WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Communication Sciences and Disorders (CSD) _____

College: College of Health Professions (CHP) _____

Date of last review 04/2014

Date of last accreditation report (if relevant)   Accreditation Report: 08/2016

List all degrees described in this report (add lines as necessary)

Degree: Bachelor of Arts (BA – CSD) _____   CIP* code: 51.0201_____

Degree: Master of Arts – Speech-language Pathology (MA - SLP)   CIP code: 51.0203_____

Degree: Doctor of Audiology (AuD)_____   CIP code: 51.0202_____

Degree: Doctor of Philosophy (PhD – CSD) _____   CIP code: 51.0201_____

*To look up, go to: Classification of Instructional Programs Website,
http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Certificate (s): _____

Faculty of the academic unit (add lines as necessary) *Additional signatures on file

Name   Signature

Tenure Eligible Faculty:

Julie Scherz _____

Anthony DiLollo _____

Raymond Hull _____   5-15-17

Douglas Parham _____   05/15/2017

Patricia Self _____   5-15-17

Kathy Strattman (through 5-14-17)_____

Xiao-Ming Sun _____   5/15/17

Kathy Coufal (Through 07/2016)_____   _____

Barbara Hodson (Through 05/2016) _____   _____

Antje Mefferd (Through 05/2014)_____   _____

Non-Tenure Eligible Faculty/Unclassified Professionals:

Mary Beasley _____   5-15-17

Therese Conrad _____   5·15·17

Stacey Kampe _____   5-15-17

Brian Ray _____   5/15/17

Gina Riggs _____   5-15-17

Joanna Wyckoff _____   5/15/17

Ashley Purdum (P/T) _____   5/16/17

Colleen Novak (P/T)_____   5/15/17

David Downs (Through 01/2015) _____   _____

Mark Shaver (Through 07/2016)_____   _____

Submitted by: Julie Scherz, Associate Professor and Dept. Chair_____   Date March 31, 2017__

          (name and title)

In yellow highlighted areas,
data will be provided

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

Mission: To prepare qualified speech-language pathologists and audiologists as scholars/practitioners who are professionally competent to practice in educational and medical settings on behalf of children and adults who have disorders of communication and related difficulties.
Vision: To be recognized for leadership, innovation, and excellence in communication sciences and disorders.

The BA program is a pre-professional program. Both the MA (SLP) and AuD are the entry-level professional (Clinical) degrees for speech-language pathology and audiology, respectively. The PhD trains researchers and educators who advance the knowledge-base of the field and teach students in the professional degrees. In this way, our one mission statement encompasses all the programs in CSD.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

All four programs in CSD support the College and University missions by providing students with the opportunity to engage in a high-quality program of study, designed to prepare them for life-long learning through the development of critical thinking skills, research skills, high levels of interpersonal communication, and awareness of the needs of the community. Applied learning experiences are an integral part of all four programs.

More specifically, students from CSD programs promote the educational, cultural, and economic strength of Kansas and the wider community through their preparation as scholar-practitioners, impacting both the practice and research-base of our fields, and through serving the health needs of individuals with communication impairments in both educational and medical settings.

d. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No
    i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

At this time, the program's mission is appropriate and supports both the College and University missions.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
                                                            ☒ Yes ☐ No
    If yes, describe the changes in a concise manner.

Overall Description of CSD Programs
The Department of Communication Sciences and Disorders includes four related programs: The Bachelor of Arts in Communication Sciences and Disorders (BA-CSD), the Master of Arts in Communication Sciences and Disorders – Speech-Language Pathology (MA-SLP), the Doctor of Audiology (AuD), and the Doctor of Philosophy in Communication Sciences and Disorders (PhD-CSD). The WSU CSD Department is one of four of this type in Kansas. The departments at Kansas State University and Fort Hays State University prepare undergraduates and

Master's degree level SLP students but do not include the Doctor of Audiology or the PhD programs. Similar to WSU, the department at the University of Kansas also graduates students with the Bachelor of Arts, Master's, Doctor of Audiology (AuD), and PhD degrees with a major in CSD.

The BA-CSD is a pre-professional program designed to prepare students with the necessary foundations for entry into a graduate program in CSD. The MA-SLP and AuD are the entry-level degrees required for clinical practice, and professional certification and state licensure are granted only to those holding the MA or AuD in CSD from accredited programs. These programs at WSU are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The PhD in CSD is designed to prepare scholars who will advance the research-base of the fields and contribute to the academic education of future SLP and audiology clinicians.

Bachelor of Arts in Communication Sciences and Disorders
The BA in CSD provides the basic foundations for advancement to the graduate level. This includes ensuring students fulfill requirements in the following areas: basic sciences (biological and physical science); math; statistics; English; human communication development and swallowing; neurological, psychological, and cognitive foundations in human development; acoustical, linguistic, and cultural bases of human communication. The goal of the program is to prepare students with the necessary foundations for entry into a graduate program in CSD. Therefore, the program is designed to offer a broad, comprehensive, pre-professional preparation for specialized training at the graduate level.

