dr. Casey and Dr. DePaul
- On-campus and off-campus Hearing Screenings, Dr. Bradley

**SELF-EVALUATION**

**Strengths**

20. List and prioritize no more than three primary strengths that have emerged in your graduate program efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your graduate program do very well? What good things do people say about your graduate program? How has your graduate program aided the campus in meeting its mission? In what ways has your graduate program “gone beyond the call of duty?”

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to graduate program performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. **Specific Strength:** Prepare Entry Level (master’s degree) Speech Language Pathologists with content knowledge for practice across work settings

   - Supporting Evidence: The program has been reaccredited through 2006 by the Council of Academic Accreditation (CAA) of the American Speech-Language Hearing Association. Students must pass a national examination in order to obtain the certification necessary to practice, and UW-Whitewater graduates enjoy an average 96% passing rate.

2. **Specific Strength:** Prepare Entry Level (master’s degree) Speech Language Pathologists with skills and professional dispositions for practice across work settings

   - Supporting Evidence: AW-PACC scores 8-10; FACS performance at level 3-4
3. **Specific Strength: Prepare Entry Level (master's degree) Speech Language Pathologists for practice across work settings**

- **Supporting Evidence:** The program has been extremely successfully in achieving its expectations and desired outcomes. Designed to maximize job marketability through training speech-language pathologists for clinical excellence in school, medical, and private clinical practices it has employed 100% of its graduates. Exit survey data; Alumni and Employer survey data; Advisory board input suggest we are successful.

**Concerns**

21. List and prioritize no more than three primary concerns that have emerged in your graduate program's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a graduate program, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your graduate program has already underway, actions being planned, or preliminary thinking about how to address the area of concern.

1. **Specific Concern: Physical Facilities**
   - Space for on-campus practicum work is limited.
   - The audiology and science and language laboratories are in need of modernization with technological upgrades.
   - Additional office and laboratory space is needed in support of research. The lack of sufficient space for clinical laboratories jeopardizes recruitment and retention of high quality faculty as well as competition with comparable better-funded programs. In the original planning stages for the Center for Communicative Disorders (CCD) the Roseman spaces currently allocated to the Children's Center were originally conceived to be CCD spaces. If the Children's Center were to be relocated these Roseman spaces should become part of the CCD as originally planned.

   - **Supporting Evidence:** Audit and Review Results, Accreditation Visit

   - **Recommended Actions:** Weaknesses seem to be not so much in the program itself as in the inability of the program to meet all the demands of its clients due to lack of facilities. The program continues to find ways to upgrade and expand the physical facilities primarily through funded Lab Modernization proposals. The program is currently drafting (an estimated $150,000 expansion/renovation in the yet to be allocated Roseman spaces) and (an estimated $60,000 - 80,000 upgrade and maintenance for current spaces).

2. **Specific Concern: Staffing**
   - Heavy teaching loads and clinical supervision responsibilities are ongoing concerns in the recruitment and retention of faculty. It is also a concern that the work load is so heavy as to interfere with the ability for faculty to adequately engage in scholarly research. The Department is responsible for approximately 35 different course offerings each year, which
translates into a typical annual teaching load of 5 to 6 different classes by a faculty member. In addition the program’s self-study expressed concern about the number of FTE faculty in the program. Due to retirements, resignations, and the reassignment of one faculty member to a 50% appointment as Honors coordinator for the University, the number of faculty has decreased from 7.00 to 6.5, consisting of 4.5 tenure track faculty, and 5 ad hoc adjunct faculty.

- Supporting Evidence: Audit and Review Results, Accreditation Visit, Joint Review

- Recommended Actions: The program continues to find ways to support release time for faculty research and professional development. Flexible scheduling for some classes and clinic cases provides blocks of time, for some faculty, to engage in off-campus research. Maintaining a balance in faculty workload distributions will remain a challenge with the current FTE. The anticipated staffing changes in the next five years will be related to the retention of the faculty recently hired and anticipated retirements in the next 10-15 years. Retention of high quality faculty with compensation packages and salaries comparable to market levels will be a continued need. Recruiting and hiring new faculty will be accomplished within a small and competitive pool of qualified PhD’s. The graduate program’s ongoing and continued need to remain vibrant, state-of-the-art and focused on the future will require an increase in staffing (1.5-2.0 FTE). A no cost option would eliminate the master's degree program and facilitate the delivery of an undergraduate curricula using the allocated 6.5 FTE. In the future graduate programs must offer graduate assistantships to remain competitive and attractive, especially in a depressed economy. The graduate assistantship allocations should be increased from 0 to 2.5 FTE in the next few years.