

DEPARTMENT OF COMMUNICATION DISORDERS
Graduate Program Assessment Yearly Report
M.S. in Communication Disorders
AY 2009-2010
December 2010

I. PROGRAM'S MISSION.

The primary mission of the Communication Disorders Master's program is the education of professional specialists competent in the management of communication disorders and proficient in dealing with individuals with communication deficits. The Communication Disorders 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 evaluate individuals with communication disorders.
- Students shall be able to plan and administer a program of remediation for each individual with a communication disorder.
- Students shall be able to organize and conduct 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 practicum experiences in order to prepare the student to meet the needs of a varied client caseload in any clinical setting. Students are assigned to the Marshall University Speech and Hearing Center (MUSHC) and to two or more off-campus practicum sites (including public schools) to complete their 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.

The program's mission is consistent with the university mission (portions quoted below). We provide "high quality education appropriate for the state and region." Because we provide academic and clinical education to our students, we provide services and resources "to promote student learning, retention, and academic success." Because students and faculty work with communicatively-impaired children and adults in the Marshall University Speech and Hearing Center as well as numerous other clinical sites,

we “foster faculty, staff, and student outreach through service activities,” “enhance the quality of health care in the region,” and “educate a citizenry capable of living and working effectively in a global environment.” Our program adheres to a non-discrimination policy and a Code of Ethics. Our faculty “remain current in their fields of expertise,” through continuing education activities and “contribute to the body of knowledge” by engaging in clinical and academic research activities. Our on-going self-study required by our accrediting agency ensures that we maintain a current, relevant curriculum and program. Our mandatory advising and 1:1 clinical supervision ratio ensures engagement with our students in productive, mentoring relationships. Through its recruitment activities, the Communication Disorders faculty seeks to advance the university’s commitment to diversity. The faculty’s active involvement in departmental and university committees and in the University Senate supports the university’s commitment to “shared governance of the institution.

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.

Program's Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
Graduate 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 & the ethical principles of human subjects research.	CD 601 Course Exams Course Project (Research Proposal)	mean grade of at least "B-" on the course examinations at least a grade of "B-" on the research proposal	Not assessed this year.	No action required.
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.	CD 620 Proficiency measures on exam questions	75% or better on select exam questions.	Not assessed this year	No action required
Graduate students will demonstrate knowledge of phonological disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive	CD 622 Proficiency measures via exam questions	80% or greater on selected questions.	100% passed (32/32) <ul style="list-style-type: none"> • 1st attempt: 27/32 passed (84%) • 2nd attempt: 5/32 passed (16%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.

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.	CD 623 Proficiency measures via exam questions.	80% or greater on selected questions.	100% passed <ul style="list-style-type: none"> • 1st attempt: 12/13 passed (92%) • 2nd attempt: 1/13 passed (8%) 	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 st 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.	CD 624 Proficiency measures via medical diagnosis case activity	80% or greater on content portions of case activity.	100% passed <ul style="list-style-type: none"> • 1st attempt: 22/26 passed (85%) • 2nd attempt: 4/26 passed (15%) 	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, and intervention in context-sensitive modalities.	CD 625 Proficiency measures via Exam questions.	80% or greater on selected questions.	100% passed <ul style="list-style-type: none"> • 1st attempt: 13/13 (100%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Graduate students will demonstrate knowledge of language disorders in preschool-aged children, including the etiology;	CD 628 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"> • 1st attempt: 23/23 passed (100%) 	The instructional experience is adequately preparing students to meet or exceed benchmark.

characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.				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.	CD 629 Annotated case study of a school-aged child or adolescent with a language disorder.	40/50 points or better.	100% passed <ul style="list-style-type: none"> 1st attempt: 23/26 passed (88%) 2nd attempt: 3/29 passed (12%) 	The instructional experience is adequately preparing students to meet or exceed benchmark. Individual tutoring of student who did not meet benchmark on the 1 st 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, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	CD 630 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"> 1st attempt: 9/9 passed 	The instructional experience is adequately preparing students to meet or exceed benchmark.
Graduate students will demonstrate the knowledge of etiology, preventions, characteristics and service provision of alternative and augmentative communicative modalities.	CD 660 Proficiency measures via selected examination questions. AAC portfolio containing journal article reviews, case studies, viewing internet sites and critiquing procedures and	Combination of: 80% or greater in selected questions 80% or greater on grade of AAC portfolio	100% accuracy <ul style="list-style-type: none"> 1st attempt: 22/29 passed (76%) 2nd attempt: 7/29 met criteria via AAC portfolio (24%) 	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