Learning Outcomes	Assessment Tool	Target/Criteria
Students will demonstrate the necessary foundations for entry into the major in CSD	Tracking percent of students who apply to the major and are accepted	80% of students who apply to the major are accepted
Students will successfully complete a broad, comprehensive, pre-professional program that prepares them for admission to graduate programs in CSD	Tracking of admission to a graduate program	85% of students completing BA who choose to apply will gain admission to a graduate program
Students will gain an applied learning experience	Completion of CSD 425	100% of students will successfully complete (B or better) CSD 425
Students will demonstrate written language skills	Association of American Colleges & Universities (AACU) rubrics	Above average score on rubric's 4-point scale

Master of Arts in Communication Sciences and Disorders (Speech-Language Pathology)
Speech-language pathologists provide services to evaluate, diagnose, and treat communication disorders in individuals of all ages, from infants to the elderly. A variety of professional work settings include schools, hospitals, rehabilitation centers, and private practice. At WSU, the CSD Department provides an academic and clinical education for students who wish to become professionally qualified and certified to work with children and adults who have impairments of communication and related disorders. As clinical scientists, students are expected to integrate their classroom learning into their clinical work when assessing and/or treating clients, and to use critical thinking to develop clinical strategies that are both person-centered and evidence-based. The goal of Wichita State's master's program in speech-language pathology is to prepare graduates for high-demand careers that improve the quality of life for patients with communication and swallowing disorders. The program requires a minimum of 68 credit hours that includes enrollment in clinical practicum each semester. Students have applied learning experience with clients at the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic and affiliated community sites (e.g., the Independent School, Rainbows United) before completing two off-campus practicum experiences in medical and educational settings.

The MA program is accredited through 2017 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). In August, 2016, an initial reaccreditation report was filed with the CAA and received positive feedback. A reaccreditation site visit is scheduled for the Fall 2017 semester. ASHA, via the Council for Clinical Certification in Audiology and Speech-Language Pathology

(CFCC), provides accredited programs with a set of knowledge and skill competencies that students are required to meet in order to qualify for clinical certification. These knowledge and skill competencies are reflected in the Standards for Clinical Competence in SLP (ASHA, 2016) and form the basis for the MA-SLP program objectives (see list below).

The academic and clinical faculty in CSD conduct regular reviews of the MA curriculum, with the goal of maintaining a curriculum that is balanced and provides students with opportunities to develop both academic and clinical knowledge and skills. In 2014, a curriculum review resulted in changes to the MA curriculum that included a reduction in the credit-hours (3 to 2 CrHr) for most content courses and the addition of a series of three 4-credit hour "Critical Thinking in Clinical Practice" courses in the first three semesters of the program. These critical thinking courses are team-taught by both academic and clinical faculty and provide students with the opportunity to develop critical thinking skills and apply them to both clinical and academic problems.

The following are the program objectives:

Learning Outcomes	Assessment Tool	Target/Criteria
Students will achieve all knowledge and skill competencies as defined by ASHA/CFCC (see list of Standards below)	Certification application Praxis examination Graduation rates	100% of graduating students will meet the requirements for ASHA CCC. Minimum of 90% retention of students admitted to the MA program, with 90% on-time graduation rate; minimum of 90% pass rate on Praxis examination
Students will demonstrate writing skills appropriate to the profession	Successful completion of CSD 740U (Clinical and Research Writing)	Grade of B or better
Students will demonstrate critical thinking skills	Successful completion of CSD 832A, 832B, and 832C	Grade of B or better in CSD 832A, 832B, and 832C
Students will demonstrate applied research competencies	Completion of non-thesis or thesis research projects	100% successful completion of non-thesis or thesis research projects
Students will demonstrate evidence-based decision-making in applied learning clinical practicum experiences	Clinical practica (both internal and external)	Grade of B+ or better for clinical practica

Standards for the Certificate of Clinical Competence in SLP (2016) that relate to student learning outcomes:

Standard I: Degree
The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard III: Program of Study
The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Standard IV: Knowledge Outcomes

Standard IV-A
The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B
The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance
- receptive and expressive language
- hearing, including the impact on speech and language
- swallowing
- cognitive aspects of communication
- social aspects of communication
- augmentative and alternative communication modalities.

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
2. Intervention
3. Interaction and Personal Qualities

Standard V-C

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Doctor of Audiology (AuD)

The AuD program is a post-baccalaureate, entry-level graduate clinical program that prepares students to practice as audiologists in all clinical settings. The three-year program requires a minimum of 100 credit hours and continuous enrollment in clinical practicum. Students receive a variety of practicum experiences at the WSU Evelyn Hendren Cassat Speech-Language-Hearing Clinic and other external clinical sites during the first two years of the program. Advancement to candidacy allows students to enroll in the final program requirement; a full-time, one-year supervised residency experience in a hospital, clinical, or other audiology practice environment.

The AuD program is accredited through 2017 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). In August, 2016, an initial reaccreditation report was filed with the CAA and received positive feedback. A reaccreditation site visit is scheduled for the fall 2017 semester. ASHA, via the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), provides accredited programs with a set of knowledge and skill competencies that students are required to meet in order to qualify for clinical certification. These knowledge and skill competencies are reflected in the Standards for Clinical Competence in Audiology (ASHA, 2012) and form the basis for the AuD program objectives (see list below).

