

## **Unit Missions**

### **SHS Mission Statement**

#### **Mission statement**

The Mission of the Department of Speech and Hearing Sciences is to provide undergraduate students with adequate academic and clinical preparation for entry into a graduate program in speech-language pathology, audiology, or other related disciplines. The department further strives to produce competent, compassionate, and ethical graduates who will graduate with a commitment to learning and an interest in the multifarious processes of communication and communication disorders.

#### **Related Items**

*There are no related items.*

## **Learning Outcomes**

### **BS-SHS 01: LO Development of Speech and Language Skills**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Learning Outcome**

Students should be able to describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.

#### **Data Collection (Evidence)**

Performance competencies scored by faculty members.

Scores on written exams, research papers, and presentations per competency requirements in BS-SHS 302; Phonetics, BS-SHS 304; Development of Speech and Language, BS-SHS 334; Language Disorders, and BS-SHS 420; Neurogenic Communicative Disorders.

Portfolios completed for BS-SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty members.

Attainment of course objectives are assessed by the department based on a standard grading rubric.

-  [Learning Outcome Narrative](#)

#### **Results of Evaluation**

Performance on language milestone competencies (BS-SHS 304) indicated a pass rate of 70% scored by faculty assessment team members.

Language Disorders (BS-SHS 334) competencies were passed at a rate of 71% scored by faculty assessment team members.

Neurogenic Communication disorders (BS-SHS 420) with 100% accuracy evaluated by faculty assessment team members.

Phonetics (BS-SHS- 302) competencies were completed with 80% accuracy as scored by faculty assessment team members.

#### **Use of Evaluation Results**

Student performance on departmental course objectives reelect a need to make the following changes:

Continue to utilize video presentation of individuals with communication disorders to focus on assessment and treatment methods.

Professors/instructors will continue to offer students the opportunity to apply theoretical knowledge learned in the class to clinical practicum experiences.

**Related Items**

*There are no related items.*

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** BS-SHS 02: LO Understanding Basic Processes of Communication**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students should be able to understand the role of the following basic processes of communication: respiration, phonation, articulation, resonance and cerebration. Students should be able to describe how abnormal functioning of each process may result in disorder.

**Data Collection (Evidence)**

Criterion referenced performance competencies scored by faculty assessment team members.

Scores on written exams, research projects, and presentations per competency requirements in BS-SHS 300; Introduction to Communication Disorders, BS-SHS 306; Anatomy and Physiology, BS-SHS 332; Disorders of Articulation, BS-SHS 416; Neuroanatomy, and BS-SHS 422; Voice Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors.

-  [Learning Outcome Narrative](#)

**Results of Evaluation**

Introduction to Communication Disorders (BS-SHS 300) competencies were passed at a rate of 66% as scored by faculty assessment team members.

Anatomy and Physiology (BS-SHS 306) competencies were passed at a rate of 95% as scored by faculty assessment team members.

Articulation Disorders (BS-SHS 332) competencies were passed at a rate of 86% as scored by faculty assessment team members.

Neuroanatomy and Physiology (BS-SHS 415) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Voice (BS-SHS 422) competencies were passed at a rate of 100% as scored by faculty assessment team members.

**Use of Evaluation Results**

Student performance on departmental course objectives reflected a need to make the following changes:

In addition to classroom presentations on interactive lessons on DVS for student learning objectives in Anatomy and Physiology (BS-SHS 306) students also use discs purchased with class text for independent study. Instructor also provides lab activities to facilitate class discussion and students' understanding of concepts presented.

Case studies were implemented as a class assignment for each student to reinforce the application of acquired assessment principles using standardized assessment protocols.

Blue Tree Publishing software technology is also utilized as a teaching tool to aid in students' understanding of the anatomy and physiology of the brain as it relates to communication.

Vocal Pathology software has also been utilized to help promote active student participation through auditory, visual, and verbal modalities during class and individual study sessions.

**Related Items**

*There are no related items.*

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** BS-SHS 03: LO Communication Assessment**

**Start:** 7/1/2013

**End:** 6/30/2014

**Learning Outcome**

Students should be able to select, describe, and integrate the findings from standardized and non-standardized assessment instruments for children and adults with communicative disorders.

**Data Collection (Evidence)**

Criterion based competency on communication assessments in BS-SHS 430 scored by faculty team members.

Portfolios completed for Appraisal and Diagnosis of Communication Disorders (BS-SHS 336) are evaluated by faculty team members.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 410, Clinical Orientation and BS-SHS 336, Appraisal and Diagnosis of Communication Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors.

