

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.

Learning Outcomes

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

Start: 7/1/2014

End: 6/30/2015

Providing Department: Speech and Hearing Sciences

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 96% as scored by faculty assessment team members.

Language Disorders (BS-SHS 334) competencies were passed at a rate of 74% as scored by faculty assessment team members.

Neurogenic Communication Disorders (BS-SHS 420) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Phonetics (BS-SHS 302) competencies were passed at a rate of 96% as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflect a need to make the following changes: Continue to utilize video presentation of individuals with communication disorders to focus on assessment and treatment methods.

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

Faculty will also continue to make opportunities available for students to apply information learned in class to clinical scenarios.

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2014

End: 6/30/2015

Providing Department: Speech and Hearing Sciences

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 58% as scored by faculty assessment team members.

Anatomy and Physiology (BS-SHS 306) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Articulation Disorders (BS-SHS 332) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Voice Disorders (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 Anatomy and Physiology (BS-SHS 306) in addition to classroom presentations students also utilized discs for independent study. The faculty member also provided lab activities and study sessions to facilitate class discussions and students' understanding of concepts presented.

In Articulation Disorders (BS-SHS 332) case studies were implemented as a class assignment for each student to reinforce the application of acquired assessment principles using standardized assessment protocols.

In Anatomy and Physiology (BS-SHS 306) and Neuroanatomy and Physiology (BS-SHS 416) Blue Tree Publishing software is utilized as a teaching tool to aid in students' understanding of the anatomy and physiology of the brain as it relates to communication.

In Voice Disorders (BS-SHS 422) 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.

BS-SHS 03: LO Communication Assessment

Start: 7/1/2014

End: 6/30/2015

Providing Department: Speech and Hearing Sciences

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.

-  [Learning Outcome Narrative](#)

Results of Evaluation

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

Communication assessment performance competencies in BS-SHS 410 were completed with 94% as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) were passed at a rate of 100% as scored by faculty assessment team members.

Portfolios for Clinical Orientation (BS-SHS 410) were passed at a rate of 94% as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflect 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).

BS-SHS 04: LO Perform Routine Audiological Assessment

Start: 7/1/2014

End: 6/30/2015

Providing Department: Speech and Hearing Sciences

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.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Hearing screening competencies for BS-SHS 414 were passed with a rate of 100% as scored by faculty assessment team members.

Diagnostic audiological competencies for BS-SHS 455 were passed with a rate of 90% 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 students to demonstrate competency in the areas of hearing screenings and diagnostic audiological procedures. Students will also continue to provide community education regarding prevention of noise induced hearing loss.

BS-SHS 05: LO Behavioral Objectives

Start: 7/1/2014

End: 6/30/2015

Providing Department: Speech and Hearing Sciences

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.

Delta State University FY2015 Unit Level Report

Department: Speech and Hearing Sciences

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

Lesson Plan portfolios in BS-SHS 430 were passed at a rate of 100% as scored by faculty assessment team members.

Use of Evaluation Results

The clinical supervisor will continue to monitor and record student practicum hours and ensure students are writing behavioral objectives. We will also continue to teach students to write measurable behavioral objects in BS-SHS 412 and BS-SHS 410.

Gen Ed Learning Outcomes

SHS _360_GE 07: Cultural Awareness

Start: 7/1/2014

End: 6/30/2015

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

BS-SHS 360 competencies were passed at a rate of 97% 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.

Delta State University FY2015 Unit Level Report

Department: Speech and Hearing Sciences

Section IV.a

Brief Description

Narrative

The Department of Speech and Hearing Sciences offers pre professional 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.

Narrative

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
SHS	111	0	525	0	474	0

ENROLLMENT BY MAJOR*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Speech & Hearing Sciences	23	0	52	0	43	0

*Note 1 additional student was enrolled in Speech and Hearing Sciences as a second major in Fall 14 & Spring 15 and 2 additional students were enrolled in Speech and Hearing Sciences as second majors in Summer 14.

