DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
For Calendar Year 2004
Or Academic Year 2004-2005

I. Unit Title: Speech and Hearing Sciences
   Unit Administrator: Gloria Brister
   School: College of Arts and Sciences

II. Data and information for department:

Pupil-Teacher Ratio:

<table>
<thead>
<tr>
<th></th>
<th>FTE Faculty</th>
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Student Credit Hours Summary:

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Undergraduate Majors:

- Spring, 2004 – 68 students
- Summer, 2004 – 95 students
- Fall, 2004 – 111 students
- Spring, 2005 – 120 students
- August, 2005 – 132 students

Advisees:

- Brister - 66
- Jenkins - 66

Graduates, B.S. Degree:

- Academic year Fall 2002 (1), Spring 2003 (11) = Total 12
- Academic year Fall 2003 (7), Spring 2004 (13) = Total 20
- Academic year Fall 2004 (7), Spring 2005 (11) = Total 18

Graduate Placement (employment and graduate studies):

The following students have been accepted to graduate school in Speech/Language Pathology at Jackson State University this fall:

- Emily Gekides
- Lauren Mattox
- Jill Terry
- Kreslyn Hinton
- Katy Vaughn

The following students have been accepted to graduate school in Speech/Language Pathology at University of Central Arkansas:
Edith Buehler
Tarnisha Gardner
Courtney Lange
Freda Lewis
Ashley Watts

Tabitha Harris will attend Louisiana Tech University.
Brooke Turner will attend MS University for Women.
Terrance Faulkner, Brenda Herman, Jada Rice, Jacqueline Brown, and Christin Serio are employed in school systems as speech therapists.
Roxanne Stanton will attend graduate school in counseling here at Delta State University.

External Funding:
Clinical services including hearing assessment, diagnostic and therapeutic intervention for communicative disorders available to the community provides additional funding. $5,660.00 was received in Fall 2004 for services to children in local Head Start Centers. An additional $975.00 was received for on site services provided at the DSU clinic. At this time clinical services are only available part time due to the fact that we have only two faculty members. A request for a full time clinical director follows later in the report.

III. Personnel

Two faculty members: Gina Jenkins, Instructor/Clinic Director
Gloria Brister, Assistant Professor, Department Chair.

Gloria Brister, M.S., C.C.C., SLP
Department Chair, Assistant Professor
Non-tenured

Teaching Activities
Fall 2004
- Neuroanatomy for the Study of Communicative Disorders, 3 hrs
- Anatomy and Physiology for Speech, Language, and Hearing, 3 hrs
- Introduction to Speech, Language, and Hearing Disorders, 3 hrs

Spring 2005
- Neurogenic Communicative Disorders, 3 hrs
- Appraisal and Diagnosis of Communicative Disorders, 3 hrs

Summer 2005
- Speech, Language, and Hearing Disorders for Teachers, 3 hrs
- Prereading Readiness Skills for Early Childhood, 3 hrs
- Elementary and Special Educators, 3 hrs

Service
Provision of speech language services for the Delta State Daycare facilities. In-service for teachers of these children includes what to do to facilitate development and how to help intervene to prevent delay.
Interdisciplinary Service Collaboration within Delta State University between the School of Nursing and the Departments of Special Education and Social Work. Examples of activities include team teaching, invited interdisciplinary class lecture, and curriculum development.

Secretary for Delta State University Chapter of the Phi Kappa Phi Academic Honor Society.

Faculty member of the Delta State University Chapter of Omicron Delta Kappa Leadership Society.

Speech/Hearing screenings at the Annual Bolivar County Council on Aging Workshop for the Elderly.

AFAA Certified instructor for Pilates, Kickbox, Body Sculpt, and Step Aerobic Fitness classes for Delta State University.

Service on the committee for Evaluation of Instruction at Delta State University.

Faculty Development (Fall 2004, Spring 2005)

Successfully completed requirements for the University of Mississippi Fall Institute on Language Development in Early Intervention for Communicative Disorders.