Learning Outcomes	Assessment Tool	Target/Criteria
Students will achieve all knowledge and skill competencies as defined by ASHA/CFCC (see list of Standards below)	Certification application Praxis examination Graduation rates	100% of graduating students will meet the requirements for ASHA CCC. Minimum of 90% retention of students admitted to the MA program, with 90% on-time graduation rate; minimum of 90% pass rate on Praxis examination
Students will demonstrate clinical competencies at the end of the first year	Comprehensive exam administered jointly by members of the audiology faculty through clinical application of specific test protocols	Students must achieve a passing score on all items before advancing to external clinical practica
Students will demonstrate case-based inquiry and critical thinking related to course-content applied to sample cases at end of the second year	Students' performance on a comprehensive exam administered prior to entering Residency/practicum	Students must achieve a passing score before advancing to candidacy and the third-year external residency
Students will demonstrate applied research competencies	Successful completion of capstone research project	100% successful completion of research, including presentation of research

Standards for the Certificate of Clinical Competence in Audiology (2012) that relate to student learning outcomes:

Standard I: Degree
Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Standard II: Education Program
The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Standard III: Program of Study
Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills

outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Standard IV: Knowledge and Skills Outcomes

Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology

A2. Genetics and associated syndromes related to hearing and balance

A3. Normal aspects of auditory physiology and behavior over the life span

A4. Normal development of speech and language

A5. Language and speech characteristics and their development across the life span

A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment

A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning

A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems

A9. Patient characteristics and how they relate to clinical services

A10. Pathologies related to hearing and balance and their medical diagnosis and treatment

A11. Principles, methods, and applications of psychometrics

A12. Principles, methods, and applications of psychoacoustics

A13. Instrumentation and bioelectrical hazards

A14. Physical characteristics and measurement of electric and other nonacoustic stimuli

A15. Assistive technology

A16. Effects of cultural diversity and family systems on professional practice

A17. American Sign Language and other visual communication systems

A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations

A19. Legal and ethical practices

A20. Health care and educational delivery systems

A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

A22. Oral and written forms of communication

A23. Principles, methods, and applications of acoustics

A24. The use of instrumentation according to manufacturer's specifications and recommendations

A25. Determining whether instrumentation is in calibration according to accepted standards

A26. Principles and applications of counseling

A27. Use of interpreters and translators for both spoken and visual communication

A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management

A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B5. Educate individuals on potential causes and effects of vestibular loss

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment
The applicant must have knowledge of:
C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:
C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function

C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems

C7. Conducting and interpreting otoacoustic emissions and acoustic immitance (reflexes)

C8. Evaluating auditory-related processing disorders

C9. Evaluating functional use of hearing

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)
The applicant must have knowledge and skills in:
D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication

D2. Development of a culturally appropriate, audiologic rehabilitative management plan

D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments

D4. Treatment and audiologic management of tinnitus

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans

D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems

D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation
The applicant must have knowledge and skills in:
E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders

E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services

E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration
The applicant must have knowledge and skills in:
F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

F4. Administering clinical programs and providing supervision of professionals as well as support personnel

F5. Identifying internal programmatic needs and developing new programs
F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment
Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment
The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Standard V-B: Summative Assessment
The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Doctor of Philosophy in Communication Sciences and Disorders (PhD)
The PhD program in CSD prepares doctoral students to be scholar-scientists in research and teaching. Individualized doctoral programs of study, direct faculty mentoring, and specialized practica in areas such as university teaching, models of supervision, and research are provided to help doctoral students develop optimal research and teaching skills. The goal of the CSD doctorate is for the student to acquire the knowledge and skills that lead to scholarly research, expertise in teaching, and professional leadership.

To earn the PhD, students need to acquire a substantial mastery of scientific knowledge and also demonstrate the ability to use that knowledge independently and creatively.

The program faculty regularly review students, the program requirements, and the relative success of students from both a formative and summative perspective. The nature of a PhD program is that it is highly individualized. Therefore, the success of the program, in terms of learner outcomes, is largely reflected in students' completion of the program in a timely manner, their accomplishments during their program of study, and their employment upon completion of the PhD.

Learning Outcomes	Assessment Tool	Target/Criteria
Students will achieve expert/specialist knowledge related to chosen areas of expertise	Written and oral qualifying exams	90% of students will pass written and oral qualifying exams
Students will demonstrate knowledge and skills in applied scholarly research	Completion of dissertation	90% of students will successful defense of dissertation research
Students will achieve levels of scholarship, teaching, and leadership that make them competitive in the academic market	Employment rate	90% of students will gain employment in the profession within 1 year of graduation

2. Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2014	25		27	11			0	0	0	0	0	0	0	3	2	10	$23,944
2015	20		33	15			0	0	0	0	0	0	0	1	7	4	$37,000
2016	17		35	15			0	0	0	0	0	0	0	1	3	4	$21,000

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

  Provide assessment here:
  The Department of Communication Sciences and Disorders (CSD) offers four degree programs, including the Bachelor's degree in CSD, the Master's degree in Speech-language pathology (SLP), the Clinical Doctorate in Audiology (AuD), and the PhD in CSD. Faculty in the department largely teach courses across the four programs. The department currently consists of 7 full-time tenure eligible faculty, with 5 full-time and 2 part-time non-tenure eligible faculty/unclassified professionals. In addition, 3 full-time tenure eligible faculty and 2 full-time non-tenure eligible faculty were employed in the department during the reporting period, but have since resigned or retired. All tenure-eligible faculty teach didactic courses in the four CSD programs, according to their areas of expertise and departmental needs. In addition, 3 full-time and 1 part-time non-tenure eligible faculty/unclassified professionals, and 4 lecturers teach didactic courses in the BA, MA, and AuD programs. All non-tenure eligible faculty/unclassified professionals and some tenure eligible faculty (as needed) provide clinical education for students in the Master's and AuD programs, as part of the required clinical practica for those academic degrees.

