



**First Choice Graduate Program
Renewal Report**

**Department of Communication Disorders and
Sciences
Master of Science in Communication Disorders and
Sciences
College of Sciences**

**Report
July 22, 2013**

First Choice Graduate Program Renewal Report

Master of Science in Communication Disorders and Sciences

Part 1 Program Team & Review Board

Master of Science in Communication Disorders and Sciences Program Team

Gail Richard, Ph.D, Department Chair

Rebecca Throneburg, Ph.D, Program Coordinator

Council on Graduate Studies Review Board

Jacquelyn Frank, Ph.D. Board Chair

Newton Key, Ph.D. Board Member

Wesley Allan, Ph.D. Board Member

William J. Elliott, M.A. Assistant Dean

Robert M. Augustine, Ph.D. Dean of the Graduate School

Part 2 Consultation and Review Summary

Initial Consultation March 21, 2007

Initial Full Review & Designation November 6, 2007

Renewal Report February 25, 2013

CGS Renewal Review March 19, 2013

Renewal Designation July 22, 2013

Part 3 Renewal Report

Mission of the Master of Science in Communications Disorders and Sciences program:

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni. Rating = 5. Table 1 provides a summary of the programs' application, enrollment, and diversity rates. The evidence demonstrated sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body.

**Table 1
Application, Enrollment, and Diversity Summary**

Enrollment Data-CSA	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	198		243		252		231	
# of Admission Offers	68	34%	58	23%	62	25%	62.66	27%
Admission Yield	29	43%	30	51%	30	48%	29.66	47%
Continuing Candidates	30		28		30		29.33	
Total Enrollment	59		58		60		59	
Diversity Rates Based on Total Enrollment								
Undergraduate Diversity	34	56%	29	50%	27	46%	30	51%
Domestic Diversity	0		1	2%	3	5%	1	2%
International Diversity	0	%	0		0		0	
Gender Diversity	59	97%	57	98%	58	98%	58	98%

1ai-Enrollment Management/Recruitment Plan: A clear plan for meeting application, enrollment, and diversity goals. Rating = 5. Electronic processes, print materials and recruitment programs are used effectively to attract a competitive applicant pool. While the program's use of streaming video and electronic media as recruitment tools were exemplary and offer examples that may be replicated by other programs; it is the launch of an on-line component that makes this program the most distinctive graduate program at EIU. Communication Disorders & Sciences was the first graduate program at EIU to fully implement a hybrid distance program that combines a significant on-line component with a well-developed face-to-face component. This model expanded the program's enrollment from an average of 60 on-campus candidates to 75 candidates enrolled in a combination of its traditional program and distance program. This model is unique to the state. The program also uses a specialized application process that draws from a national data base. This approach has resulted in over 250 applicants for processing.

1aii-Enrollment Management/Selection Criteria: A rationale for selection decisions; fulfilling its expectations for quality. Rating = 5. The program is the most selective of the graduate programs at EIU admitting only 30 new candidates from a pool of more than 200 each year. The program uses a best-practice model for candidate rating and selection that includes an implementation of a rubric, a rationale for the admission criteria selected, and evidence that candidates are prepared for the rigor of the program. The rubric developed for use in the admissions process covers 5 areas of admission criteria and includes quantitative data such as undergraduate GPA and GRE scores and qualitative assessment data. The program has documented the rubric's effectiveness with predicting student success. Four faculty members serve as the initial application review committee. After use of this screening committee, all of the faculty have an opportunity to review and comment on the ratings before the final admission decisions are made.

1aiii-Enrollment Management/Acceptance Rate: Desired applicants accept admission offers. Rating = 5. The program only considers admission of the top 100 applicants. Offers are made based on academic qualifications plus consideration of populations underrepresented in the program. Most applicants apply to at least 4 programs. The program has successfully met its goal of admitting at least 40% of the candidates who apply from undergraduate institutions other than Eastern Illinois University. This level of undergraduate diversity insures a highly diverse and highly ranked candidate pool.

1b-Assistantship/Scholarship Management. Rating = 5. Table 2 provides a summary of the programs' annual and competitive awards. The program documented a sustained record of assistantship management.

