

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (SPLAD)

Program Review Panel Report

Fall 2010

CRITERION 1: HISTORY, IMPACT, AND DEMAND FOR THE PROGRAM

1. DO THE HISTORY AND MISSION OF THE PROGRAM(S) DEFINE THE CONTRIBUTIONS OF THE PROGRAM TO ANDREWS UNIVERSITY?

The history of the department and the contributions to the growth of Andrews University are clearly delineated.

The department mission statement -- to train health professionals who are sensitive to the needs of clients, to treat clients equitably and to prepare their graduates to serve globally -- mirrors the mission of the University. Four points illustrating the relationship of the department to the University's mission are included in the Self study.

2. HOW DO THE PROGRAMS CONTRIBUTE TO THE OVERALL SUCCESS OF THE UNIVERSITY AND THE SEVENTH-DAY ADVENTIST CHURCH?

Although the courses are intended for majors, some classes are available for credit in other schools on campus. The Self study includes sections that validate that the department is helping to meet needs in the county, state, and throughout wider circles. The report is triangulated: documented course offerings, student testimonials, and letters of commendation from experts in the field.

3. IS THE EMPLOYMENT DEMAND FOR GRADUATES FROM THE PROGRAM ROBUST? IS ENROLLMENT RELATED TO THE ANTICIPATED DEMAND FOR GRADUATES?

Employment demand for graduates in this area appears to be robust. This is supported by documentation from the U.S. Bureau of Labor Statistics, State of Michigan Department of Education surveys and anecdotal evidence from Berrien County Schools and nursing homes. The enrollment seems to be realistic for anticipated demands.

The actual success of AU graduates in obtaining jobs is not given in this report because the program is pre-professional only. A Master's degree is required for employment. At least 80% of students who apply to graduate school are accepted.

4. ARE THE CHOICES OF BENCHMARK INSTITUTIONS LOGICAL AND HELPFUL?

From national to state to local needs for the services that SPLAD students and graduates provide, institutional comparisons are on target. Benchmark institutions are nearby geographically, with similar Christian goals and expectations (Self study p. 11). Within the denomination, Loma

Linda University (LLU) is the only competitor for the undergraduate pre-professional program. However, LLU does offer a graduate program.

5. WERE OTHER STAKEHOLDERS CONSULTED IN THE PROCESS OF DEVELOPING THE SELF-STUDY?

Other stakeholders were consulted. Students and alumni have been consulted (see Self-Study Appendix 6, p. 106ff, Student and Alumni Perceptions of Program Strengths and Weaknesses) via an online survey in 2008, which yielded 23 responses from alumni (Self study p.32).

Research supervisors and mentors in institutions with graduate programs have also been consulted (see p.112ff, Letter from Pennsylvania State University and Letter from Employer/Internship Supervisor). Graduate schools are stakeholders in respect to their search for quality incoming students. In the study, there is reference to specific commendations from Central Mission University, Ohio State University, Howard University, and Penn State University (Self study p.25). Also included are testimonials from clients (Self study p. 101, Client Testimonials of Program Quality) and input from the public school sector (Self study pp. 63-64).

There is evidence that this department has been in communication with benchmark and competing institutions (Self study p.9-10) The department has consulted with private, parochial undergraduate-only programs (Self study p.11).

CRITERION 2a: PROGRAM QUALITY – Program Inputs

1. ARE THE CURRICULA CURRENT AND APPROPRIATE FOR PREPARING GRADUATES FOR THEIR CAREERS?

The charts on the Self-study pages 18 and 19 show the current guidelines established by the American Speech-Language-Hearing Association (ASHA) and the knowledge-based and skill-based competencies—the *Knowledge and Skills Acquisition* (KASA) correlated with how SPLAD meets the requirements.

The SPLAD curricula are current and appropriate as evidenced in the summary of curriculum (Self study p. 44). The list of career options due to the offerings is lengthy and unique. The quality of the AU curriculum as comparable with national programs is supported.

2. DO TRENDS IN ENROLLMENT AND PRODUCTIVITY SUGGEST CONTINUED VIABILITY OF THE PROGRAM(S)?

When considering the interest in initiating a master's program, the undergraduate program as a foundation for a graduate program is well accepted and needed (Self study p.8). Calls with regards to vacancies in Berrien County and recruiter premiums and partnering opportunities bode well for future growth (Self study p.8). Enrollment is strong and growing. A concern is that the small number of faculty in the department will "wear out" which can affect the longer term viability of the department. (Note 2008-9 enrollment/faculty, Self study p.11).

