

**Communication Disorders  
Annual Program Assessment Report  
Academic Year 2007-2008  
December 12, 2008**

**1. Continuous assessment results**

*a. Admission Data*

Twenty-four students have been admitted to the residential program for the last three Summer terms. Each Spring the faculty meets and determines the number of students that can best be served by the Department. Included among the factors that are considered are the number of faculty members, clients at the Communication Disorders Clinic and the number of sites available for off-campus clinical Externships in the region. Students are admitted to the WKU Web program annually. The faculty determines the number of students to be admitted based on faculty load. Regional off-campus clinical sites do not factor in because the complete their externship placements in their home communities.

*b. Course Based Assessment Data*

Students complete “Student Input for Teaching Effectiveness” (SITE) evaluations for each course taken. In addition, exiting graduate students are given the opportunity to evaluate their academic and clinical education preparation prior to graduation. Relevant comments are used to modify the class. Student learning outcomes are documented using the Student Assessment Management System ( SAMS).

*c. Clinical Experiences Data*

Students complete four clinical rotations, one internal and three external. At the completion of CD 590 Internship, students are rated on clinical competencies, professionalism, and dispositions. Supervisors then recommend students to move on to CD 591 Externship. Students request placement sites using the Externship Request Form. On this form, they have to indicate what they perceive their clinical strengths and weaknesses to be. Further, they have to indicate how a placement at the desired site(s) will help them develop the needed competencies. The Externship Coordinator reviews this form, any previous clinical evaluations and academic course work along with any requirements for the potential clinical site prior to the placement decision being made. If the requested site and supervisor have been used before, and a student evaluation of site and supervisor is available, the Externship Coordinator reviews those data prior to making a final decision about placement. Upon completion of the Externship, students completed an evaluation of the site and an evaluation of the supervisor. That information was used to help plan future placements.

*d. Culminating Assessment Data*

To ensure that students have the competency to meet the needs of all students, a passing score on the Praxis II (Speech-Language Pathology) must be submitted before graduation. If a student does not pass the Praxis, then comprehensive examinations are available. An Electronic Portfolio was submitted by each graduating student. This portfolio demonstrated the student ability to assess, treat, and reflect upon a clinical case.

e. *Exit and Follow Up Data*

An exit survey was completed with each group of graduating students. Alumni are surveyed every 2 years. Student exiting evaluations and employer surveys suggested that students receive more instruction and experience in the area of dysphagia, advanced neurogenics/traumatic brain injury.

**2. Summary of Results**

Students have to demonstrate competency in evaluation and treatment in nine clinical areas across the lifespan to meeting the certification standards of the American Speech Language and Hearing Association (ASHA). Each graduate has done so successfully.

**3. Summary of Dissemination Efforts**

During month faculty meetings, student progress was shared. The Department Head shared information at weekly College Department Head meetings.

**4. Key Discussions and Decisions Made**

a. *Assessment Data Changes*

At present, faculty discuss quality, currency and effectiveness of the academic and clinical components of the program. Also, information gathered from surveys administered to new M.S. graduates, the employers of recent graduates, and clinical supervisors of current M.S. students are used to evaluate effectiveness of the academic and clinical education. In addition, student evaluations of graduate courses are used for evaluation purposes.

b. *Program Curriculum Changes*

The curriculum has been modified for the following reasons:

1. Analysis of student feedback and PRAXIS scores, and
2. Changes in demographic composition of the student body.

Effective Fall 2008, students CD 505 (Orofacial Anomalies) was deleted from the core curriculum.. Instead, students will take CD 518 (Alternative and Augmentative Communication Disorders). Additional changes effective Fall 2009: CD 503 Adv Diagnostics and CD 509 were deleted from the core curriculum; CD 513 e

c. *Decisions Regarding Student Progress Based on Assessment Data*

When students have needed special attention, the following strategies were used: conferencing with an instructor to develop skills dealing with cognitive issues and behavior management. Based on performance in CD 590 Internship, one student had her Externship placement deferred until she could develop the requisite skills. Another, with assistance from the Office of Disability Services, was given accommodations to be successful in both the academic and clinical setting.