Attended short courses at the Mid-South Conference on Communicative Disorders:
  “Functional Therapy for children with Severe Disabilities”
  “The State of the Art of Dysphagia Management”
  “Learning, Language, and Communication after Traumatic Brain Injury”

for the purpose of continued education to maintain licensure by the State of Mississippi and Clinical Competency Certification by the American Speech Language Hearing Association.

Scholarly and Creative Activities

Presentation of lecture on “Pre-Reading Literacy and Phonology” for the Delta State University Department of Special Education.

Presentation of paper on “Developmental Dyspraxia” at the Mississippi Early Intervention Conference.

Presentation on “Early Language Intervention Techniques for Very Young Children with Hearing Impairment” for the Mississippi State Department of Special Education.

Attended the “Writing Across the Curriculum” workshops held at the University.

Gina Jenkins, M.S., CCC-SLP
Instructor and Clinic Director three years

Teaching Activities
Utilized SMART cart in Voice Disorders and Articulation Disorders
Revised the following classes:
  Clinical Orientation
Audiology
Diagnostic Audiology
Voice Disorders
Articulation Disorders

Service
Serve as NSSHLA advisor
Faculty Senate Vice Chair, Fall- Spring 2004-05
Faculty Senate representative to Staff Council (Fall semester)
Provided training for other professionals on how to use The Toolbox, an early intervention kit for
toddlers experiencing developmental delay due to hearing loss.

Faculty Development
Attended the Ole Miss Fall Conference
Attended the Mid-South Conference on Communicative Disorders

Goals
Professional
Implement a multidisciplinary early intervention team for the Delta State region consisting of a
range of professionals from various backgrounds.

Work-Related
Promote the Delta State University Speech and Hearing Center to make public more aware of our
services.

Facility Request:
When Fall 2005 session begins, the Speech and Hearing Sciences Department will rely on OIT to
have completed installation of video/teleconference technology in classrooms in Jobe Hall to house
two classes. Language Disorders has 43 students. Sign Language has 36 students. The Technology
Learning Center in Ewing 235 would only house 24 students for Fall 04 and Spring 05, limiting our
ability to serve all students who needed this course to graduate on time, even though it has been
offered annually.

Equipment Request:
We requested a dozen used computers from OIT from Glen Trammel for our students to use for
academic interactive lessons in courses, as well as for clinical assessment and intervention, including
evaluation reports and therapy protocol that professionals use in our field of study. We will house
them in the student lab in Kethley 118. Computer hook-ups are already available, left over from the
use of DSU purchasing staff housed previously in that room. Finally, our department needs a
conference table and ten chairs. We hope to inherit a table from the History Department when they
move to Jobe Hall during Fall 2005. The request has been formally made to Dr. Myrtis Tabb. Dr.
Morgan stated that the chairs are in disrepair, so we will wait for access to chairs, as they become
available.

New position(s) requested, with justification:
The Department of Speech and Hearing Sciences presently has one assistant professor who is the
Department Chair and one instructor with 132 students in the major. We have experienced
tremendous growth, requiring two sections of many classes taught in the major. Language
Development class presently has 43 scheduled for Fall 2005. It is very challenging for two faculty to
advise 132 students. We are presently handling the curriculum with well qualified professionals who are willing to teach courses as adjuncts. However, our greatest need is for a new position—clinical director. This is necessary in order to provide clinical supervision for students in clinical practicum, as well as services to children and adults from the community with communicative disorders. Clinical fees obtained from diagnostic and therapeutic services offered by the DSU Speech and Hearing Clinic would enhance external funding for our Department.

**Recommended change of status:**
A new full time position for a clinical director needs to be reinstated. This person could teach clinical courses, such as “Clinical Orientation,” “Methods,” and “Clinical Practicum” and provide full time clinical service to Delta State students, children, or adults with communicative disorders during Fall, Spring, and Summer semesters.

**IV. Degree Program Addition/Deletions and/or Major Curriculum Changes**

The Department of Audiology and Speech Pathology changed its name to Speech and Hearing Sciences to facilitate general awareness of our curriculum content and to acknowledge our place within the College of Arts and Sciences.