-  [Learning Outcome Narrative](#)

### **Results of Evaluation**

Communication assessment performance competencies in BS-SHS 430 and BS-SHS 410 were completed with 100% as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) were passed with 100% accuracy as scored by faculty assessment team members.

### **Use of Evaluation Results**

Student performance on departmental course objectives reelected a need to continue use of:

The Clinical Director will continue to maintain clinical practicum portfolios including summary of observation and practicum hours according to the American Speech-Language Hearing Association Guidelines.

Students will continue to obtain clinical practicum hours through Clinical Procedures (BS-SHS 430); Language Acquisition I (BS-SHS 322); and Language Acquisition II (BS-SHS 323).

Students will also continue to acquire observation hours in Introduction to Communication Disorders (BS-SHS 300); Clinical Orientation (BS-SHS 410).

Portfolios will continue to be utilized to assess specific disorder categories for Appraisal and Diagnosis of Communication Disorders (BS-SHS 336).

### **Related Items**

*There are no related items.*

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## **BS-SHS 04: LO Perform Routine Audiological Assessment**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Students should be able to perform routine audiological assessment procedures including hearing screening and air conduction threshold testing.

**Data Collection (Evidence)**

Criterion referenced competencies on Hearing Screening and Air/Bone Conduction testing in BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology scored by faculty team members.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors.

Students also performed pure tone hearing screenings to 62 individuals at the Annual Delta Health and Wellness Day. During Spring 2014, students enrolled in BS-SHS 455(Diagnostic Audiology) provided a total of 146 free pure tone, air conduction, hearing assessments to the DSU and Cleveland community.

-  [Learning Outcome Narrative](#)

**Results of Evaluation**

Hearing Screening Competencies (BS-SHS 414) were completed with 100% accuracy as scored by faculty assessment team members.

Diagnostic audiological competencies (BS-455) were completed with 100% accuracy as scored by faculty assessment team members.

**Use of Evaluation Results**

Student performance on departmental course competencies reflect the need to continue current practices with additional opportunities for student to demonstrate competency in the areas of hearing screenings and diagnostical audiological procedures. Students will also continue to provide community education regarding prevention of noise induced hearing loss.

**Related Items**

*There are no related items.*

## **BS-SHS 05: LO Behavioral Objectives**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Learning Outcome**

Students should be able to formulate behavioral objectives and plan appropriate procedures to achieve those objectives in intervention with clients who have communication disorders.

### **Data Collection (Evidence)**

Criterion Referenced competencies on writing and executing behavioral objectives in Clinical

Practicum (BS-SHS 430) therapy sessions. See Appendix B

Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members. See Appendix B

Clinical documentation of intervention practicum. See Appendix B

Scores on written exams, research papers and presentations per departmental competencies in

BS-SHS 412; Methods in Communication Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors.

-  [Learning Outcome Narrative](#)

### **Results of Evaluation**

Behavioral Objective competencies (BS-SHS 412) were passed with a rate of 100% as scored by faculty assessment team members.

Lesson Plan Portfolios (BS-SHS 430) were completed with 100% accuracy as scored by faculty assessment team members.

BS-SHS 412 were passed at a rate of 100% as scored by faculty assessment team members.

### **Use of Evaluation Results**

Clinical supervisor will continue to monitor and record student practicum hours and ensure students are writing behavioral objectives correctly.

### **Related Items**

*There are no related items.*

## **Gen Ed Learning Outcomes**

### **SHS\_360\_GE 07: Cultural Awareness**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Gen Ed learning outcome (competency)**

Developing an understanding and appreciation of the diverse cultures that form the global community

#### **Data Collection**

Performance competencies scored by faculty members. Scores on receptive and expressive sign language assessments. Performance on ASL Projects-story/poetry, songs, and skits.

#### **Results of Evaluation**

Sign Language (BS-SHS 360) competencies were passed at a rate of 88% as scored by faculty assessment team members.

#### **Use of Results**

The department will continue to utilize various class projects to expose students to the experiences of individuals living with hearing impairment. Further, the department will continue to encourage students to demonstrate a sense of awareness and tolerance to transcend cultural and ethnic differences.

#### **Related Items**

*There are no related items.*



**Section IV.a**

**Brief Description**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

The Department of Speech and Hearing Sciences offers preprofessional instruction leading to the Bachelor of Science degree. Additionally, the department operates a clinic for diagnosis and/or therapy for a wide range of communicative disorders. As an allied health discipline, academic and clinical work in the department introduces the students to diagnosis, classification, and management of a broad spectrum of communicative disorders in preparation for graduate studies in order to enter a career as a practicing specialist.

