

Department of Communication Sciences and Disorders

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Degree Program Assessed	Assessment Methods	Number of Individuals Assessed
BS in Communication Sciences and Disorders	Capstone course performance; course evaluations; senior surveys; alumni surveys	7-28 depending on assessment method
MS in Communication Sciences and Disorders	Alumni survey; National Examination in Speech-Language Pathology; portfolios, comprehensive examinations, thesis; reviews of externships; CDIS 5210 Clinical Practicum performance; graduation exit interviews; annual program re-accreditation by the American Speech-Language-Hearing Association	8-22 depending on assessment method

BS Degree in Communication Sciences and Disorders

Analysis and Findings:

1. Capstone Courses--

Two courses are considered capstone courses for undergraduates. CDIS 4022 (Clinical Methods) requires students to complete successfully clinical projects and course work examinations. The therapy materials project/presentation and the clinical assistant project/presentation prepare students for future direct supervised work with patients. In the clinical assistant project, each undergraduate student is paired with a graduate clinician and clinical supervisor and participates in the development and delivery of treatment for a patient in the OSU Speech-Language-Hearing Clinic. In the Spring 2003 semester, 28 students took the course; 20 earned A, 7 earned B, 1 withdrew.

The second capstone course is CDIS 4010 (Clinical Practicum). A cumulative grade point average in the major of 3.25 and advisor consent are required for enrollment. In this course, qualified undergraduate students, under the supervision of faculty, are responsible for the development and delivery of patient treatment in the OSU Speech-Language-Hearing Clinic. Fall and Spring enrollments yielded a total of 16 students; 15 earned A, 1 earned B. This course has received excellent reviews from students who appreciate the opportunity to increase their understanding of clinical services during their preprofessional training and prior to their first clinical rotation in graduate school.

2. May 2003 Graduating Senior Survey--

These data are currently unavailable because no surveys were completed due to the departure of the assessment coordinator. The May 2002 survey was reported previously. Beginning May 2004, this survey will be annual.

3. 2002 OSU Survey of Alumni of Undergraduate Programs--

This survey targeted alumni who received a BS degree in 1996 or 2000. The CDIS response rate was 34.3%, or a total of 23 respondents out of 67 graduates. For the 2000 graduates, only 8 responded out of 24 graduates. Of the 1996 graduates, 80% completed the master's degree in the field and 75% of the 2000 graduates were currently enrolled (the master's degree is the minimum entry level requirement to practice in Speech-Language Pathology and Audiology). One hundred percent of both groups said the undergraduate program at OSU prepared them either adequately or very well for graduate school. They rated program strengths as child language and articulation. Weaknesses were small faculty, not enough clinical experiences, not enough adult and neurogenic classes, and faculty needed to be more approachable. One hundred percent of both groups rated their undergraduate preparation in a) basic speech development, b) basic language development, c) basic hearing development, d) basic anatomy and physiology, e) child language disorders, and f) child speech disorders as either somewhat prepared or well prepared.

4. Other indicators--

Students complete course and instructor evaluations on each undergraduate course. The Department Head and the individual instructor review the evaluations. Instructors determine if any changes should be implemented. For instance, textbooks or testing methods may be changed based on student comments.

Use of assessment results:

To free resources for enhancing clinical opportunities through increased clinical supervision, the content of several courses were incorporated into other courses. The course content so incorporated included: CDIS 4031 Clinical Observation; CDIS 4222 Language Analysis; and CDIS 4253 Diagnostic Procedures in Communication Disorders. New hires to date include a Department Head and two Ph.D. level faculty. It is the departmental aim for all faculty to be approachable and to provide enhanced clinical opportunities and instruction.