2014/15 Graduates	
Speech and Hearing Sciences	
BS	10

Section IV.c

Diversity Compliance Initiatives and Progress

Narrative

Efforts made in 2014-2015 to train and promote minority students in the career field of Speech-Language Pathology is evident in that minority students represented 40% of the graduates from our program this academic year. This percentage is increased from last year's 27%. The Department continues to partner with the Adult Day Care Center in Cleveland, providing evaluation of speech, hearing, and language services to adults with mental challenges. This opportunity allows our students to provide clinical services while also giving back to the community. The Department's Speech and Hearing Clinic also provides services to children and adults in the community some of which are from a minority group.

Delta State University FY2015 Unit Level Report

Department: Speech and Hearing Sciences

Section IV.d

Economic Development Initiatives and Progress

Narrative

Ten students successfully completed the Bachelor of Science Degree in Speech and Hearing Sciences during the 2014-2015 academic year. One was accepted into a graduate program 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 or teacher 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.

In order to assist students with the graduate school application process and potentially increase students' earning potential faculty accompanied students to several graduate program informational sessions. Students attended informational sessions at Arkansas State University (October 24, 2014; 2 students), The University of Mississippi (November 07, 2014; 5 students) and Jackson State University (December 5, 2014; 7 students).

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Narrative

The Department of Speech and Hearing Sciences partners with the DSU Child Development Center providing a summer language-literacy enrichment camp. Many of the participants are obtained from the DSU Child Development Center. This academic year over 80% of the participants were from the DSU Child Development Center

The Department also partners with the Adult Day Care Center to provide clinical services to adults who are mentally challenged, but also present with communication deficits.

Section IV.f

Service Learning Data

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

Narrative

The Delta State University Speech and Hearing Clinic continues to provide therapy services for the region. During Language Acquisition Summer II 2014, 12 clients received Speech-Language intervention with ~118 service learning hours accrued by 7 student clinicians providing assessment and therapeutic intervention. During Fall 2014, 8 clients received Speech Language intervention with ~66 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. During Spring 2015, 9 clients received Speech-Language intervention with ~90 hours of service learning hours accrued by 10 student clinicians enrolled in clinical practicum. During Summer Session I 2015, 24 clients received Speech Language intervention with ~90 service learning hours accrued by 6 student clinicians providing assessment and therapeutic intervention.

During Spring 2015, students enrolled in BS-SHS 455(Diagnostic Audiology) provided a total of 87 free pure tone air conduction hearing assessments to the DSU and Cleveland community as part of community outreach and to meet course requirements.

Delta State University FY2015 Unit Level Report

Department: Speech and Hearing Sciences

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

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.

Narrative

Fugler Hafter Scholarship Committee: The scholarship was awarded to Sarah Glenn Burkhalter. She was awarded \$3,200.00 to be applied to the 2014-2015 academic year.

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

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Narrative

Lekeitha R. Morris had a chapter published in the Handbook for Speech-Language Pathologists in the Schools in Mississippi. This is published by the Mississippi Department of Education.

Janie P. Magee accumulated 32 contact hours in a 12 month period which exceeds ASHA's minimum requirement of 30 contact hours in a 3 year period. This also exceeds the Mississippi Board of Health's minimum requirement of 20 contact hours accumulated over a 24 month period.

Aathirai Sharma became certified in the Lee Silverman Voice Therapy Protocol.

Collectively, the department was able to defend the department during the budget review resulting in the department remaining on campus as a degree program.

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.

To: Dr. Lekeitha Morris; Department of Speech and Hearing Sciences

From: Office Institutional Research & Planning

Date: July 24, 2015

Subject: Academic Year Report Information for the Department of Speech and Hearing Sciences

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2014/15. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
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2014/15 Graduates	
Speech and Hearing Sciences	
BS	10

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
SHS							
AY 2015	111	0	525	0	474	0	1110
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 Totals							
AY 2015	111	0	525	0	474	0	1,110
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

Graduates		
SHS	BS	Total
AY 2015	10	10
AY 2014	14	14
AY 2013	13	13
AY 2012	15	15
AY 2011	32	32

Enrollment by Major						
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Speech & Hearing Sciences						
AY 2015	23	0	52	0	43	0
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 Totals						
AY 2015	23	0	52	0	43	0
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