Table 2
Graduate Assistantship Summary

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation	8	8	8	8	885
Competitive Awards	1	1	1	1	885
Grants or External Awards	2	1	1	1.3	885
Philanthropic Awards					
Other Campus Assistantships	3	4	3.5	3.5	Variable
Total Academic Year	14	14	13.5	13.8	
Summer Assistantships					
Annual Allocation	4	4	4	4	885
Competitive Awards	1			1	885
Grants or External Awards	2	1	1	1.3	885
Philanthropic Awards					
Other Campus Assistantships	3	3	1	2.3	Variable
Total Summer	10	8	6	8	

1bi-Assistantship/Scholarship Management/Annual Awards: Attracting desired applicants; teaching, research, or service experiences add value to the degree. Rating = 5. The program makes exemplary use of their graduate assistant awards first by using them as a financial tool to attract top candidates to the program and second by providing the recipients with valuable-added experiences that support and complement their curriculum. Graduate assistants in CDS gain first-hand knowledge of the profession by serving in faculty support roles. Examples include teaching, technology, mentoring, and service contributions. In addition to their contributions to the program they also serve as role models for the undergraduate CDS student population.

1bii-Assistantship/Scholarship Management/Competitive Awards: Competitively acquires additional assistantships; attracts additional desired applicants; teaching, research, or service adds value. Rating = 5. Because of its achievement as a First Choice Graduate Program, CDS enjoys access to a Presidential Graduate Assistantship and a Provost Graduate Assistantship and Summer Research Assistantships. The program has consistently earned these competitive awards during the past 5 years. The program is always competitive for additional awards when they are available. In addition, through its own philanthropy and the Speech-Language-Hearing Clinic, the program has established new awards that provide additional opportunities for top candidates.

1c-Matriculation Management: A targeted graduation rate; candidates consistently meet the program's degree completion expectations. Rating = 5. Table 3 provides the matriculation data for the program and verifies that 93% to 97% of the candidates who enroll complete the program within its two-year full-time sequence. This is an impressive completion rate and one that serves as an example for other programs. In addition, because the program uses a formative assessment process, candidates who are unsuccessful are guided to other potential programs early in their matriculation and are not allowed to continue in the program.

Table 3
Matriculation Management

Entering Term	#	Degree Completion Term							
		S 2009		Su 2010		Su 2011		Su 2012	
		#	%	#	%	#	%	#	%
F 2008	30			29	97%				
F 2009	29					28	97%		
F 2010	30							28	93%
F 2011	30								

1d-Graduate Placement: The program can document sustained placements; earning of required credentials; making important contributions to society; pursuing an advanced degree. Rating = 5. Table 4 provides a summary of placement data. The program has a 100% placement rate for its students. Candidates secure positions both in educational and medical settings. Feedback from alumni indicates that new student hires are qualified and prepared to commence their employment assignments.

Table 4
Three-Year Graduate Placement Rates

Year Completed	Employed			Adv Study		Unemployed		Unknown		Goal	Status
	#	#	%	#	%	#	%	#	%		
S 2008	27	27	100%								
S 2009	29	29	100%								
S 2010	29	28	100%								
S 2011	28	28	100%								
S 2012	28	28	100%								
Total			100%								

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics. Rating = 5. The Renewal Report documented sustained achievements use of assessment to guide program development.

2a-Center for Academic Support and Achievement documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence. Rating = 5. The program exceeds the guidelines established by the Center for Assessment of Student Learning by earning ratings of 3 in all areas since 2005. The evidence indicated that data has been consistently used to advance the quality of student learning through remediation plans that directly address student learning weaknesses. Program has received Provost's Assessment Award on both undergraduate and graduate levels. The program's Graduate Coordinator, Dr. Rebecca Throneburg, serves on the University Committee for the Assessment of Student Learning and recently headed a campus-wide initiative on outcomes and assessment.

2b-Graduate School documents that assessment data are used to improve student learning based on CGS Criteria. Rating = 5. The program has sustained evaluations of excellence from the Dean of the Graduate School. In addition, the program assesses the entire student learning outcomes identified by the Council on Graduate Studies. The Dean consistently praised the program for exemplary use of the data collected to address student weaknesses, guide curriculum development, and strengthen areas of exemplary practice.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry. Rating = 5. The Renewal Report consistently offers evidence of sustained achievements maintaining a strong and rigorous curriculum.

