

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

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 develop and implement 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.

The department is actively involved in state activities as evidenced by the election of a faculty member of the department to represent the university on the ACF. The WV Department of Education has invited two faculty members to serve on a task force to address the shortage of SLP in the public schools.

The WV State Legislature not only continues to fund the Luke Lee Listening, Language and Learning Center (L) but increased their commitment during the past year to expand the program. This increased financial commitment reflects the effectiveness of program outcomes for the deaf and hearing impaired children graduating from the L.

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. Marshall University selected a graduate student from the department as a representative to the WV Campus Compact.

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 which partners with the St. Johns program. The St. Johns program utilizes graduate assistants from the department as activity coordinators.

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 Project: Systematic Review	80% of better	24/25 (96%)	Student not meeting benchmark has since left program after struggling in other courses. Overall the instructional experience is adequately preparing students to meet or exceed all benchmarks
	KASA Quiz	80% or better	25/25 (100%)	
CITI Exam	80% or better	25/25 (100%)		
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 modalities.	CD 622 Proficiency measures via exam questions	80% or greater on selected questions.	Not assessed this year	No action required
Graduate students will demonstrate knowledge of fluency disorders, including the etiology; characteristics; and,;	CD 623 Proficiency measures via exam questions.	80% or greater on selected questions.	Not assessed this year	No action required

principles and methods of prevention, assessment, and intervention in context-sensitive modalities.				
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.	Not assessed this year	No action required
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.	Not assessed this year	No action required
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.	CD 628 Annotated case study of a preschool-aged child with a language disorder.	40/50 points or better.	Not assessed this year	No action required
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.	Not assessed this year	No action required
Graduate students will demonstrate knowledge of	CD 630 Proficiency	80% or greater on content portions of the	Not assessed this year	No action required

cognitive-communication and social disorders, including the etiology; characteristics; and, principles and methods of prevention, assessment, and intervention in context-sensitive modalities.	measures via experiential project.	experiential papers and the summative activity.		
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 protocol of AAC users.	Combination of: 80% or greater in selected questions 80% or greater on grade of AAC portfolio	Not assessed this year	No action required
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.	Not assessed this year	No action required
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	Not assessed this year	No action required
Graduate students will collect case history information and integrate information from clients/patients, family,	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	Not assessed this year	No action required

caregivers, teachers, relevant others, and other professionals. 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.	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	Not assessed this year	No action required
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 Not assessed this year		No action required
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	Not assessed this year	No action required
Graduate students will select, develop, modify and implement appropriate prevention and intervention methods for clients, including referrals, documentation, reporting,	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	Not assessed this year	No action required

counseling and 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	Not assessed this year	No action required
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	Not assessed this year	No action required
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 Not assessed this year		No action required
Graduate students will demonstrate knowledge about certification, specialty recognition, licensure and other relevant professional credentials.	CD 670/671 CD 672/673	Successful completion in two 670 seminar workshops	Not assessed this year	No action required
Graduate students will demonstrate oral and written communication skills sufficient	CD 670/671 CD 672/673	Analysis of Clinical Supervisor Evaluation Form- numerical ratings of ≥ 4.5	Not assessed this year	No action required

of entry into professional practice.				
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	Not assessed this year	No action required
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)	Not assessed this year	No action required
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, and competence and the supervision was sufficient to ensure the welfare of the client/patient populations.	CD 670/671 CD 672/673	Review of student 14FC (final cumulative clock hour form)	Not assessed this year	No action required
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 (22/22)	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	-82% achieved scores above national median (680) (18/22) -64% achieved scores 30 points above national average (710 or higher) (14/22)	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 (22/22).	Benchmark achieved – No action required.
Employers of speech-language pathologists will seek our graduates as employees and will demonstrate satisfaction with their work.	-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.	The re-design of the employer survey using on-line format has not been completed at this time. This format will be conducted at college level in the future . No action needed. No action needed.

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, 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. Minor content changes with CD 691 and CD 624 were made following recommendations from the instructor to the Curriculum Committee. Feedback from students from multiple sources played a significant role in these curricular changes.

Post- bac curriculum was reviewed and criteria for application to the graduate program was modified. The addition of graduate designation to three undergraduate courses was made to assist students with baccalaureate degrees. This request came as a result of student feedback.

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

Our assessment activities consist 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.

One area of universal agreement was concern of the physical facility. Students input indicated dissatisfaction with the waiting room which they felt did not present a professional atmosphere. Further dissatisfaction was reported with regard to the student library. Students expressed their concern for the lack of technology in SH 113 and lack of consistent internet in the library.

The department began renovations in the waiting room and student library this fall in response to student, faculty and patient comments. The renovation project is funded by the department. University support was evidenced with the upgrade of SH 113 to a technology classroom.

The majority of students favored maintaining of clinical modules for two semesters, allowing for consistency of clients, clinicians, and supervisors for two consecutive semesters. This practice continued through this academic year.

VI. Assistance Needed with Assessment: The department has recently re-organized the curriculum committee and the assessment committee. Their primary charge is to re-evaluate departmental outcomes. The Knowledge and Skills Outcomes to meet ASHA standards for accreditation previously assessed in undergraduate courses have been reformatted to be assessed in the graduate program for all standards with the exception of the audiology, aural rehabilitation and speech science outcomes.

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 as well as meeting outcomes required to meet accreditation standards. We will need feedback from the assessment office at periodic intervals as determined by the department assessment committee.