The introductory course in Sign Language can be utilized for student personal development in general education requirements. Both courses in Sign Language can be taken to fill foreign language requirements for students in our major to enable them to communicate with the deaf population. SHS 455, Diagnostic Audiology, has replaced SHS 424, Stuttering, according to the guidelines recommended by the Council on Academic Programs in Speech Language Pathology. We created a 15-hour, 5-course minor in Speech and Hearing Sciences for education majors. Students who major in Speech and Hearing Sciences no longer minor in one subject area. Instead, advisors aid students in choosing appropriate elective classes based on the student’s curriculum concentration. Examples may be Special Education, Psychology, or Child Development. This aids the student’s completion of requirements for graduation in a more timely manner.

**IV. Department Goals for 2004/2005**

**Goal # 1**

A. To develop a long range plan for creating a graduate program in Speech Language Pathology.

B. **Institutional goal which was supported by this goal:**
   **DSU Goal #1** Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Methods: A proposal for a graduate program in Speech Language Pathology was written and presented to IHL for the 2004-2005 academic year.
Graduate SLP Proposal

Name of Academic Program: Master of Science in Speech and Hearing Sciences

Abstract: The Master of Science in Speech and Hearing Sciences will enable graduates to be certified by the American Speech Language Hearing Association and the Mississippi Department of Education and licensed by the Mississippi State Board of Health. These credentials qualify students for the abundant employment opportunities in schools, medical settings, nursing homes, mental health centers, etc. There is an extreme shortage of Speech-Language-Pathologists (SLPs) in Mississippi due to a mandate effective 2006 that requires all Speech Pathologists to have a Master’s Degree. This Program will lead to the provision of more needed services for the communicatively handicapped in Mississippi, and it will provide excellent career opportunities for Mississippi students.

C. Expected Results:
Program Preview Synopsis
Objectives: This Program will build on a strong, reputable, established undergraduate Department to serve students and the communicatively impaired in Mississippi and the Delta region in particular. The academic and clinical requirements for certification and licensure will be met through the current undergraduate and proposed graduate Programs.
State Needs: There is a long-standing shortage of SLPs in Mississippi, as evidenced by the approximately 190 Bachelor’s level SLPs working in Mississippi public schools (Mississippi Department of Education data). The Master’s Degree is the nationally recognized entry-level requirement in this profession. Undergraduate training is not sufficient to prepare students to provide diagnostic, therapeutic, and consultative services to people who have suffered strokes, traumatic brain injury, cancer of the larynx, cleft palate, cerebral palsy, autism, swallowing disorders, and many other conditions; or who have simply not developed normal articulation, voice, fluency, and/or language skills because of inappropriate environmental influences.

C. Evaluation Procedure:
Resource Needs: The personnel needed for this graduate Program (and to continue the related undergraduate Program) are five to six faculty, a Chair, and a secretary. Accreditation standards require that the Chair have a doctorate in SLP, Audiology, or Speech and Hearing Science. A half-time teaching load would be typical for that position. Two of the faculty will need to hold a doctorate in SLP or a related field (Ed.D. in Special Education or a related area is acceptable if the person also holds a Master’s Degree and certification in SLP). This will enable having the bulk of the graduate courses offered by doctoral faculty. One faculty member will need to be the on-campus clinic director. The clinic will increase the number of clients, which is feasible with promotional activities and expanded relations with day care centers and other organizations. The clinic will easily expand summer activities with children from local schools. Some equipment for basic speech science courses will be needed to cover normal communication development, physiology of speech, acoustics, and computer applications to the field.

Available Support Resources: A large network of off-campus practicum sites, with ASHA-certified SLPs to serve as direct supervisors of students will be developed. Many have already expressed enthusiasm for that role, wanting to support DSU in this endeavor. The contacts that current faculty have established for many years will be invaluable, especially in getting such a network started. Most importantly, it is doable, and will be one of the strengths of the Program.
The current faculty, clinic, and equipment will also support the Graduate Program. The very favorable reputation of the current undergraduate Program will be invaluable in the development of all aspects of the Master’s Program.