3a-Sustained Mission and Planning Leadership: Articulates a clear mission; aligned with current and future trends in the discipline; states the program's strengths. Rating = 5. The Renewal Report documented that the program reviews its mission for currency and discipline alignment. The program hosts a yearly retreat to plan for the upcoming year and evaluate the previous term. The Distance Online Cohort Master's Degree in Communication Disorders and Sciences option was added to address a pressing need for practitioners in high schools. The program has set the standard for integration of technological as a tool for advancing the curriculum, improving student learning, and expansion of the program. No other graduate program at EIU has demonstrated the level of innovation and commitment to technological enhancement at the level and pace of Communication Disorders & Sciences.

3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum. Rating = 5. The Renewal Report documented that program's patterns of administration ensure effective collaborations that foster program quality. The program evaluates course delivery times, and recently altered the term in which the research class is offered to increase the number of theses being completed by students. Team teaching opportunities were also created. These innovative courses are called Grand Rounds and provide opportunities for graduate students to discuss current issues in practice with a variety of faculty members in order to more effectively develop critical thinking and problem solving. The Department Chair, Dr. Gail Richard, is an internationally recognized professional. Her expertise and leadership were critical factors that influenced state officials to change timing of state teacher's exams to give students additional internship experience. The Chair is actively working with the EIU President and Foundation in solicitations for funding of an Autism Center which will bring regional and national recognition to the University.

3bii-Graduate Faculty Leadership: Documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes. Rating = 5. The Renewal Report documented a well-established and effective set of sub-committee structures used to annually evaluate the program and advance curricular changes. The program uses ad hoc Graduate Studies Committees to strategically plan and advance the program. The success of this approach offers an exemplary model of curriculum management to other programs.

3c-Sustained Curricular Leadership by External Review: Sustained excellence based on external reviews as appropriate to the mission/discipline. Rating = 5. Program has been evaluated and accredited by the American Speech-Language-Hearing Association since 1970. Feedback from these reviews is used to help guide and advance the program. The last evaluation was in 2008. Among the many strengths noted in the review were the significant level of faculty involvement to the success of the clinic, the exemplary attitude of the faculty, staff, and students, and the “open door” policy which was observed during the visit.

3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program. Rating = 5. The Renewal Report documented comprehensive use of capstones. CDS has four capstone experiences; CDS 5800 Grand Rounds; oral and written exams or thesis options; two 14-week full time internships in different settings; and national PRAXIS exam in speech pathology required for certification.

3e-Sustained Student Leadership: Fosters participation of its graduate candidates on student advisory boards. Rating = 5. Students participate in leadership roles on the National Student Speech Language Hearing Association, the College of Sciences Advisory Board, panther Ambassador Club, Graduate Student Advisory Council, and several other organizations.

3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board. Rating = 5. The Renewal Report documented continued excellence in Alumni Leadership. Alumni have a strong bond with the program. This bond is fostered by the programs use of a newsletter, annual alumni awards program, and an annual meeting with alumni at state conferences. Program is routinely featured with students selected for nomination to Graduate School Alumni Awards. In addition, alumni have funded scholarships for current students.

3g-Sustained External Partnerships: Sustained external partnerships appropriate to its mission; assets of partners advance the program's quality. Rating = 5. The Renewal Report documented that the program maintains an impressive list of partners who provide scholarships, internships, and related resources to advance the quality of the programs. Currently, program has partnerships with 30 schools and 30 medical settings for internship experiences.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty. Rating = 5. The Renewal Report documented both sustained and exemplary achievements in research/creative activity with graduate students and faculty.

4ai-Research Productivity: Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products. Rating = 5. The program documented sustained exemplary achievements in student research. CDS 5000 Research Methods course helps to set importance of research use for incoming students. CDS report indicated over 36 presentations from candidates at state and national meetings and numerous projects completed for the Graduate Expo and COS Science-Fest.

4aii-Research Engagement: Graduate candidates achieve a sustained record of scholarships through presentations, performances, or exhibits. Rating = 5. The Renewal Report documented a sustained culture of research. Students are required to create and present projects at state and national meetings. This is integral to receiving a degree from the program. Four to ten projects per year are featured in state, regional and national venues.