Projections in the Occupational Outlook Handbook show 1% growth per year over a 10-year period (Self study p.6). Job openings for speech language pathologists exceed supply by up to 72% in school settings and 47% in medical settings, as determined by ASHA and U.S. Office of Special Education (Self study p.6).

94 The department enrollment has approximately doubled recently, from the 30s to nearly 60 with
95 concomitant increases in credits generated (Self study pp.22-23). It is not clear what has driven this
96 spectacular increase. National trend data for program enrollments was not included in the Self
97 study.
98
99

100 **3. ARE THERE SUFFICIENT RESOURCES OF HIGH ENOUGH QUALITY TO MAINTAIN EXCELLENT**
101 **PROGRAM(S)?**
102

103 *Human Resources : Faculty*– Yes. The three SPLAD faculty members possess at least minimum
104 entry-level qualifications for professional practice and thus are appropriate to maintain excellence
105 in SPLAD programs as they stand today. Within the last two years, funding has been provided
106 for a half-time administrative assistant, a half-time graduate assistant, and three student workers.

107 *Physical Resources: Audiological Equipment* – No. The necessary audiological equipment to
108 maintain excellence is lacking. Although the equipment presently available to the department is
109 sufficient for meeting basic needs and the majority of the equipment is up-to-date, there remains an
110 immediate need for increased booth space and more portable diagnostic equipment for student
111 practice and training.

112 *Physical Resources: Speech-Language Pathology Clinical Supplies* – No. There are not enough
113 speech-pathology clinical supplies to maintain excellence. Therapy materials, while adequate in
114 themselves, need greater accessibility. Storage space is very limited. There is no designated
115 therapy area, thus limiting student access to materials and client access to therapy sessions.

116 *Physical Resources: Other Equipment and Supplies* – No. Space limitations seem to be a major
117 limiting factor in maintaining an excellent program. Students are put in a position to possibly peruse
118 confidential therapy reports and materials as they stand or sit in narrow departmental hallways or
119 wait in corners. The possibility that maintenance of confidentiality will be breached with
120 concomitant liability issues is a significant concern. There is no student computer lab or work area.
121 Computer software specific to this discipline seems to have limited availability. Only one faculty
122 computer has SPSS statistical software.
123
124

125 **4. WHERE COULD RESOURCES BE STRENGTHENED AND/OR REALLOCATED TO STRENGTHEN EACH**
126 **PROGRAM?**
127

128 Faculty are well qualified and dedicated: however, there is a clear need for more faculty. The
129 department chair needs to have time to qualify for full professor. Even more physical space will be
130 needed as student numbers increase (Self study p 15). More audio-visual equipment is needed (Self
131 study p. 16). Private space is needed for faculty and students to review client data to maintain
132 patient confidentiality (Self study p 16).
133

CRITERION 2b: PROGRAM QUALITY – Program Outputs

1. ARE PROGRAM OUTPUTS OF HIGH QUALITY? IN WHAT WAYS IS EACH PROGRAM(S) STRONG? CONSIDER BOTH STUDENT MEASURES AND FACULTY QUALITY.

Yes. The record of alumni responses to the quality of the program speaks to the student measures (Self study tables 8, 9, and 10 on pp. 30, 31, and 32). The faculty members are fully certified by ASHA (Self study p. 42). Evidence is given of continued development (Self study p. 42) and contributions (Self study faculty curriculum vitae, pp. 68 -89).

2. EVALUATE THE STRENGTHS OF THE PROCESSES FOR ASSESSMENT OF LEARNER OUTCOMES. ARE MULTIPLE ASSESSMENT MEASURES USED? IS ASSESSMENT DATA USED FOR PROGRAM IMPROVEMENT?

Few formal indicators or normed sources are available. Students perform below the 50th percentile in the Senior Exit Test. There is no discipline-specific or major field test. There is informal feedback from graduate schools commending the program (Self study p.25). There is also indirect indication of student learning in terms of graduate school acceptance rates and the reputed quality of the graduate schools accepting SPLAD students.

Other indirect indicators of student learning success is the success of the Andrews Central Auditory Processing Service in the area, as measured by the number of clients served with its waiting list of 30 individuals as well as the increase in range and variety of referral sources (Self study pp. 25-26).