MS Degree in Communication Sciences and Disorders

Analysis and Findings:

1. 2003 OSU Survey of Alumni of Graduate Program--
The 2001 survey was reported previously. At the time of this report, the 2003 data were not yet available.
2. PRAXIS Examination (National Examination in Speech-Language Pathology and Audiology)--
Passing this examination is part of the requirements for certification as a speech-language pathologist by the American Speech-Language-Hearing Association. The examination is comprehensive and assesses the "mastery of knowledge of professional concepts and issues to which the applicant has been exposed throughout professional education and clinical practicum" (ASHA, 2000). Thus, it is a direct reflection of the success of the graduate program's academic course work and clinical teaching. Not all students take the exam prior to graduation and not all choose to have their scores reported to OSU, but they must report scores to ASHA to obtain certification. Per ASHA report, dated December 15, 2002, for the academic year 1999-2000, 22 took the exam and 22 passed; for the academic year 2000-2001, 13 took the exam and 13 passed. Additionally for those students reporting to OSU at the time of this report (6/9/03), and who graduated May 2003, 9 took the exam and 8 passed.
3. Portfolio, Comprehensive Exams, and/or Thesis--
Graduate students complete a portfolio and take comprehensive examinations to complete the creative component requirements of the graduate program, or they complete a portion of the portfolio and a thesis. Eleven individuals graduated in May, 2003 and two will graduate in July, 2003. The 11 May graduates have successfully completed the portfolio and passed comprehensive exams.
4. Reviews of Externships--
Graduate students typically complete two, eight-week externships before graduation. Externships are done in hospitals, nursing homes, rehabilitation facilities, community clinics and schools. These may be in Stillwater, Oklahoma City, Tulsa, or in other Oklahoma locations. Occasionally, placements can be made out of state or even out of country. The students provide feedback to the department on their externship experience. This includes information on the supervisor, amount of supervision, professional involvement, population served, type of therapy, length and frequency of therapy, work schedule, individual site requirements, total practicum hours obtained, tests and materials used, and the strengths and weaknesses of the facility and supervisor. These reviews are read and analyzed by the Clinic Coordinator and Clinic Committee. Based on the reviews, specific recommendations may be made about the appropriateness of the site and the professional opportunities available to the students.

Additionally, externship supervisors are asked to comment on students' strengths and weakness and address what they believe the OSU training program could do to improve the students' abilities in areas of concern.

Ratings of students for the Spring 2003 externships were uniformly high. Students also reported being pleased with their externship sites and the clinical experiences they had. Suggestions for the training program included: increase experience with different assessment instruments; increase experience in patient evaluation; provide more experience with documentation procedures used in the various clinical and school settings.

5. Re-accreditation by the American Speech-Language-Hearing Association--
In 2001, the department was re-accredited for an eight-year period. Annual reports are required and are submitted in late June.
6. Other indicators--
Students complete course and instructor evaluations for each graduate course. The Department Head and the individual instructor review the evaluations. The instructor determines if modifications in the course should be made.

CDIS 5210 Clinical Practicum requires student participation in the diagnosis and treatment of patients both within and external to the OSU Speech-Language-Hearing Clinic. Student clinical competencies are reviewed and rated by the clinical supervisor both at mid-term and end-term. In the Fall 2002, 22 students enrolled; 21 earned A; 1 earned B. In the Spring 2003, 21 enrolled; 18 earned A; 3 earned B.

Students complete written program evaluations upon graduation. Comments are generally positive about the graduate program. Recent feedback indicated a need for more work in Craniofacial Anomalies, information on paperwork requirements in other professional settings, more in depth content at the graduate level, improved off campus clinical experiences during externships. Students uniformly expressed appreciation for the accessibility of faculty and their willingness to work with students on multiple issues.

Use of Assessment Results

Because of the addition of three new Ph.D. level faculty, a graduate curriculum revision has taken place designed to not only deepen the content of existing course work, but also to broaden the course offerings to achieve a better theoretical and clinical exposure. Specifically, required course work has been added in Clinical Instrumentation, Fluency Disorders, and Craniofacial Anomalies. Additionally, a pilot clinical program is being initiated this summer in Tulsa with the OSU College of Osteopathic Medicine to establish a formal clinical relationship with the medical school and to provide expanded externship opportunities to graduate clinicians.