

DEPARTMENT OF COMMUNICATION DISORDERS
Undergraduate Program Assessment Yearly Report
B.S. in Communication Disorders
AY 2010-2011
December 2011

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.

In addition to academic coursework, the program includes a wide spectrum of introductory practicum experiences in order to introduce the student to a variety of client's. 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.

The Department of Communication Disorders adheres to and supports the mission of the university. 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.

Faculty remains current in their fields of expertise by participation in state and regional activities. The department hosted a continuing education conference for the WV AG Bell which was attended by professionals and students across the state.

Innovative teaching activities to promote lifelong learning and integrative thinking skills are incorporated in undergraduate courses. Activities including Independent Studies, Special Topics and the Community of Research Practice (CORP) have led to paper presentations at professional meetings. The department support for continued activities in research, class preparation, and clinical therapy support the university's commitment to expanding the body of human knowledge and achievement. In addition, the department has faculty actively involved in the First Year Seminar to assist with the goal of the university to develop integrative thinking and increase retention of students.

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 (MUSHC) provides diagnostic and therapeutic services to students and the general community. The department recently partnered with a professional organization to provide continuing education for practicing speech-language pathologists in the schools, hospitals, and clinics of the tri-state area. The department has assumed the lead role in the St. John's afterschool program. Faculty oversees program activities and has designated CD 101, Introduction to Communication Disorders, as a service learning course to partner with this program. The National Student Speech, Language and Hearing Association (NSSLHA) organization has as its mission incorporation of service activities and has been involved with the St. Johns program, food drives and support of the MUSHC. The department has an undergraduate student to represent the university at the West Virginia campus compact.

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. A new NSSLHA activity was introduced to promote diversity by supporting a Center for International Students Program which offers students the opportunity to participate in the English Conversation Partners 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.

Marshall University is represented at the state level by a faculty member of the Department of Communication Disorders, who serves as the elected representative to the ACF.

The State Department of Education recently invited two faculty from the department to serve on a task force to address the shortage of speech-language pathologist in the public schools.

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.

Student Learning Outcomes	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
Students must demonstrate knowledge of basic human communication processes in an acoustic context	CD 241 (Freshman/Sophomores) Proficiency Measures via Exam Questions and Projects	75% or greater on selected questions/projects	Not assessed this year	
Students will evaluate information its sources critically and incorporate selected information into knowledge and value systems	CD 315/415: (Juniors or Seniors) Capstone Project *note course number change	80% or greater on project	315 Fall- 14 students 100% passed 415 Spring - 12 students 100% passed	Instruction and support is adequate for students to meet benchmark
Students will demonstrate knowledge of basic human communication processes in psychological context	CD 325: 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	Not assessed this year	
Students must demonstrate knowledge of basic human communication processes in developmental/life span context	CD 325: Proficiency measurement	80% accuracy	Not assessed this year	.

<p>Students will demonstrate knowledge of articulation disorder including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.</p>	<p>CD 422 (Juniors): Proficiency measures via exam questions.</p>	<p>80% or greater on selected questions</p>	<p>74% passed</p> <ul style="list-style-type: none"> • 25 passed • 9 deferred 	<p>The outcomes measured at this are based on the Knowledge and Skills outcomes for ASHA. These outcomes will be moved to a graduate course and new outcomes developed for the undergraduate course.</p> <p>Those deferred will be assessed the graduate level if admitted to our graduate program</p>
<p>Students will demonstrate knowledge of basic human communication and swallowing processes including their biological and neurological bases</p>	<p>CD 429: Pre-CD majors (sophomores): Proficiency measures via exam questions</p>	<p>75% or greater on selected questions</p>	<p>Not assessed this year</p>	
<p>Students will demonstrate knowledge of etiology of hearing disorders, including the impact on speech and language</p>	<p>CD 460 (Juniors): Class Projects and Exam questions</p>	<p>80% or greater on selected questions and projects</p>	<p>Not assessed this year</p>	
<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>460 (Juniors): 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>Not assessed this year</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</p>	<p>CD 463 (Seniors): Class projects and Exam Questions</p> <p>CD 463 (Seniors): Proficiency Measures via Exam</p>	<p>80% or greater on selected questions and projects</p>	<p>100% outcomes achieved (29/29)</p>	<p>Instruction and support adequate for students to meet benchmark</p>

methods of intervention for hearing disorders.	Questions and Projects			
Students must demonstrate knowledge of basic human communication processes in a linguistic context and a cultural context.	Performance in ENG 475, ENG 478, or CD 483	C or greater	100% outcomes achieved (22/22)	For those students who take linguistics in the ENG department, we have no way of measuring their learning beyond the course grade.

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 meets 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, 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 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. The department is working with the College of Health Professions staff in the development of a central advising program. Central advisory for pre CD students will begin in January 2012. A newly appointed undergraduate advising coordinator will serve as liaison with the COHP advisors.

VI. Assistance Needed with Assessment: The department has recently re-organized the curriculum committee and the assessment committee to re-evaluate departmental outcomes. Knowledge and Skills Outcomes to meet ASHA standards for accreditation have moved from assessment in undergraduate courses to the graduate program. The department will be developing new assessment outcomes to meet the goals of the university and the Pathways Quality Initiative Project through the Lumina Foundation.

Our assessment review will begin with the identification of three to five courses. The learning outcomes from these courses will be reviewed and revised in a manner that will lead to the essential learning outcomes of the capstone project.

We will need feedback from the assessment office at periodic intervals as determined by the department assessment committee.