Multiple assessment measures are used. The departmental rubric includes student goals and outcomes, which measures student learning outcomes in terms of participation in audiological evaluation procedures, clinical performance instruments, supervisor ratings, time logs, oral and written presentations, group projects, clinical portfolios, Alumni surveys, and patient/client feedback. Many of these involve practicum assignments. The rubric also includes a grade point average requirement of 3.0 or above. There was no indication of the role the assessment data would play in improving the program.

3. DO THE PROGRAM(S) PROVIDE FOR HOLISTIC DEVELOPMENT OF STUDENTS AND FACULTY?

Yes. The department prepared students academically and clinically to provide services to those with communication disorders. Students are encouraged to engage in research activities. Students are provided service opportunities by participating in speech and hearing screenings in the community. Students and faculty have social interactions available through membership in the Speech and Hearing Club, departmental parties, and professional outings to professional meetings and conventions. Spiritual development is provided by faculty home vespers, in class prayer and praise, and department-wide worships.

177 **4. WHICH PROGRAM OUTPUTS ARE INADEQUATE AND WHICH PROGRAM OBJECTIVES ARE NOT**
178 **MET? DOES THE PROGRAM HAVE WEAKNESSES THAT COULD BE RESOLVED?**
179

180 The most glaring weakness is the lack of space to interact with clients and for the faculty to
181 model best practices to students. Cramped quarters compromise services to community clients and
182 students witness practices not in harmony with industry standards. There is particular concern with
183 regards to the security of client files and patient confidentiality requirements of the Health
184 Insurance Portability and Accountability Act.
185

186
187 **5. WHAT COULD BE DONE TO STRENGTHEN THE PROGRAM OUTPUTS: BY THE DEPARTMENT, BY THE**
188 **PROGRAM(S), AND BY THE UNIVERSITY?**
189

- 190 a. Additional faculty are needed to build and offer a graduate program (Self study p. 49 and 54).
191
192 b. An identifiable and functional home in the College of Arts and Sciences (CAS), appropriately
193 equipped for the study and practice of the profession, is critical. The separation of this department
194 from other CAS departments and being embedded in the School of Education's primary building has
195 distinct administrative disadvantages (Self study p. 49). The serious issues of overcrowding and
196 inappropriate workspaces need to be remediated.
197
198 c. A full time, dedicated secretary to manage appointments and day-to-day informational needs of
199 clients and students is necessary for the department to continue its recent remarkable growth.
200
201 d. A travel budget to allow faculty to give scholarly presentations and attend professional meeting
202 is needed to keep faculty current in their areas of professional expertise. Provision for research
203 time release is needed to continue scholarly productivity. These are all needed currently but will be
204 an even more acute issue in supporting a graduate program.
205
206

207 **CRITERION 3: FINANCES**
208

209 **1. HOW DO THESE PROGRAMS CONTRIBUTE FINANCIALLY TO THE UNIVERSITY?**
210

211 The SPLAD makes a positive financial contribution to the University in a number of ways. One is
212 that of attracting students (see Enrollment Trends, p. 21; Charts on p. 22). The fiscal productivity is
213 clearly evident in the data (see Table 15, p. 39). The revenue from external grants is also impressive
214 (see p. 40). When compared with other departments providing health-related programs on the
215 campus, the report reflects a rather comparable productivity.

216 Clinic fees and other non-tuition income remain in the department to purchase clinical supplies.
217 These funds are separated out from operational funds with the figures presented in reports to the
218 College of Arts and Sciences.
219

220
221 **2. DO THEY MEET ESTABLISHED TARGETS FOR FINANCIAL VIABILITY?**
222

223 Established targets for financial viability have not been given based on external sources. Some
224 external data, however, has been included (Self study p. 53ff) that indirectly provides benchmarks in

terms of number of students and teachers at LLU and Western Michigan University. Otherwise, some internal productivity measures of income/expense ratio are given for four years, as well as comparisons with four other departments on campus. The department has referred to its rating in terms of meeting direct costs as reflected by a productivity rating over one. (Self study pp39-40).

3. IN WHAT OTHER WAYS DO THESE PROGRAMS CONTRIBUTE TO UNIVERSITY WELL-BEING?

Several donations and small grants have been obtained for purchase of clinical materials and tests. These monies, along with income from clinical services, have helped offset University expenditures for department operations.

4. What would be the consequences (financial and other) to the University if the program(s) were strengthened or discontinued?