E. Result of the Evaluation: Funding for this program at this time is unavailable. 
F. Use of Evaluation Results: As the enrollment in classes for the undergraduate program has doubled in Fall 2004, we will continue to express the need for a graduate program to fulfill accreditation requirements for the Certificate of Clinical Competence provided by the American Speech Language Hearing Association. For many years manpower studies by the Bureau of Health Professions have shown a large shortage of SLPs across the country, and projected increases in the shortage in the future (due in part to the rapidly increasing geriatric population, which is at high risk for conditions which cause speech and hearing problems). Other indicators of the shortage of SLPs are the large number of advertisements of vacant positions in Publications such as The ASHA Leader and Advance Magazine. Vacancies for jobs are also presented at state and national conventions. Through the Council of Academic Programs in Communication Sciences and Disorders, Department Chairs routinely report receiving print and electronic notices of vacant positions throughout the year, as well as phone calls from anxious employers who cannot fill SLP positions. Furthermore, many medical setting positions include sign-on bonuses of $2,000 to $3,000, a sign of a drastic shortage.

Program Duplication: There are four Master’s level SLP programs in MS: MS University for Women, University of Mississippi, University of Southern MS, and Jackson State University. These existing programs are not filling the needs of the state, and particularly of the Delta, as they are all located in the middle to eastern parts of the state.

Program Demand: The current undergraduate Department has 132 majors, all of whom are or will be in need of a Master’s program. Most have expressed strong wishes for DSU to develop such a Program, as have many alumni and employers. The Chair is involved in an effort by the Mississippi Speech-Language-Hearing Association to assist schools in locating and hiring SLPs. The unavoidable problem however, is that there just aren’t enough to fill the vacancies. Development of a Graduate Program will surely also increase the undergraduate enrollment, since many students have declined to enter it because of the absence of the opportunity to continue on to the Master’s Degree. That increased number will then maintain a continuous flow of large groups into the Master’s Program.

Students from other universities are also likely to come to a DSU Master’s program. Every year there are applicants who are not admitted to any graduate program because all the spaces are filled. State mandate requires a Master’s degree for employment in the schools by 2006. Students and parents are vitally concerned about employment opportunities, and will gravitate to a program like this, with a credentialed field and established employment opportunities. The cliché from the movie “Field of Dreams” fits this situation, “Build it and they will come,” and they will, as it has happened all over the country in recent years. Many graduate programs of this type now carry about 60 full-time students, and it is reasonable to expect that number here. The usual format of admitting 30 per year to a five semester curriculum makes for a predictable, manageable matriculation.

Goal #2
A. To continue to uphold undergraduate academic standards prerequisite to acceptance to graduate schools in Speech Language Pathology.
B. Institutional Goal which was supported by this goal:
DSU Goal # 1 Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

C. Expected Results: Students who graduate from our program who choose to go onto graduate studies will be accepted upon application.

D. Evaluation Procedures: Student scores on the Graduate Record Examination required to be accepted into graduate studies, and actual enrollment in graduate programs.

E. Actual Results of Evaluation: 13 out of 18 students who graduated in Fall 2004, and Spring 2005 with a B.S. degree in Speech Language Pathology from DSU were accepted into graduate programs. Five students preferred to work in school settings for one year. (Refer to list of graduates for Fall, 2004, Spring 2005 listed previously).

F. Use of Evaluation Results: We use data regarding the number of students applied vs. accepted into graduate programs to guide us in creating curriculum and clinical standards.

Goal # 3

A. To increase public service to individuals with communicative disorders through our Speech and Hearing Clinic.

B. Institutional goal which was supported by this goal:
DSU Goal # 7 Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

C. Expected Results: Expansion of diagnostic therapeutic services to patients with communicative disorder in our community.

D. Evaluation Procedure: Data is recorded on an annual basis, including number of clients served for speech, language, and hearing disorders through the clinic.