  The changes in the structure of the department (i.e., decrease in number of Tenure Eligible Faculty) are reflected in the data for Student Credit Hour (SCH) Production among Department Instructional Faculty (See table below), which indicate a significant decrease over the past 5 years (data for 2016 unavailable) for Tenure Eligible Faculty, and subsequent increase in use of Lecturers, GTA's, and Unclassified Professionals. It should be noted that, despite the reduced staffing, the Department mostly maintained the total number of student credit-hours over the past three aggregated time periods (2009-13: 2,647ch; 2010-14: 2,639 ch; 2011-15: 2,628 ch).

  Steps to address the reduced number of tenure eligible faculty have been undertaken. One full-time tenure eligible faculty member has been hired to begin August, 2017 – by a new graduate from our own PhD program who fills a need in the child speech and language and literacy areas. The search process for an additional full-time tenure eligible position in audiology is currently under way.

Employee Type	2011	2012	2013	2014	2015
Tenure Eligible Faculty	1,628	1,426	1,523	1,058	1,018
Non-Tenure Eligible Faculty	140	76	144	143	608
Lecturers	494	386	420	456	46
GTA	0	40	20	12	24
Unclassified Professionals	282	436	431	414	449
*SCH by Employee type					

Faculty roles in the Department include a weighted emphasis on research and teaching, appropriate to a doctoral granting program. As reported by Institutional Research, the tenure-eligible faculty (5 year average 2011-2015) constitute 8.6 FTE of the total 17.9 FTE attributed to the program. Despite carrying heavier than usual teaching and service loads, the faculty continue to be extremely productive in their research. The average number of refereed journal articles published in scientific journals was 2.5 (2014), 2.1 (2015), and 2.4 (2016) per faculty member per year – which is excellent for our field (i.e., the standard set for expected performance is an average 1 refereed publication per year). These publications are in highly competitive professional journals, which reflect substantial contributions to the literature. In addition, faculty averaged 2.7 competitively selected professional presentations in 2014, 3.7 in 2015, and 5.1 in 2016. Each of these also indicates a high degree of professional quality as the conferences in which the presentations were accepted are national and international competitions with acceptance rates often less that 33% of the submissions. Faculty also contributed at a high rate of participation to non-refereed and non-competitively selected presentations. Faculty sought grant support, with an average of 1.8 submissions per faculty member over the past three years.

For all students in the three graduate degree programs, there is a required research project. Faculty are required to advise students in non-thesis, research presentation, thesis, and dissertation research projects. Every student's non-thesis project is conducted over three semesters and frequently includes presentation at a University forum such as GRASP, or at a state or national professional conference. Currently, each faculty member is responsible for 4-6 students' non-thesis projects, in addition to their work with thesis and dissertation research. This presents a substantial teaching responsibility that is not fully reflected in the credit hour formula because student research is very time consuming, despite students being registered for only 1 credit hour per semester in the non-thesis category. Master's theses and dissertation research is far more demanding and consumes large portions of faculty time and resources. It is essential that additional tenure-eligible faculty be hired in order to support this important work.

3. **Academic Program/Certificate: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Statistic	2009-2013	2010-2014	2011-2015
University level	22.8	22.9	23.0
Program majors	22.9	22.8	23.0
Program majors count	76	77	80
Reporting ACT	46	49	53
Percent reporting	61.1%	62.8%	66.4%
*Note: KBOR Minima ACT Score >= 20			

As evident from the table above, undergraduate students in CSD consistently achieve ACT scores at the average level of WSU students overall. Moreover, they score above the KBOR minima of 20.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

Statistic	2010-2014	2011-2015	2012-2016
University level	3.5	3.5	3.5
Program majors	3.7	3.8	3.8
Program majors count	42	43	42
Reporting GPA	40	41	40
Percent reporting	96.2%	96.3%	95.2%
*Combined MA-SLP and PhD-CSD Graduate student application GPA based on last 60 hours of course work earned			

The table above shows that students admitted to the MA and PhD graduate programs in CSD consistently score above the average GPA for WSU applicants overall.

