

**DEPARTMENT OF COMMUNICATION DISORDERS**  
**Undergraduate Program Assessment Yearly Report**  
**B.S. in Communication Disorders**  
**AY 2009-2010**  
**December 2010**

**I. PROGRAM'S MISSION.**

The primary purpose of the Communication Disorders Department, which includes both undergraduate and graduate programs, is the education of professional specialists competent in the management of communication disorders and proficient in dealing with individuals with communication deficits. The baccalaureate program introduces students to the knowledge and skills foundational to this specialty training. In addition to general education and professional education requirements, the baccalaureate program has specific course requirements with purposes and objectives which focus upon linguistic communication and its disorders. These objectives include:

- Students shall demonstrate knowledge of child growth and development relative to normal processes of language and speech communication.
- Students shall demonstrate knowledge of the scientific bases of linguistic communication.
- Students shall be able to identify characteristics of disorders of language, speech, voice and hearing.
- Students shall be able to develop assessment plans and evaluate individuals with communication disorders.
- Students shall be able to plan a program of remediation for an individual with a communication disorder.
- Students shall be able to organize and plan a program of evaluation and treatment for communication disorders within various employment settings.

In addition to academic coursework, the program includes a wide spectrum of introductory practicum experiences in order to prepare the student to meet the needs of a varied client caseload in any clinical setting. Students are given pre-professional clinical assignments in the Marshall University Speech and Hearing Center (MUSHC) and in off-campus practicum sites to complete their pre-professional clinical experiences. All practica, on and off campus, are supervised by faculty members or clinical supervisors holding the Certificate of Clinical Competence (CCC), in accordance with the supervision standards of the Council on Academic Accreditation of ASHA.

Through its Statement of Philosophy, Marshall University outlines the mission of the university to which the Department of Communication Disorders adheres. The university's commitment to undergraduate education is fulfilled by the

department's broad curriculum in speech and language pathology and audiology as pre-professional training. This provides the basic underpinnings and preparation for the graduate education which follows.

Continued activities of the Communication Disorders faculty in research, paper presentations at professional meetings, class preparation, and clinical therapy support the university's commitment to expanding the body of human knowledge and achievement.

The university's commitment to society through public service is strongly supported by the clinical activities of the communication disorders program. The Marshall University Speech and Hearing Center provides diagnostic and therapeutic services to students and the general community. Graduate coursework provides continuing education for practicing speech-language pathologists in the schools, hospitals, and clinics of the tri-state area.

Through its recruitment activities, the Communication Disorders faculty is constantly seeking to advance the university's commitment to effectiveness in a global environment in its students, faculty and staff, and its educational program.

The faculty is actively involved in departmental and university committees and in the University Faculty Senate as its role in the commitment to academic freedom and shared governance.

## II & III. PROGRAM'S STUDENT LEARNING OUTCOMES AND ASSESSMENT ACTIVITIES.

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.

<b>Student Learning Outcomes</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
Students must demonstrate knowledge of basic human communication processes in an acoustic context	<b>CD 241 (Freshman/Sophomores):</b> Proficiency Measures via Exam Questions and Projects	75% or greater on selected questions/projects	85% passed (62/73) <ul style="list-style-type: none"> <li>• 60 passed 1<sup>st</sup> attempt (82%)</li> <li>• 2 passed 2<sup>nd</sup> attempt (3%)</li> <li>• 4 did not pass - changed majors (5%)</li> <li>• 6 did not pass – defer standard to CD 460 (8%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.
Students will demonstrate the ability to access information.	<b>CD 315: (Juniors or Seniors)</b> Literacy Project	80% or greater on project	Did not assess Course not offered	N/A
Students will demonstrate knowledge of basic human communication processes in psychological context	<b>CD 325:</b> In-class writings; comparing and contrasting of two theories via written work and oral debate	80% accuracy on cumulative writings, debate preparation and oral debate	82% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 23/28 (82%)</li> <li>• 5 deferred (18%)</li> </ul>	Instruction is adequate for student meet benchmark.
Students must demonstrate knowledge of basic human communication processes in developmental/life span context	<b>CD 325:</b> Proficiency measurement	80% accuracy	100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 23/28 (82%)</li> <li>• 5 deferred (18%)</li> </ul>	Instruction is adequate for student meet benchmark.
Students will demonstrate knowledge of articulation disorders, including the etiology;	<b>CD 422 (Juniors):</b> Proficiency measures via exam questions.	80% or greater on selected questions	Not assessed this year	N/A

characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.				
Students will demonstrate knowledge of basic human communication and swallowing processes including their biological and neurological bases	<b>CD 429: Pre-CD majors (sophomores):</b> Proficiency measures via exam questions	75% or greater on selected questions	68% passed (16/22) <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 16/22 passed (68%)</li> <li>• 1 of 6 who did not pass was admitted to the program</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark and to be ready for upper level coursework in the major.  The one who did not pass the proficiency measure but was admitted to the program were referred for remediation and re-testing.  Instructional plans for the next offering will be modified to strengthen focus on target areas.
Students will demonstrate knowledge of etiology of hearing disorders, including the impact on speech and language	<b>CD 460 (Juniors):</b> <b>Class Projects and Exam questions</b>		100% passed <ul style="list-style-type: none"> <li>• 1<sup>st</sup> attempt: 29/29 passed (100%)</li> </ul>	The instructional experience is adequately preparing students to meet or exceed benchmark.

<p>Students will demonstrate knowledge of the principles and methods of prevention as related to hearing.</p> <p>Students will demonstrate knowledge of the principles and methods of assessment for hearing, including the impact on speech and language.</p>	<p><b>460 (Juniors):</b> Proficiency Measures via Exam Questions and Projects</p> <p>Proficiency Measures via Exam Questions and Projects</p>	<p>80% or greater on selected questions and projects</p> <p>80% or greater on selected questions and projects</p>	<p>100% passed</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 29/29 passed (100%)</li> </ul> <p>100% passed</p> <ul style="list-style-type: none"> <li>1<sup>st</sup> attempt: 29/29 passed (100%)</li> </ul>	<p>The instructional experience is adequately preparing students to meet or exceed benchmark.</p> <p>The instructional experience is adequately preparing students to meet or exceed benchmark.</p>
<p>Students will demonstrate knowledge of the characteristics of hearing disorders, including the impact on speech and language.</p> <p>Students will demonstrate knowledge of the principles and methods of intervention for hearing disorders.</p>	<p><b>CD 463 (Seniors):</b> Class projects and Exam Questions</p> <p><b>CD 463 (Seniors):</b> Proficiency Measures via Exam Questions and Projects</p>	<p>80% or greater on selected questions and projects</p>	<p>Not assessed this year</p>	<p>N/A</p>
<p>Students must demonstrate knowledge of basic human communication processes in a linguistic context and a cultural context.</p>	<p><b>Performance in ENG 475, ENG 478, or CD 483</b></p>	<p>C or greater</p>	<p>Not assessed this year</p>	<p>For those students who take linguistics in the ENG department, we have no way of measuring their learning beyond the course grade.</p>

**IV. Overview of changes implemented in your program this past year based on results and planned action specified in last year's report.**

Our department maintains an on-going assessment program. The faculty meet weekly to discuss long and short term goals, act on committee recommendations, and revise practices and procedures as appropriate. We review input from students received from student evaluations, Assessment Day focus groups, Chair's/Student Forum, and informal discussions.

During the past year these measures have resulted in significant curricular changes, which became effective January 2011. The baccalaureate degree curriculum was reviewed and modified by the faculty, as a culmination of the assessment process. Changes included reorganization and consolidation of classes as well as changes in the sequencing of classes. Feedback from students from multiple sources played a significant role in these curricular changes.

**V. Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day activities.**

Students indicated that, while they are generally satisfied with the advising process, they would like to meet with their advisor individually in addition to the group scheduling meeting. Since meeting individually with advisors is currently an option, we are in the process of reviewing/revising our advising system to make our policies better disseminated to our students and to make our system more user-friendly, efficient, and accessible to all students.

**VI. Assistance Needed with Assessment:** None needed at this time.