E. Actual Results of the evaluation: Approximately 26 children and 5 adults with communicative disorders were provided individualized diagnostic and therapeutic services by our clinicians in training supervised by Ms. Burnice Eley. Ms. Brister supervised 12 clinicians this summer providing services for children. 500 children in Head Start received screening for speech and language disorder by our students, supervised by Ms. Jenkins in August, 2004.

F. Use of Evaluation Results: We plan to continue to expand our clinical services to clients in our area, which has lead to a request for a new full time clinical director.

Goal # 4:

A. To initiate construction of a “smart classroom” in Kethley Hall, with computers for students for student use in academics and for clinical purposes.

B. Institutional goal which was supported by this goal:

C. DSU Goal # 6 Optimize the effective use of technology in support of the education process.

D. Expected Results: The Department's recent acquisition of a smart cart will enhance classroom instruction in Voice disorders, Anatomy and Physiology, and Neuroanatomy. Students will have access to an additional modality for learning.

E. Evaluation Procedure: A survey was made to check availability of funding for a smart cart for Speech and Hearing Science classes. We also projected large numbers of students in video/teleconference rooms in Jobe in Fall 2005 and Spring 2006.

F. Actual Results of Evaluation: Speech and Hearing Sciences relocated to Kethley Hall. Two new classrooms were created for academic instruction, equipped with computer access to utilize interactive programs in Neuroanatomy, Anatomy and Physiology, Appraisal and Diagnosis, and Neurogenetics. The interactive technology allows students to view neural,
respiratory, phonatory, and auditory anatomy, as well as physiological components as they function naturally, (not just memorizing parts). They are able to complete lessons at their own pace, and participate in self quizzes to prepare for class exams. In addition to the smart classrooms, our department utilizes the Technology Learning Center for Sign Language I and II, Language Development, and Language Disorder courses taught by professors from the University of Central Arkansas through video/teleconference media. Students were not able to use computers for assessment, report writing, and therapy in their lab in Kethley 118. We had requested one dozen used computers in Fall 2004 to allow our students to use the same protocol professional clinicians actually use for patient services, but haven’t received them at this time.

G. **Use of Evaluation Results:** This has led to a new goal for video teleconference classrooms which will house more students for the Sign Language and Language Disorder classes. Plans are made for new technology classrooms in Jobe Hall for this purpose. Glen Trammel was contacted again in July 2005 regarding acquisition of used computers for the student lab in Kethley 118 for Fall semester.

**Goal # 5**

A. To enhance our department’s professional development of students providing health related services to our community.

B. **Institutional Goal which was supported by this goal:** DSU Goal #1 Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

**DSU Goal (# 15)** Increase the involvement of alumni in the life and support of the University.

C. **Expected Results:** Twenty five hours of observation is a prerequisite for clinical practicum, which requires an additional 25 hours of clinical contact time. Meeting this goal is one step toward professional licensure for our students.

D. **Evaluation Procedures:** The clinical director monitors the 25-hour observation requirement in SHS 410, Clinical Orientation. She monitors the 25-contact hour requirement in SHS 430, Clinical Practicum, through data documentation.

E. **Actual Results of the Evaluation:** Students are required to contribute 25 contact hours of service per semester, as they are enrolled in Clinical Orientation and Clinical Practicum.

F. **Use of Evaluation Results:** Students provided free hearing screenings to children and adults from DSU and the community using audiological equipment here at the university. They also traveled to health fairs, council on aging meetings, etc., with portable audiometric assessment instruments to do the screenings. Some students volunteered to help with feeding patients in the local nursing homes, getting experience with dysphagia. They also traveled to Winona, MS to assess 500 children in the Head Start Program for Speech, Language, and Hearing Disorders.

**Goal # 6**

A. To improve our recruitment plan, having our students “go home” to share their experience, and to invite friends in high school and junior college to visit our university.

**Method:** Our department’s student organization’s officers created a plan for student volunteers to attend high school and community college career days to familiarize their peers with the field of Speech Language Pathology.
B. Institutional Goal which was supported by this goal: (DSU Goal #2) Attract and retain qualified and diverse students, faculty, and staff.

C. Institutional Goal which was supported by this goal: (DSU Goal #2) Attract and retain qualified and diverse students, faculty, and staff.