Statistic	2010-2014	2011-2015	2012-2016
University level	3.5	3.5	3.5
Program majors	3.7	3.7	3.7
Program majors count	12	13	13
Reporting GPA	11	11	13
Percent reporting	90%	90.5%	100%
*Audiology graduate (AuD) student application GPA based on last 60 hours of course work earned			

The table above shows that students admitted to the audiology graduate program in CSD (AuD) consistently score above the average GPA for WSU applicants overall.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program.   The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Bachelor of Arts in Communication Sciences and Disorders

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will demonstrate the necessary foundations for entry into the major in CSD	Tracking percent of students who apply to the major and are accepted	80% of students who apply to the major are accepted	2014, 97.2% were accepted (35/36) 2015, 100% were accepted 43/43) 2016, 93.9% were accepted (31/33)	Students have been well-prepared to enter the pre-professional major
Students will successfully complete a broad, comprehensive, pre-professional program that prepares them for admission to graduate programs in CSD	Tracking of admission to a graduate program	85% of students completing the BA who choose to apply will gain admission to a graduate program	2014, 76.9% (20/26) 2015, 59.3% (19/32) 2016, 60% (15/25).	These numbers reflect only those student who were accepted into our own graduate program. Some students apply and are accepted in other graduate programs, but we have not yet tracked those numbers.
Students will gain an applied learning experience	Completion of CSD 425	100% of students will successfully complete (B or better) CSD 425	In 2014, 2015, and 2016, 100% of students completed CSD 425 with a grade of B or better.	This first, supervised clinical experience for these students has been highly successful.
Students will demonstrate written language skills	AACU rubrics	Above average score on rubric's 4-point scale	As part of the application to the CSD major, students prepare a written answer to a specific question using the AACU rubric as a guideline	These writing samples have been retained, but not scored using the AACU rubric. Because writing skills are critical to success in this major, the writing samples have been evaluated for grammar, spelling, and coherence.

Master of Arts in Communication Sciences and Disorders (Speech-Language Pathology)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will achieve all knowledge and skill competencies as defined by ASHA/CFCC (see list of Standards below)	Certification application Praxis examination Graduation rates	100% of graduating students will meet the requirements for ASHA CCC. Minimum of 90% retention of students admitted to the MA program, with 90% on-time graduation rate; minimum of 90% pass rate on Praxis examination	3-year average for students gaining employment in the profession within 1 year of graduation: **100%** 3-year average for students completing the program within the published time frame: **94%** 3-year average pass rate for students taking the Praxis examination: **98%**	The reported percentages indicate the high level of success for the MA-SLP program. *(Note: Employment rate of 100% indicates that 100% of students met all of the requirements for ASHA CCC, as this is required for licensure and, therefore, employment.)
Students will demonstrate writing skills appropriate to the profession	Successful completion of CSD 740U (Clinical and Research Writing)	Grade of B or better	100% of students scored a B or better in this class in 2016 (first time it was taught)	Students demonstrated the ability to successful write in a variety of professional contexts
Students will demonstrate critical thinking skills	Successful completion of CSD 832A, 832B, and 832C	Grade of B or better in CSD 832A, 832B, and 832C	100% of students enrolled in CSD 832 A, 832B, and 832C in the past 3 years have achieved a grade of B or better	Students in these classes have demonstrated increased levels of critical thinking in both academic and clinical work. Both CSD 832A and B include a case-based oral final exam in which students are graded on their demonstration of critical thinking.
Students will demonstrate applied research competencies	Completion of non-thesis or thesis research projects	100% successful completion of non-thesis or thesis research projects	100% of students successfully completed either thesis or non-thesis research projects	Despite being a heavy burden on the limited number of tenure eligible faculty, students have benefited from successful research projects, many of which have resulted in presentations at University, State, and

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
				National venues.
Students will demonstrate evidence-based decision-making in applied learning clinical practicum experiences	Clinical practica (both internal and external)	Grade of B+ or better for clinical practica	96% of students earned a B+ or better at the end of each clinical practicum semester	For those students who did not earn the B+ grade, a clinical plan of assistance was implemented to improve their performance in subsequent semesters.

Doctor of Audiology (AuD)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will achieve all knowledge and skill competencies as defined by ASHA/CFCC (see list of Standards below)	Certification application Praxis examination Graduation rates	100% of graduating students will meet the requirements for ASHA CCC. Minimum of 90% retention of students admitted to the MA program, with 90% on-time graduation rate; minimum of 90% pass rate on Praxis examination	3-year average for students gaining employment in the profession within 1 year of graduation: **94%** 3-year average for students completing the program within the published time frame: **94%** 3-year average pass rate for students taking the Praxis examination: **94%**	The reported percentages indicate the high level of success for the AuD program.
Students will demonstrate clinical competencies at the end of the first year	Comprehensive exam administered jointly by members of the audiology faculty through clinical application of specific test protocols	Students must achieve a passing score on all items before advancing to external clinical practica	2014: 5/6 students passed on first attempt. 1 students passed following remedial work. 2015: 5/5 students passed on first attempt. 2016: 5/5 students passed on first attempt.	Passing rates on this exam indicate that the program is providing excellent clinical preparation for students in their first year of the AuD program.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will demonstrate case-based inquiry and critical thinking related to course-content applied to sample cases at end of the second year	Students' performance on a comprehensive exam administered prior to entering Residency/practicum	Students must achieve a passing score before advancing to candidacy and the third-year external residency	2014: 8/8 students passed on first attempt. 2015: 6/6 students passed on first attempt. 2016: 6/6 students passed on first attempt.	Passing rates on this comprehensive exam indicate that the program is being successful in teaching the students the requisite knowledge and skills
Students will demonstrate applied research competencies	Successful completion of capstone research project	100% successful completion of research, including presentation of research	In 2014-2016, 100% of students successfully completed and presented a capstone research project	Students have benefited from successful research projects, many of which have resulted in presentations at University, State, and National venues.