STRENGTHENED	DISCONTINUED
<ul style="list-style-type: none">Financially, as there is potential for more students especially at the master's level, with a significant demand for this profession both in the Church and in the public sector.Positive image for AU.Opportunity for AU to engage in community outreach via services provided by this department and for students to serve their home communities after graduation.	<ul style="list-style-type: none">Lose 73 students in the program.Lose a profession that fits the Seventh-day Adventist worldview:<ul style="list-style-type: none">Helping careerStrong spiritual applicationsLose a unique opportunity to share the faith journey with special needs individuals.Lose opportunities to demonstrate caring attitude within the profession.

From interview with Darah Regal

CRITERION 4: FUTURE OPPORTUNITIES (SWOT – strengths, weaknesses, opportunities, threats)

1. ARE THE STRENGTHS OF THE PROGRAM(S) ACCURATELY DESCRIBED? CAN THEY CONTRIBUTE TO IMPROVEMENT OF THE PROGRAM(S) AND THE UNIVERSITY? ARE THERE STRENGTHS THAT HAVE BEEN OVERLOOKED?

Yes. The strengths are well described in each section; for example, the program quality sections (Self Study beginning on p. 13 and p. 24, respectively), as well as the explanation of the departmental efficiencies (Self study beginning on p. 41). Financial strengths and weaknesses are clearly stated (Self study beginning on p. 46).

Some strengths not mentioned include opportunities for focused attention to individual students and the advantages of small class size. These qualities are alluded to in the reference to "family" in the description of the department, but are not specifically stated.

259 **2. ARE WEAKNESSES ACCURATELY DESCRIBED? CAN THEY BE CORRECTED TO IMPROVE THE**
260 **PROGRAM? ARE THERE WEAKNESSES THAT HAVE BEEN OVERLOOKED?**

261
262 Both space and staffing are inadequate. Departmental space is inadequate for undergraduate
263 programs. Staffing is inadequate to support a much needed graduate program. These two areas are
264 the primary weaknesses obstructing the development of the department academically, clinically,
265 and financially. The department has made the case that corrections are necessary.
266
267

268 **3. ARE OPPORTUNITIES AND EXTERNAL THREATS TO THE PROGRAM(S) WELL DESCRIBED AND WAYS**
269 **IDENTIFIED TO ADDRESS THEM?**

270
271 The opportunities and external threats to the program are not described well enough, nor ways
272 to address them identified clearly. However, the need for a home with enough space to operate is
273 clearly delineated but a path for administration ownership and support is not so clearly defined.

274 This department is living in a quasi-orphaned state with no visible home in its college. This
275 department is a member of the College of Arts and Sciences, but is housed in the School of
276 Education (Self study p.49). A strategy needs to be laid out to increase administration awareness of
277 the extent of these threats and to create viable plans for adequate facilities.

278 This department is primed and ready to propose an expansion through a Master's program. It is
279 ready and willing to use its opportunities. Justifications and process are clearly laid out. Plan
280 proposals were not included in the Self study.
281
282

283 **4. ARE GRADUATES WELL-PREPARED FOR THEIR CAREERS?**

284
285 The data and anecdotal evidence suggest that graduates from this program are well prepared
286 for their careers. Graduates at the bachelor's level are hired as speech pathology assistants and
287 audiology assistants. Employers often sponsor these individuals to go back to school to complete a
288 graduate degree while continuing their employment. Employers benefit by the enhanced value of
289 their employees through their increased capacity for responsibility. Employees benefit through
290 stronger job satisfaction and loyalty to an employer that invested in educational development,
291 which reduces costly employee turnover.

292 Students who apply to graduate school immediately following completion of the bachelor's
293 program are accepted into a variety of schools and continue to be successful working in the field.
294
295

296 **5. DO STUDENTS DEMONSTRATE CHRISTIAN GROWTH AND COMMITMENT TO THE SDA CHURCH?**

- 297
298 a. There is considerable demand for the program among SDA students (Self study p. 45).
299 b. The department seeks to provide a Christ-centered environment (Self study p. 2).
300 c. The program educates students to minister to the needs of others, exemplary of the values of
301 the SDA Church. The department supports spiritual formation (Self study p. 34).
302 d. This program intentionally educates students to treat all patients with respect and to support
303 cultural diversity.
304

6. WHAT CHANGES NEED TO BE MADE FOR SUCCESS OF THE PROGRAM(S) IN THE FUTURE?

There is enough evidence to support the following needs for change:

- a. Providing an adequate physical home for this department.
- b. Developing and offering a Master's program in speech-language pathology.
- c. Strengthening the department's identity as a health profession and its ties to other health profession departments in the College of Arts and Sciences
- d. Aligning its financial structure with other health profession departments.