D. Expected Results: We hope to experience enrollment growth as a result of this goal.

E. Evaluation Procedures: Assessment of effectiveness of this goal will be measured by increases in enrollment.

F. Actual Results of Evaluation: Our students visited their home town schools to participate in recruiting activities. The result has been over 132 students majoring in SHS in Fall, 2005, with class enrollment doubling to 40-45 students. Additionally, National Communication Sciences and Disorders (CSD) Career Awareness Day is designated for October 29. Our NSSLHA chapter will invite high school students in our region, as well as undergraduate students undecided about a major to visit DSU to participate in a half day learning opportunity. Students will receive a tour of the speech and hearing clinic and attend sessions about the professions, academic requirements, and financial aid options. Participating students will be given materials including a brochure about careers in Speech Language Pathology, a brochure describing the DSU Department of SHS, an academic study plan, letters introducing professors and clinical supervisors with phone numbers, email addresses, professional salary reports, and the NSSLHA Communication Sciences Survival Guide. This guide includes advice for students from the time they are in high school until they are in a professional position of employment.

G. Use of Evaluation Results: Since this method was so successful we will establish new plans for student recruitment in their home town junior colleges and high schools.

Goal #7

A. To continue to develop relationships with clinically certified professionals in the community, allowing our students to observe and act as apprentices under direct supervision.

B. Institutional Goal which was supported by this goal: DSU Goal (#7) Strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.

DSU Goal #10 Increase the involvement of alumni in the life and support of the University.

DSU Goal #15 Increase student retention and graduation rates by providing a support program which includes, but is not limited to, the following attributes: a comprehensive support program of advising and other services to enhance students; development; increased financial support to students through scholarships, assistantships, grants and loans; a developmental studies program for underprepared students; and opportunities to meet or communicate with prospective employers or admission personnel from graduate or professional schools.

C. Expected Results: This will provide sites for clinical practicum and opportunities to strengthen relationships with alumni to increase support for our program.

D. Evaluation Procedures: Mrs. Brister maintains communication with alumni from DSU's Department of Speech and Hearing Sciences. Most have offered to supervise our students or allow the students to observe them while performing an evaluation or intervention service.

E. Actual Results of the Evaluation:
Dr. Peter McArthur enjoys coming to campus for guest lectures and having students visit his office to observe stroboscopy and vestibular assessment. Eddie McKinney and Stephanie Hutchinson are therapists at Bolivar hospital who enjoy having students come to observe. Mrs. Celeste Farr has been a previous adjunct for us, and enjoys having students with her in the local nursing homes. Misty Mosley, active in Rehab agencies, allows students to travel with her to experience outpatient and home health services. Twenty five years of alumni provide ample networking for students to get to know a professional within our community, or anywhere within the region Delta State University serves.

F. Use of Evaluation Results: The network grows larger as our graduates go out to fulfill their professional goals. We plan to have an open house at homecoming or at our state conference to celebrate our department chair’s 25 years of service to DSU.

Goal # 8
A. To contact alumni from our program to aid in recruitment and to provide professional activities for our students in off campus clinical sites.
B. Institutional Goal which was supported by this goal: Goal DSU Goal (# 2) Attract and retain qualified and diverse students, faculty, and staff.
   DSU Goal (# 8) Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.
   DSU Goal (#15) Increase the involvement of alumni in the life and support of the University.
C. Expected Results: We expect to receive suggestions for recruitment from our graduates and notice of off campus professional activities available for our students from our alumni.
D. Evaluation Procedure: The department secretary is in the process of enlisting the help of the alumni foundation for data including students Mrs. Brister has taught over the past twenty five years. The initial contact will be through a letter and by email inviting alumni to a reunion meeting at our state conference in Jackson, MS. At this time we will plan professional development activities for DSU students throughout the state with our alumni.
E. Actual Results of Evaluation: We have requested to be on the agenda for the next state conference scheduled for April 2006.
F. Use of Evaluation Results: More information will be provided after the meeting in April, 2006.
IV. Educational Program Learning Outcome Assessment Plan

Major: Speech and Hearing Sciences  Degree: B.S.