Doctor of Philosophy in Communication Sciences and Disorders (PhD)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will achieve expert/specialist knowledge related to chosen areas of expertise	Written and oral qualifying exams	90% of students will pass written and oral qualifying exams	From 2014-2016 100% of students have passed written and oral qualifying exams	Successful completion of qualifying exams demonstrate that students are gaining the requisite depth of knowledge and can both write and talk about that knowledge at a level expected from an academic
Students will demonstrate knowledge and skills in	Completion of dissertation	90% of students will successful defense of dissertation	From 2014-2016 100% of students have successfully	Successful defense of dissertation

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
applied scholarly research		research	defended their dissertation research	research demonstrates that the program is adequately preparing students to become successful scholars
Students will achieve levels of scholarship, teaching, and leadership that make them competitive in the academic market	Employment rate	90% of students will gain employment in the profession within 1 year of graduation	100% of graduates are employed	This high level of employment demonstrates that the program is successfully training students to levels of scholarship, teaching, and leadership that are sought by employers in academia

d. Provide aggregate data on student majors' satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Bachelor of Arts in Communication Sciences and Disorders (BA-CSD)

Student level	2014	2015	2016
University	81.4%	80.9%	80.7%
College	86.4%	83.3%	80.8%
Program	**100% (n=34)**	**96.9% (n=32)**	**97.4% (n=38)**
*Satisfaction with program – Percent satisfied or very satisfied			

Data from the Office of Planning and Analysis in the table above show that students in the undergraduate BA-CSD program report very high levels of satisfaction with the program, that exceed the levels for both the College and the University. As this is a pre-professional program, there are no capstone, certification, or national-level exams.

Graduate Programs in CSD – MA & PhD

Student level	2014	2015	2016
University - Graduate	82.1%	84.9%	85.5%
College - Graduate	77.3%	79.3%	86.4%
Program - Graduate	**78.3% (n=23)**	**92.9% (n=28)**	**88.9% (n=27)**
*Satisfaction with program – Percent satisfied or very satisfied			

Data from the Office of Planning and Analysis in the table above show that students in graduate CSD programs (MA-SLP & PhD) report high levels of satisfaction with the program that exceed the levels for both the College and the University.

Student level	2014	2015	2016
University - Graduate	82.1%	84.9%	85.5%
College - Graduate	77.3%	79.3%	86.4%
Program – Graduate (AuD)	**87.5% (n=8)**	**40.0% (n=10)**	**66.7% (n=6)**
*Satisfaction with program – Percent satisfied or very satisfied			

Data from the WSU Office of Planning and Analysis in the table above show that students in the AuD program report varying levels of satisfaction with the program. In the past two years, satisfaction levels have been below the levels for both the College and the University, and below the levels previously reported for this program. The drop in program satisfaction corresponds to a reduced number of academic and clinical faculty (down 1 academic [terminated] and 1 clinical faculty member [left to pursue other employment] from 2014). Because of this reduction in staff dedicated to the AuD program, we have used well-qualified adjunct faculty from the community (PhD and AuD trained; however these faculty have typically had to offer their courses during evening hours due to their own full-time employment commitments. This has caused some displeasure among the students enrolled in the program who have had to experience longer days and less predictable schedules. We are currently interviewing for one new academic faculty member (we have two highly qualified applicants at the full-professor level, with clinical, research, and teaching experience).

The MA-SLP and AuD graduate programs both have national certification exams, data for which are presented in the tables below.

Master of Arts in Communication Sciences and Disorders (MA-SLP)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	23	Praxis Exam in SLP (5331)	100% pass rate	CAA requires programs maintain a 3-year average pass rate of 80%
2015	22	Praxis Exam in SLP (5331)	100% pass rate	
2016	26	Praxis Exam in SLP (5331)	96% pass rate	

Doctor of Audiology (AuD)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	10	Praxis Exam in Audiology (5342)	100% pass rate	CAA requires programs maintain a 3-year average pass rate of 80%
2015	8	Praxis Exam in Audiology (5342)	100% pass rate	
2016	6	Praxis Exam in Audiology (5342)	83% pass rate	

    e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:		Results	
o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques		Majors	Non-Majors
Students will demonstrate written language skills at the above average level	AACU rubrics	Students are asked to provide a written response to a general question as a part of their application to the CSD major. The AACU rubrics are provided as guidelines for preparing this written response.	N/A – no general education courses offered
Students will demonstrate critical thinking skills necessary for case-based decision making	A set of case studies were designed to be followed across a series of courses in the undergraduate curriculum. Each semester, students were asked to consider these cases, using the knowledge and skills gained from those courses in which they were enrolled at the time. These cases were maintained in a portfolio that went with the CSD majors as the moved through the curriculum.	Students reported a high level of satisfaction at being able to see how these knowledge and skills were inter-related in the decisions to be made about the cases.	N/A – no general education courses offered