OUTLINE & SUMMARY OF REVIEW PANEL REPORT: SPLAD

1. EVALUATION OF THE STRENGTHS AND WEAKNESSES OF THE PROGRAM(S)

STRENGTHS

a. MISSION-CENTEREDNESS

The department's health emphases resonate with that of the University and of the Church. Faculty scholarly and service activities demonstrate commitment to selfless service and mission-centeredness.

b. PROGRAM INPUTS

- Curricula are current and referenced to ASHA guidelines and KASA competencies.
- Enrollment is increasing.
- Employment projects indicate growth over the next ten years, with notable vacancies in school and medical settings.
- Qualified and dedicated faculty.

c. PROGRAM OUTPUTS

- Faculty enthusiasm and willingness to put in the effort to initiate a graduate program.
- The number of program graduates accepted into master's programs.
- Clinic client numbers exceed capacity to accommodate need; there is a clinic waiting list.
- Purposeful community outreach, research collaborations, professional presentations, articles in AU news brochures, etc.

d. FINANCES

The Department is currently financially sound and contributes to the University fiscally. With investment in additional faculty and space to initiate a graduate program, SPLAD has the potential to be a significant draw for graduate school enrollment.

e. PROGRAM FUTURE

U.S. Government projects for employment for this discipline for the next decade are strong. The department has increased its number of majors. Indicators for the program's future are positive, given space and facility resources to continue growing and flourishing.

WEAKNESSES

a. ACCREDITATION

Department can only offer a pre-professional program, so cannot apply for or receive external accreditation.

b. SPACE

Critically insufficient space that compromises optimal learning and student clinical practice experiences.

c. CONFIDENTIALITY

Risk of patient confidentiality breaches due to current space configuration despite the department efforts to maintain best practices within the constraints they have.

d. ASSESSMENT

No indication of role of assessment data in improving the program.

e. INVESTMENT

Without University investment in increased space and additional faculty in the department, the department may have already maximized their contribution to the University and community and be unable to grow beyond the current status.

2. RECOMMENDATIONS TO ADMINISTRATION FOR THE PROGRAM(S) IN ORDER TO STRENGTHEN THE UNIVERSITY. THE REVIEW PANEL REACHED CONSENSUS ABOUT ALL OF THE FOLLOWING RECOMMENDATIONS.

A strategic plan for designing and procuring space which would actualize the department's vision for the future should be initiated. Specifics are needed to articulate the concrete nature of their vision and potential. The department worked with The Troyer Group in the past and has some approximation of square footage needs. These documents could be surmised as connected with their vision but does not translate effectively to those who are not intimately acquainted with the department and its activities.

There needs to be a clearly articulated path drawn out to connect the present with the future realization of this department's brilliant potential in terms of the two areas this committee deems to be valid and urgent needs: a) space and b) a graduate program with commensurate increases in staffing and equipment.

PROGRAM REVIEW PANEL

Margarita Mattingly, Chair - Jeanette Bryson - Marcia Kilsby - Alan Mitchell - Barbara Reid

SPLAD Chair's Response
Program Review Panel Report

As chair of the department of speech---language pathology and audiology, I would like to register my satisfaction and affirmation for the high quality document submitted by the panel. I found the report to be not only thorough and comprehensive in its scope, but also analytical, insightful and balanced. The report adequately captured and addressed *three of the four* major issues that the department is grappling with:

- (a) Lack of adequate space (and resultant complications)
- (b) The need to offer a Master's degree in speech---language pathology
- (c) Additional faculty & staff to cope with increases in enrollment

The fourth issue, salary inequities, was never directly addressed or discussed. The expression "its financial structure" (line 312) alludes to the issue but may be misleading and therefore warrants clarification. The threat to the profession outlined in the SPLAD Program Review is an issue of salary alignment (not financial structure) based on a comparison of remuneration levels for the other health professions departments at Andrews University. (Please see pp. 53, 54 of the Program Review document for details and comparison charts).

With the exception the above clarification, the SPLAD department is very satisfied with the report.

Lena G. Caesar
SPLAD Chair

PDRC Response

The PDRC strongly endorses the recommendations made by the review panel and those included in the chair's response.