A. Learning Outcome # 1

What should a graduate in this major know, value, or be able to do at graduation and beyond? Describe the role of the following basic processes of communication; how abnormal functioning of each process may result in disorder.

- Respiration
- Articulation
- Phonation
- Resonance
- Cerebration

B. Assessment Tools and Methods

What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measure to three.

Measure One: Written Comprehensive Exam

Measure Two: Articulation Assessment Competency-faculty jury review

Measure Three: Voice Assessment Competency-faculty jury review

C. Data Collection and Analysis

Describe how the data from the assessment tools and methods will be collected. Explain the procedure for the data.

1. Scores on written exams requiring grade C or higher in SHS 306; Anatomy & Physiology, SHS 332; Disorders of Articulation, SHS 416; Neuroanatomy, and SHS 422; Voice Disorders.
2. Criterion Referenced competencies on voice and articulation assessment scored by faculty assessment team members.

D. Results of Evaluation

What were the findings of the Analysis Team? List any specific recommendations.

Findings: Grades indicate the following number of students did not make a passing grade (C).

| SHS 306-4/44 | SHS 416-2/18 |
| SHS 332-2/44 | SHS 422-4/50 |

Recommendation: Faculty members will schedule individual sessions with students to demonstrate articulation and voice competency skills. Study guides will be provided to focus on pertinent information for written examinations.

E. Use of Evaluation Results:

What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Students who failed to make a C or higher will take the course again to fulfill degree requirements. Acquisition of new technology (DVD projector aided professors in presenting anatomy of the brain, respiratory, and vocal mechanisms to enhance learning.
F. Assessment Team Members
List members of the Assessment Team.
Faculty Members:
- Gloria Brister
- Gina Jenkins
- Sandy Huerta
- Gina Teague
IV. Educational Program Learning Outcome Assessment Plan

Major: Speech and Hearing Sciences  
Degree: B.S.

A. Learning Outcome #2
What should a graduate in this major know, value, or be able to do at graduation and beyond?
Describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measure to three.

Measure One: Written Comprehensive Exam
Measure Two: Portfolio Case Study on Child Language Development-faculty jury review
Measure Three: Language Assessment Competency – faculty jury review

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure for the data.

1. Scores on written exams requiring grade requiring of C or higher in SHS 302; Phonetics, SHS 334; Development of Speech and Language, SHS 334; Language Disorders, and SHS 420; Neurogenic Communicative Disorders.
2. Criterion Referenced competency on language assessment scored by faculty assessment team members.
3. Portfolios completed for SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty assessment team members.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Grades indicate the following number of students did not make a passing grade (C).

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<td>SHS 420-0/16</td>
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Recommendation: Faculty agreed to demonstrate language assessment using a child case study for the class as a guideline for individual portfolio and competency.

E. Use of Evaluation Results:
What changes in curriculum, courses, or procedures were made as a result of the program learning? outcome assessment process?

Response: Students who failed to make a C or higher will take the course again to fulfill degree requirements. Direct contact with children providing opportunities for interaction and observation enabled students to apply their knowledge of development in making assessments and creating portfolios.

F. Assessment Team Members
List members of the Assessment Team.

Faculty Members:
- Gloria Brister
- Gina Teague
- Byron Ross
- Dee Lance
- Burnice Eley
IV. Educational Program Learning Outcome Assessment Plan

Major: Speech and Hearing Sciences  Degree: B.S.

A. Learning Outcome # 3
What should a graduate in this major know, value, or be able to do at graduation and beyond? Select, describe, and integrate the findings from a variety of standardized and nonstandardized communication assessment instruments for children and adults.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measure to three.

Measure One: Written Comprehensive Exam
Measure Two: Portfolio Case Study on Communication Assessment – faculty jury review
Measure Three: Clinical Practicum Assessment Competency – faculty jury review

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure for the data.