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here: N/A

g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:
The MA-SLP and AuD programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. Current accreditation ends in 2017. A reaccreditation application was submitted in August, 2016 and received positive feedback. A reaccreditation Site Visit is scheduled for the fall, 2017 semester.

h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here:

All undergraduate and graduate courses are annually reviewed as instructors prepare syllabi for their courses. The full description of the credit hours assigned to the course (per WSU Policy 2.18) is included in every syllabus. In addition, the CSD Academic Affairs Committee periodically conducts curricular reviews during which assignment of credit hours are monitored. Any changes to credit hours are reviewed and approved by the CSD and CHP Academic Affairs Committees and then approved by the WSU Academic Affairs and Graduate Council, respectively.

i.   Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).
Provide assessment here:
The Communication Sciences and Disorders (CSD) department is evaluated annually, with a site visit every 8 years, by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). In addition, the CSD department functions within the framework of the University, Graduate School, and College of Health Professions (CHP). This department must provide evidence regularly that it is meeting the various mission, goal, and activity statements at each level of assessment, and demonstrate that relevant data have been collected that address community, faculty, staff, student, curricular, clinical, and practicum issues and procedures. To provide data for each level of mandated review, it is necessary that this Department have a functioning Assessment Plan that allows for data collection on a regular basis rather than when a particular review is required. To meet this need, the Department has established (spring, 2017) the position of Assessment Coordinator to be filled by a tenured faculty member. This Assessment Coordinator will develop and monitor an Assessment Plan for each program so that data are collected in a timely and appropriate manner.

The data in the above tables (3a-3e) reflect high performance standards and outcomes for all degree programs in CSD. The program faculty and students excel in academic and clinical performance, regularly receiving recognition and honors for their work. In addition to professional presentations and publications, four members of the department have achieved national recognition as Board Certified Specialists in Child Language (3) and Fluency (1). This represents performance that is at the highest level among all professionals nationally (e.g., fewer than 100 professionals are Board Certified Specialists in Child Language). Five faculty have been awarded the distinction of ASHA Fellow in recognition of their outstanding performance in scholarly, professional, and clinical contributions, and several faculty provide service on state and national boards. Students and faculty routinely meet the criteria to be inducted into Alpha Eta, the national allied health honor society. One doctoral student received one of the first WSU Innovation Awards granted in 2016 for his ground-breaking interprofessional research in the field of autism.

The retention and graduation rates exceed the University and national averages. The numbers of students graduating with honors and the number of students in the CSD Honors track are outstanding. Students regularly present their work at conferences that require competitive selection, e.g., GRASP, and the Capitol Graduate Research Symposium (CGRS). The MA program is ranked by U.S. News and World Report within the top 15% of all programs, which reflects positive peer evaluation of the WSU program.

Faculty provide outstanding University, professional and community service, demonstrating a strong commitment to modeling professional standards to our students at all levels. Participation in interprofessional learning opportunities are routinely encouraged for our students. Audiology and speech-language pathology students have participated on medical teams providing services in Haiti. An Autism Interprofessional Diagnostic Team brings professionals and students from 7 Departments across campus together to more efficiently provide evaluations and recommendations to families with children

who are on the autism spectrum. Faculty in CSD, Psychology and Social Work have worked together in research activities that enhance patient-centered care. Two teams of bioengineering students have completed their senior design projects on devices that benefit clients in the Speech-Language-Hearing Clinic.

4.	**Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

As shown in the tables below, according to the 3 most recent rolling 5 FY averages from the Office of Planning and Analysis, the number of applicants, number of students admitted, and the number of students on census day have remained stable for both undergraduate (BA-CSD) and graduate (MA-SLP & PhD and AuD) CSD programs.

Years	Undergraduate (BA-CSD)		
	Applicants	Admitted	Census Day
2010-2014	40	39	27
2011-2015	40	40	27
2012-2016	42	42	26

Years	Graduate (MA-SLP & PhD)		
	Applicants	Admitted	Census Day
2010-2014	98	41	30
2011-2015	114	43	30
2012-2016	116	41	30

Years	Graduate (AuD)		
	Applicants	Admitted	Census Day
2010-2014	28	12	8
2011-2015	30	13	8
2012-2016	31	13	8

In addition, according to data from the Office of Planning and Analysis, the percent of under-represented minorities (URM) in both undergraduate (10.8 – 14.8%) and Masters (7.4%) CSD programs falls below both the University and College numbers, with the exception of the CSD doctoral programs (11.6%). CSD follows the same pattern as the University and College in terms of a decreasing percentage of URM from freshman and sophomores through Masters and doctoral degree levels.

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary (based on national averages)	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS** Current year only.
MA	$73,410						
AuD	$74,890						↓
PhD	$72,470						

* May not be collected every year

These data have not been routinely collected. The newly appointed Assessment Coordinator will develop a means to collect these data annually.

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

Undergraduate education is a pre-professional degree program and therefore employment data are not applicable.

The demand for graduates with the MA-SLP and AuD continues to be strong and is projected to remain strong over the next two decades. The applicant pool for admission to these graduate programs far exceeds the number of available openings in CSD programs across the nation. The following information is summarized from the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/.