4b-Research and Travel Grants: Rating = 5. The Renewal Report documented a sustained history of earning research and travel grants both with the Graduate School and with other agents. Since 2009 CDS students have received 13 Williams travel awards, 7 Research and Creative Activity grants, and 1 King-Mertz award from the Graduate School. College of Sciences, Women in Science and Mathematics and Nielsen awards have been granted to students and their research projects. CDS Program financially supports any student presenting at ASHA with travel stipends.

4c-Showcasing Scholarship/Creative Activity: Rating = 5. The Renewal Report documented a sustained record of programs to showcase student scholarship. Projects are also showcased during the Annual Graduate Exposition, Sigma Xi, state and regional conferences, and their own research fair.

4d-Awards Participation: Rating = 5. The Renewal Report documented exemplary performance of candidates earning awards. Program candidates have earned the Francis Meyer Hampton Scholarship, the Betty Wright Downing Scholarship, and various other awards (DFI, Presidential Award for Athletics and Athletes, etc).

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service. Rating = 5. The Renewal Report documented exemplary achievement of the Coordinators and faculty.

5a-Coordinator Leadership: Rating = 5. The report documented the leadership at the department, university, and discipline levels. Coordinator has served on Faculty Senate, Sigma XI Society, Council on Faculty Research, and the Undergraduate Research Council. Coordinator Throneburg has also earned Achievement and Contribution awards, and College of Sciences Awards.

5b-Faculty Scholarship: Rating = 5. The Renewal Report documented exemplary faculty scholarship. All members of the faculty have graduate status. Faculty members serve on committees and in elected offices in ASHA, journal reviewers, provide continuing education workshops around the country, serve on campus committees, and nominate students for scholarships, awards, and presentation submission.

Exemplary Achievements

The following achievements were found to be examples of excellence that should be modeled by other graduate programs:

1. 1ai-Enrollment Management/Recruitment Plan: the program's use of streaming video, electronic media and an on-line degree program were exemplary and offer examples that may be replicated by other programs.
2. 1aii-Enrollment Management/Selection Criteria: The program's admission rubric provides a best-practice model for candidate rating and selection that should be adopted by other programs.
3. 2a-Center for Academic Support and Achievement Assessment Processes. The use of summative and formative assessments to guide improvements to the curriculum remains examples of best-practice in the use of qualitative and quantitative measures to guide curricular improvements.
4. 3bii-Graduate Faculty Leadership: The use of ad hoc Graduate Studies Committees to strategically plan and advance the program resulting in the first On-Line Graduate Program at EIU offers an exemplary model of curriculum management to other programs.
5. 3f-Sustained Alumni Leadership: The program's multiple ways of reaching alumni through the newsletter, annual alumni awards program, and an annual meeting with alumni at state conferences was exemplary. The program's clear focus on philanthropy for the Autism Center that will bring national recognition to Eastern offers an example of effective philanthropic planning.
6. 4aii-Research Engagement: The program documented a sustained a culture of research with requirements to present projects at state and national meetings that should be replicated by others. .

Based on the evidence presented, the Review Board determined the program met all of the criteria and recommended the Council on Graduate Studies accept the recommendation and the Dean of the Graduate School provide the First Choice Program Designation for a period of five years. The Council accepted the recommendation. The Dean of the Graduate School renewed the **Master of Arts in Communication Disorders & Sciences** as a First Choice Graduate Program at Eastern Illinois University.

Part 5 Period of Designation

The Period of Designation for programs approved in the Spring of 2013 is July 2013 through June 30, 2019. The next review will be in the Fall of 2018.

Part 6 Benefits

For programs achieving the First Choice Graduate Program designation at Eastern Illinois University, the benefits include a Presidential Graduate Assistantship, an Annual Graduate School Initiative Award, two Summer Research Graduate Assistantships; two Williams Travel Awards to support student travel and any new funding that may be designated for First Choice Graduate Programs. The First Choice Program Designation and the data used to support that designation will be used to market and advertise the program by the Department, College, and the Graduate School.

Robert M. Augustine, Dean

July 22, 2013
Date

C: College of Sciences
Provost Lord

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