**Section IV.b**

**Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

<b>Credit Hour Production</b>						
	<b>Summer 2013</b>		<b>Fall 2013</b>		<b>Spring 2014</b>	
	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>
<b>Speech &amp; Hearing Sciences (SHS)</b>	<b>30</b>	<b>0</b>	<b>558</b>	<b>0</b>	<b>534</b>	<b>0</b>

<b>Enrollment by Major</b>						
	<b>Summer 2013</b>		<b>Fall 2013</b>		<b>Spring 2014</b>	
	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>
<b>Speech &amp; Hearing Sciences</b>	<b>22</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>57</b>	<b>0</b>

<b>2013-14 Graduates</b>	
<b>Speech &amp; Hearing Sciences</b>	
<b>BS</b>	<b>14</b>

\*Note there was 1 student who graduated with a second major in Speech & Hearing Science who was not counted in the above chart.

[Trend Data 2010-14 Speech & Hearing Sciences](#)

**Sources**

 [Trend Data 2010-14 Speech & Hearing Sciences](#)

**Section IV.c**

**Diversity Compliance Initiatives and Progress**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Efforts made in 2013-2014 to train and promote minority students in the career field of Speech Language Pathology is evident in that they represented 27% of the graduates from our major. An example of cooperative programs involving faculty and students is our service to the Delta Community Mental Health Center in Cleveland, providing evaluation of speech, hearing, and language skills of adults with mental retardation, enabling our students in clinical practicum to receive valuable experience. The Department's Speech and Hearing Clinic provides services for children and adults in the community with a variety of communicative disorders, including many from minority groups.

**Section IV.d**

**Economic Development Initiatives and Progress**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Fifteen students successfully completed the Bachelor of Science in Speech and Hearing Sciences program in the 2013-2014 academic year. Five were accepted into graduate programs in Speech-Language Pathology and the other students are applying for graduate programs in other fields of study or will pursue jobs in public school systems as speech therapy assistants. The SHS department contributes to the economic and health status in the Delta region and the state of Mississippi. The need for Speech Language Pathologists at the professional entry level in Mississippi's health care and school systems is critical. Delta State University Speech and Hearing Science graduates are needed at the local, state, regional, and national levels.

**Section IV.e**

**Grants, Contracts, Partnerships, Other Accomplishments**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Partners: 1) The Speech and Hearing Sciences Department provided hearing screenings at the Delta Health and Wellness Day on Campus. Sixty-two individuals received hearing screenings during this event.

Partner with DSU Child Development and Education: The Speech and Hearing Sciences Department collaborates with the DSU Child Development Program and Special Education by providing coursework for an academic minor in Speech and Hearing Sciences. We provide therapeutic services for children in the DSU Child Development Center at our Speech and Hearing Clinic. Other members of the community are also welcome to participate in this endeavor.

**Section IV.f**

**Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

The Delta State University Speech and Hearing Clinic continues to provide therapy services for the region. During Language Acquisition Summer II 2013, several clients received Speech-Language intervention with 59 service learning hours accrued by 4 student clinicians providing assessment and therapeutic intervention. During Fall 2013, 9 clients received Speech Language intervention with 103 service learning hours accrued by 10 student clinicians providing assessment and therapeutic intervention. During Spring 2014, 11 clients received Speech-Language intervention with 117 hours of service learning hours accrued by 14 student clinicians enrolled in clinical practicum. During Summer Session I 2014, 22 clients received Speech Language intervention with 102 service learning hours accrued by 7 student clinicians providing assessment and therapeutic intervention.

Students also performed pure tone hearing screenings to 62 individuals at the Annual Delta Health and Wellness Day. During Spring 2014, students enrolled in BS-SHS 455(Diagnostic Audiology) provided a total of 146 free pure tone, air conduction, hearing assessments to the DSU and Cleveland community.

**Section IV.g**

**Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section IV.h**

**Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Fugler Hafter Scholarship Committee-The scholarship was awarded to Elizabeth Culberson, Cassie Cummings, Alaina Fanning, and Sheridan McClendon. Each student was awarded \$775.00 to be applied to the 2013-2014 academic year.

Sigma Alpha Eta (NSSLHA Committee)-NSSLHA participated in several community service projects.

**Section V.a**

**Faculty (Accomplishments)**

Noteworthy activities and accomplishments

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section V.b**

**Staff (Accomplishments)**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Hayley Murrell the Senior Secretary in the Department of Speech and Hearing Sciences received her 5 year DSU certificate and was also elected to Staff Council. Hayley also served as the United Way Representative and Relay for Life Representative for Kethley Hall.

