

**DEPARTMENT OF COMMUNICATION DISORDERS**  
**Graduate Program Assessment Yearly Report**  
**M.S. in Communication Disorders**  
**AY 2007-2008**  
**December 2008**

**I. PROGRAM GOALS: Educate professional speech-language pathologists**

In keeping with university and college mission statements, the graduate program of the Department of Communication Disorders is committed to:

- a) Providing students with a specific knowledge base in normal and disordered human communication and the ability to apply this knowledge in the diagnosis and treatment of individuals with communication and related disorders.
- b) Providing students with the clinical skills necessary to diagnose, treat, and refer individuals with communication disorders.
- c) Providing students with a thorough understanding of the range of professional issues and responsibilities which are needed to function competently and professionally as speech-language pathologists according to accepted ethical and professional standards.
- d) Providing students with the ethical responsibility for lifelong learning, the skills necessary to act as independent learners, and the ability to develop a personal program of continuing education.
- e) Supporting faculty in their endeavors to transmit knowledge.
- f) Supporting faculty in their endeavors to advance knowledge.
- g) Supporting faculty in their endeavors to apply knowledge.
- h) Assuring the integrity of the curriculum through maintenance of rigorous standards.
- i) Assuring the integrity of the curriculum through maintenance of high expectations for student learning and performance.
- j) Providing a wide variety of services to the community.
- k) Achieving diversity in the student body and faculty.

The faculty of the Department of Communication Disorders completed in the Fall of 2004 its annual review of the program goals relative to students, faculty, and the program and determined that no revisions were warranted. These goals were included in the self-study the department submitted in February 2005 as part of its application for re-accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The appropriateness of the goals was affirmed by the CAA's again granting full eight-year accreditation status to the department in March 2006 and accepting our two subsequent annual reports, submitted in December 2006 and February 2008 (new format). Our third annual report was submitted in December 2008.

During the past year, however, we revised our assessment plan. Using the outcomes developed for the program in 2005 as a result of a Hedrick grant, we combined the outcomes and matched them to the courses in which they are typically assessed. Since these outcomes are required of all students earning a master's degree in our program, 100% achievement of each outcome is necessary for each student by her/his graduation date. Students have multiple options for meeting each outcome, and remediation plans are in place for students needing assistance in achieving outcomes.

During the next year we plan to reassess our benchmarks, particularly in the clinical education aspect of our program. We hope to correlate specific student outcome measures to our students' performance on the national certification examination (PRAXIS), which is our national external benchmark. Our students have done well on this measure, with 100% passing in recent years. Last year's 25 graduates received a mean score of 706, more than 100 points above the 600 required by the American Speech-Language-Hearing Association, our national organization. We feel that these results on a national exit measure validate the strength of our program and the validity of our outcome measures.

## II. ASSESSMENT OF PROGRAM'S STUDENT LEARNING OUTCOMES:

Not every student learning outcome must be assessed every year. However, it is expected that at least one-third of the outcomes will be assessed each year, allowing for assessment of all outcomes within a three-year cycle. It also is important to use more than one assessment measure for each outcome.

Program's Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p><b>Graduate</b> students will demonstrate comprehensive knowledge of the principles of basic and applied research and research design, knowledge of the processes used in research, including the principles of evidence-based practice &amp; the ethical principles of human subjects research.</p>	<p><b>CD 601</b> Course Exams  Course Project (Research Proposal)</p>	<p>mean grade of at least "B-" on the course examinations  at least a grade of "B-" on the research proposal</p>	<p>100% passed on first attempt (20/20)  100% passed on first attempt (20/20)</p>	<p>No action required.</p>
<p>Graduate students will demonstrate knowledge of voice and resonance disorders, including the etiology; characteristics; and principles and methods of prevention, assessment, and intervention in context-sensitive modalities.</p>	<p><b>CD 620</b> Proficiency measures on exam questions</p>	<p>75% or better on select exam questions.</p>	<p>100% passed  • 1<sup>st</sup> attempt: 6/6 passed</p>	<p>The instructional experience is adequately preparing students to meet or exceed benchmark.</p>
<p>Graduate students will demonstrate knowledge of phonological disorders, including the etiology;</p>	<p><b>CD 622</b> Proficiency measures via exam questions</p>	<p>80% or greater on selected questions.</p>	<p>100% passed  • 1<sup>st</sup> attempt: 10/10 passed (100%)</p>	<p>The instructional experience is adequately preparing students to meet or exceed benchmark.</p>

characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.				
Graduate students will demonstrate knowledge of fluency disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	<b>CD 623</b> Proficiency measures via exam questions.	80% or greater on selected questions.	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 7/12 passed (63%)</li> <li>• 2<sup>nd</sup> attempt: 4/11 passed (36%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.  Individual tutoring provided to students who did not meet the benchmark on the 1 <sup>st</sup> attempt.  Instructional plans for the next offering will be modified to strengthen focus on target areas.
Graduate students will demonstrate knowledge of motor speech disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	<b>CD 624</b> Proficiency measures via medical diagnosis case activity	80% or greater on content portions of case activity.	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 8/8 passed (100%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.
Graduate students will demonstrate knowledge of aphasia disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment,	<b>CD 625</b> Proficiency measures via Exam questions.	80% or greater on selected questions.	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 10/10</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.