	protocol of AAC users.			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.	CD 691 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 • 1 st attempt: 7/7 passed (100%)	The instructional experience is adequately preparing students to meet or exceed benchmark.
Graduate students will conduct screening and prevention procedures (including prevention activities).	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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 collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 2/2 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	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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 adapt evaluation procedures to meet client/patient needs.				
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.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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 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).	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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, develop, modify and implement appropriate prevention and intervention methods for clients, including referrals, documentation, reporting, counseling and	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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.

collaboration with other professionals.				
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.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed • 1 st attempt: 14/14 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 demonstrate ability to access information and relate research to clinical practice.	CD 570/ 571 CD 670/671 CD 672/673	Successful completion of treatment justification reports and successful completion of progress reports	100% passed • 1 st attempt: 14/14 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 demonstrate knowledge of contemporary professional issues including but not limited to professional practice, accreditation standards, policies and guidelines, and reimbursement procedures.	CD 670/671 CD 672/673	Successful completion in two 670 seminar workshops	100% passed • 1 st attempt: 14/14 passed (100%)	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	CD 670/671 CD 672/673	Successful completion in two 670 seminar	100% passed	Participation and successful completion in the clinical

demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.		workshops	<ul style="list-style-type: none"> 1st attempt: 14/14 passed (100%) 	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 into professional practice.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed <ul style="list-style-type: none"> 1st attempt: 14/14 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 demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with clients/patient populations across the lifespan.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	100% passed <ul style="list-style-type: none"> 1st attempt: 14/14 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.	CD 526L CD 527L CD 670/671 CD 672/673	Review of student 14FC (final cumulative clock hour form)	100% passed <ul style="list-style-type: none"> 1st attempt: 17/17 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	CD 670/671 CD 672/673	Review of student 14FC (final cumulative clock hour form)	100% passed <ul style="list-style-type: none"> 1st attempt: 14/14 	Participation and successful completion in the clinical courses CD 570/571,

Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision was appropriate to the student's level of knowledge, experience, and competence and the supervision was sufficient to ensure the welfare of the client/patient populations.			passed (100%)	670/671 and 672/673 adequately prepares students to meet or exceed benchmark.
Graduate students will achieve a passing score on a national certification examination.	Praxis II – Speech-Language Pathology Test	Score of 600 or better	100% passed on first attempt (26/26)	Benchmark achieved No action required.
Graduate students will demonstrate excellence on national certification examination.	Praxis II – Speech-Language Pathology Test	-75% of students scoring above national average -25% of students scoring 30 points above national average	-85% achieved scores above national average (669) (26/29) -54% achieved scores 30 points above national average (700 or higher) (14/26)	Benchmark exceeded. Benchmark exceeded No action required.
Graduate Students will be able to obtain employment as speech-language pathologists upon graduation.	Employment in CFY positions	All graduates seeking employment in field will obtain CFY positions.	100% of graduates seeking employment found CFY positions. (25/26). 1 deferred employment following childbirth.	Benchmark achieved – No action required.
Employers of speech-language pathologists will seek our graduates as employees and will demonstrate satisfaction	-Employer surveys -Continued hiring of graduates -Employer feedback and anecdotal evidence	-50% response to surveys -100% continued hiring -Positive feedback	-Employer response has been unsatisfactory -100% employers continue to hire our graduates. -Feedback is virtually always positive.	We are attempting to re-design employer survey, using on-line format, conducted at college level. No action needed. No action needed.

with their work.				
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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 master's 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.

Our assessment activities consist primarily of faculty-led student focus groups, divided by class. The graduate students' groups were divided into first and second-year students, and attendance was close to 100%. The students discussed their satisfaction and challenges in the program. There was not universal agreement about many changes, except for changes that are not under the faculty's control, such as temperature control in Smith Hall, lack of space, and shortage of equipment and computers. One change that the majority of students favored that we did implement was the maintaining of clinical modules for two semesters, allowing for consistency of clients, clinicians, and supervisors for two consecutive semesters.

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