**Section V.c**

**Administrators (accomplishments)**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section V.d**

**Position(s) requested/replaced with justification**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section V.e**

**Recommended Change(s) of Status**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section VI.a**

**Changes Made in the Past Year**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section VI.b**

**Recommended Changes for the Coming Year**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

Sources of evidence to evaluate student learning outcomes include: performance evaluations, competencies, portfolios, research papers, written exams, presentations, demonstrations, and clinical records.

Student records are maintained that indicate:

1. The use of formative and summative assessments during the student's course of study.
2. Progress toward completion of the Bachelor of Science Degree in Speech and Hearing Sciences.

An advisement file for each student is maintained in the departmental office. Once admitted into the program, each student meets individually with a faculty advisor to review transcripts and course syllabi to document progress in the acquisition of knowledge and skills necessary to meet requirements for the Bachelor of Science Degree in Speech and Hearing Sciences. Students meet with their advisor every semester prior to registration. An advisement form is used to document courses to be taken by the student to meet graduation requirements. Students must also complete and submit a plan of study to the dean. All documents are maintained in the advisement file and are accessible by the student.

The students also maintain a clinical practicum portfolio. At the end of each semester, the clinic director and the students review the files, update them, and discuss clinical progress. Throughout each semester, these portfolios are kept in locked cabinets, but are available for the faculty and students to access when needed.

The clinical portfolio contains a summary of observation hours obtained, clinical evaluations of student performance completed by supervisors, clinical grades, clinical clock hour sheets signed by ASHA certified supervisors, a cumulative total of those hours, and a signed confidentiality form.

The clinical file is maintained by the student throughout each semester. At the end of the semester, students update their files and bring them to their individual conferences with the clinical director. During this final checkout process, the clinic director reviews the accuracy and currency of each file and discusses their progress. Typically, the student makes progress in a semester. However, if the student is not showing adequate progress, an individual remediation plan is developed and implemented.

#### Formative Assessment:

1. Faculty use formative assessment within courses including exams, class assignments, and analysis of case studies. The curriculum committee has set minimum competency levels for key student learning outcomes, and continuously review them.
2. Clinical Clock Hour forms are used to track the development of clinical competencies. The Clinical Director and students meet at the beginning, middle, and end of the semester to identify competencies and track attainment levels.

3. The Clinical Director provides weekly written feedback and meets with students to give specific feedback about their progress toward acquisition of knowledge and skills when students are providing clinical services. The student's clinical competency levels are discussed with the clinical director at the beginning, middle and end of the semester. At the end of the semester, the supervisor and student will discuss the progress that has occurred during the semester and decide on the level of competency of each learning outcome addressed. Students also meet weekly with the Clinic Director to discuss issues including clinical competencies, knowledge, and skills.
4. Faculty meets monthly to review students' progress.
5. Faculty provides group sessions for students in areas such as phonology, aural rehabilitation, fluency, etc. to assist them in the development of knowledge and skills in various areas as the need arises.
6. The academic advisors meet with students to review and discuss progress in completing academic requirements using the study plan for B.S. in Speech and Hearing Sciences.
7. The Clinic Director meets with the students at the end of each semester that they are enrolled in clinical practicum to ensure that progress is being made regarding their acquisition of knowledge and skills.

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
<b>SHS</b>							
AY 2014	30	0	558	0	534	0	1,122
AY 2013	33	0	615	0	435	3	1,086
AY 2012	0	0	663	0	483	0	1,146
AY 2011	0	0	813	0	813	0	1,626
AY 2010	0	0	831	0	687	0	1,518
<b>AY Totals</b>							
AY 2014	30	0	558	0	534	0	1,122
AY 2013	33	0	615	0	435	3	1,086
AY 2012	0	0	663	0	483	0	1,146
AY 2011	0	0	813	0	813	0	1,626
AY 2010	0	0	831	0	687	0	1,518

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
<b>Speech &amp; Hearing Sciences</b>						
AY 2014	22	0	50	0	57	0
AY 2013	18	0	52	0	53	0
AY 2012	17	0	58	0	54	0
AY 2011	31	0	78	0	80	0
AY 2010	18	0	73	0	82	0
<b>AY Totals</b>						
AY 2014	22	0	50	0	57	0
AY 2013	18	0	52	0	53	0
AY 2012	17	0	58	0	54	0
AY 2011	31	0	78	0	80	0
AY 2010	18	0	73	0	82	0

Graduates		
SHS	BS	Total
AY 2014	14	14
AY 2013	13	13
AY 2012	15	15
AY 2011	32	32
AY 2010	18	18