and intervention in context-sensitive modalities.				
Graduate students will demonstrate knowledge of language disorders in preschool-aged children, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	<b>CD 628</b> Annotated case study of a preschool-aged child with a language disorder.	40/50 points or better.	100% passed <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 10/13 passed (77%)</li> <li>2<sup>nd</sup> attempt: 3/13 passed (23%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.  Individual tutoring provided to students who did not meet the benchmark on the 1 <sup>st</sup> attempt.  Additional instruction in annotation and use of primary sources added to the next course offering.
Graduate students will demonstrate knowledge of language disorders in school-aged children and adolescents, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	<b>CD 629</b> Annotated case study of a school-aged child or adolescent with a language disorder.	40/50 points or better.	87% passed <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 13/16 passed (81%)</li> <li>2<sup>nd</sup> attempt: 1/16 passed (6%)</li> </ul> 1/16 withdrew from program. 1/16 incomplete	The instructional experience is adequately preparing students to meet or exceed benchmark.  Individual tutoring of student who did not meet benchmark on the 1 <sup>st</sup> attempt.  Additional guided practice on using curriculum-based strategies added to next course offering.
Graduate students will demonstrate knowledge of cognitive-communication and social disorders, including the etiology; characteristics; and,	<b>CD 630</b> Proficiency measures via experiential project.	80% or greater on content portions of the experiential papers and the summative activity.	100% passed <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 10/11 passed</li> <li>2<sup>nd</sup> attempt: 1/1 passed</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.  The student who did not

principles and methods of prevention, assessment, and intervention in context-sensitive modalities.				meet the benchmark on the 1 <sup>st</sup> attempt worked individually to revise papers for content; papers were reviewed by a 2 <sup>nd</sup> instructor with expertise in neurogenic disorders.
Graduate students will demonstrate the knowledge of etiology, preventions, characteristics and service provision of alternative and augmentative communicative modalities.	<b>CD 660</b> Proficiency measures via selected examination questions.  AAC portfolio containing journal article reviews, case studies, viewing internet sites and critiquing procedures and protocol of AAC users.	Combination of: 80% or greater in selected questions  80% or greater on grade of AAC portfolio	100% accuracy  <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 8/9 passed</li> <li>2<sup>nd</sup> attempt: 1/9 met criteria via AAC portfolio</li> </ul>	This instructional experience is helping students meet the benchmark.  Students have an opportunity to meet benchmarks in two very different contexts. If student does not pass the proficiency measures on selected examination questions then AAC portfolio is used to measure efficacy.
Graduate students will demonstrate knowledge of swallowing disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	<b>CD 691</b> Proficiency measures via exam questions and projects.	80% or better on selected exam questions and on content portions of projects/activities re: service provision.	100% passed  <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 10/10 passed (100%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.
Graduate students will conduct screening and prevention procedures (including prevention activities).	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed  <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.

Graduate students will collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures and adapt evaluation procedures to meet client/patient needs.	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will interpret, integrate, and synthesize all information to develop diagnoses and make appropriate referrals and recommendations for intervention including the completion of administrative and reporting functions and referral for appropriate services.	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will develop and implement	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation	100% passed	Participation and successful completion in the clinical

<p>setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process and implement intervention plans (involve clients/patients and relevant others in the intervention process).</p>		<p>Form- numerical ratings of <math>\geq 4.5</math></p>	<ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	<p>courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</p>
<p>Graduate students will select, develop, modify and implement appropriate prevention and intervention methods for clients, including referrals, documentation, reporting, counseling and collaboration with other professionals.</p>	<p><b>CD 670/671</b> <b>CD 672/673</b></p>	<p>Analysis of Clinical Supervisor Evaluation Form- numerical ratings of <math>\geq 4.5</math></p>	<p>100% passed</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	<p>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</p>
<p>Graduate students will adhere to ASHA Code of Ethics including recognizing the needs, values preferred mode of communication and cultural/linguistic background of the client/patient, family, caregivers and relevant others.</p>	<p><b>CD 670/671</b> <b>CD 672/673</b></p>	<p>Analysis of Clinical Supervisor Evaluation Form- numerical ratings of <math>\geq 4.5</math></p>	<p>100% passed</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	<p>Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.</p>

Graduate students will demonstrate ability to access information and relate research to clinical practice.	<b>CD 570/ 571</b> <b>CD 670/671</b> <b>CD 672/673</b>	Successful completion of treatment justification reports and successful completion of progress reports	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will demonstrate knowledge of contemporary professional issues including but not limited to professional practice, accreditation standards, policies and guidelines, and reimbursement procedures.	<b>CD 670/671</b> <b>CD 672/673</b>	Successful completion in two 670 seminar workshops	8/9 passed  1/9 student was absent for the second workshop and successfully completed an assignment and quiz to achieve the outcome.	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 and instruction in workshops adequately prepares students to meet or exceed benchmark.
Graduate students will demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.	<b>CD 670/671</b> <b>CD 672/673</b>	Successful completion in two 670 seminar workshops	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 and instruction in workshops adequately prepares students to meet or exceed benchmark.
Graduate students will demonstrate oral and written communication skills sufficient of entry	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 9/9 passed (100%)</li> </ul>	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed

into professional practice.				benchmark.
Graduate students will demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with clients/patient populations across the lifespan.	<b>CD 670/671</b> <b>CD 672/673</b>	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of $\geq 4.5$	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Students will complete required clock hours including a minimum of 25 hours of observation, 375 clock hours in direct client/patient contact and at least 325 clock hours while engaged in graduate study.	<b>CD 526L</b> <b>CD 527L</b> <b>CD 670/671</b> <b>CD 672/673</b>	Review of student 14FC (final cumulative clock hour form)	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will be supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision was appropriate to the student's level of knowledge, experience,	<b>CD 670/671</b> <b>CD 672/673</b>	Review of student 14FC (final cumulative clock hour form)	100% passed  • 1 <sup>st</sup> attempt: 9/9 passed (100%)	Participation and successful completion in the clinical courses CD 570/571, 670/671 and 672/673 adequately prepares students to meet or exceed benchmark.

and competence and the supervision was sufficient to ensure the welfare of the client/patient populations.				
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**III. Assistance Needed with Assessment:** None needed at this time.