1. Scores on written exams requiring grade of C or higher in SHS 410; Clinical Orientation; SHS 336; Appraisal and Diagnosis of Communication Disorders.
2. Criterion Based Competency on Communication Assessment scored by faculty team members.
3. Portfolios completed for SHS 336; Appraisal and Diagnosis of Communicative Disorders are evaluated by faculty team members.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Grades indicate the following number of students did not make a passing grade (C).

SHS 410-1/19
SHS 336-0/18

Recommendation: Faculty members will organize group study sessions and demonstrate vital components of portfolios through class case studies of different communicative disorders.

E. Use of Evaluation Results:
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Competencies and portfolios must be completed and passed (grade of C) prior to clinical practicum. 39 academic hours and a GPA of 2.6 in the major is prerequisite for clinical practicum.

F. Assessment Team Members
List members of the Assessment Team.

Faculty Members:
• Gloria Brister
• Gina Teague
• Gina Jenkins
• Burnice Eley
IV. Educational Program Learning Outcome Assessment Plan

**Major:** Speech and Hearing Sciences  
**Degree:** B.S.

A. **Learning Outcome # 4**  
What should a graduate in this major know, value, or be able to do at graduation and beyond?  
Perform routine audiological assessment procedures including hearing screening and air/bone conduction threshold testing.

B. **Assessment Tools and Methods**  
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measure to three.

- Measure One: Hearing Screening Performance Competency – faculty jury review  
- Measure Two: Air Conduction Auditory Activity Competency – faculty jury review  
- Measure Three: Bone Conduction Auditory Acuity Competency – faculty jury review

C. **Data Collection and Analysis**  
Describe how the data from the assessment tools and methods will be collected. Explain the procedure for the data.

1. Scores on written exam requiring grade of C or higher in SHS 414; Audiology and SHS 455; Diagnostic Audiology.  
2. Criterion Referenced Competency on Hearing Screening and Air/Bone conduction testing scored by faculty members.

D. **Results of Evaluation**  
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Grades indicate the following number of students did not make a passing grade (C)  
- SHS 414-3/34  
- SHS 455-4/40

Recommendation: Study guides for written exams will be provided. Diagnostic steps are demonstrated by faculty with individual students for each competency.

E. **Use of Evaluation Results:**  
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Students who fail to make a C or higher will take the course again to fulfill degree requirements. Study guides were provided by each professor. Individual Competency Demonstrations were implemented for hearing assessment protocol.

F. **Assessment Team Members**  
List members of the Assessment Team.  
**Faculty Members:**  
- Gina Jenkins  
- Sandy Huerta
IV. Educational Program Learning Outcome Assessment Plan

Major: Speech and Hearing Sciences  Degree: B.S.

A. Learning Outcome # 5
What should a graduate in this major know, value, or be able to do at graduation and beyond? Formulate behavioral objectives and plan appropriate procedures to achieve those objectives for intervention with clients who have communication disorders.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measure to three.

Measure One: Portfolio Case Study with Long term Semester Therapy Plan) – faculty jury review
Measure Two: Portfolio Case Study; (weekly lesson plans) – faculty jury review
Measure Three: Clinical Practicum Therapeutic Competency – faculty jury review

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure for the data.

1. Scores on written exam requiring grade of C or higher in SHS 412; Methods in Communication Disorders.
2. Criterion referenced competency on writing and executing behavioral objectives in clinical practicum therapy sessions.
3. Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Grades indicate the following number of students did not make a passing grade (C).

SHS 412-3/20
SHS 430-0/10

Recommendation: Completion of portfolio by each student with a passing grade of C or above prior to direct contact with clinical patients.

E. Use of Evaluation Results:
What changes in curriculum, courses, or procedures were made as a result of the program learning? outcome assessment process?

Response: Students who fail to make a C or higher will take the course again to fulfill degree requirements. Portfolios on short and long term lesson plans are completed and passed ( C ) prior to contact with clinical patients. 18 hours of academic coursework in the major is a prerequisite for SHS 412.

F. Assessment Team Members
List members of the Assessment Team.

Faculty Members:
- Gloria Brister
- Gina Jenkins
- Burnice Eley