MA: As with most health-related professions, the need for speech-language pathologists is continuing to outpace growth in other professions (21% increase compared to 7% for all occupations - 2014-2024). This translates into the need for an additional 28,900 speech-language pathologists over the next 10 years. Speech-Language Pathologist is listed as the #9 top job on CareerCast (careercast.com), with a median salary of $72,247 and a 22.19% projected growth rate.

AuD: Employment of audiologists is projected to grow 29% from 2014 to 2024, much faster than the average for all occupations (7%), adding approximately 3,800 jobs in the next decade. Listed as the #4 top job on CareerCast (careercast.com), Audiologist was reported median salary of $73,231 and a 29.11% projected growth rate.

PhD: Employment of postsecondary teachers is projected to grow 13% from 2014 to 2024 (adding over 177,000 positions), faster than the average for all occupations (7%). Growth is expected as enrollments at postsecondary institutions at all levels continue to rise, although at slower rates than they have in the past. More specifically, PhD graduates who can fill academic positions in CSD programs throughout the U.S. are highly sought after. According to the American Speech-Language-Hearing Association (ASHA Academic Affairs Board, 2012), over one third (34%) of PhD holders in colleges and universities were aged 61 or older in 2012, suggesting a significant number of retiring faculty over the next decade. In addition, many new SLP Masters programs are being developed and accredited, creating further increase in the need for PhD trained CSD faculty.

5. **Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.
a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.
Provide assessment here:

According to the data provided, CSD UG majors, Graduate majors, and non-program majors are distributed equally, as relates to SCH. That is, the average SCH for each of the 5-year rolling averages reported 33-35% of the SCH generated on

the Fall Census Day is attributed equally to the three groups, with little variance for any 5-year period. Additionally, faculty have consistently taught interprofessional courses within the college (e.g., research methods/evidence-based practice), courses specific to other majors (e.g., communication in aging, statistics for the health professions), and engaged with students and faculty from across campus in clinical education (including dental hygiene, physician assistant, physical therapy, engineering, human factors, psychology, social work, music education, educational psychology). Ongoing research and teaching engages students and faculty in interdisciplinary pursuits that are of service across programs and are inherent in the department mission and curricula.

The Department of Communication Sciences and Disorders' primary contribution to the SCH production provided as service to the University comes in the provision of classes in American Sign Language (ASL) and Signing Exact English (SEE). American Sign Language is accepted as means to meet the foreign language requirement in the College of Liberal Arts and Sciences and the College of Fine Arts. CSD majors are also required to have at least one course in ASL. Five-eight courses in ASL are offered each semester by qualified adjunct faculty. Specific breakdown of these SCH numbers are not available in Table 16.

6. Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
The goals stated here are taken from the 2012 version of the CSD Strategic Plan --- These goals have been modified and revised from then to now.	Maintain stable and sustainable CSD programs so that every student will have applied learning experiences in the classroom and clinical practicum.	Enrollment in appropriate coursework; specific wording on course syllabi Retain CAA accreditation (MA and AuD)	All CSD students have had at least one applied learning experience (most have had multiple experiences in the classroom and clinic) CAA accreditation maintained
	Continue to insure that CSD students have a quality research experience	# of students who seek and/or obtain funding to conduct research	At least 10 undergraduate students have obtained funding for the Honors research projects; two PhD students have received funding to support their dissertation work.
	Increase research productivity in CSD	Increase # of referred publications, international scholarly presentations, grant funding proposals, and national, state and local referred presentations	CSD faculty and students have maintained a solid number of publication and presentation. Two faculty have done international presentations. Grant funding proposals have not increased substantially.
	Collaborate with other WSU Departments, clinics and external communication agencies for increased applied learning	Increase # of partnerships by 10%/year	CSD retains partnerships with a variety of WSU Departments (e.g., social work, psychology, bioengineering). Increased participation with USD 259 (early childhood classrooms and diagnostics), Rainbows United, & two schools (Independent School & St.

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
			Francis of Assisi) has occurred within the past 2 years.
	Act as catalysts for students' participation as leaders within and external to WSU	Support students' leadership roles on campus through a range of programs	CSD students are routinely nominated for programs and accepted into WSU programs such as the Honor's program, Senior Men/Women, Mortar Board, Alpha Eta Honor Society.

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.
Provide assessment here:

CSD continues to provide quality educational experiences to students in each of its four programs: Bachelor of Arts, Master of Arts, Doctor of Audiology, and Doctor of Philosophy. A variety of applied learning options have been made available to all students, as well as research opportunities. All students also have opportunities to participate in interprofessional learning experiences, in both on- and off-campus venues. Graduation rates for all programs are high and employment after graduation remains at nearly 100%.

Since the fall of 2015 semester, CSD students have paid a $50/credit hour program fee which has allowed us to provide a great many additional opportunities within the Department. We have used these fees to enhance CSD faculty and clinical educator salaries, add stipends for the Assessment Coordinator and the MA Graduate Coordinator, hire additional clinical educators, and purchase needed equipment, tests and treatment materials. These fees have also been used to cover the deficit in the budget for the Clinic, especially on the speech therapy side, since many of those clients are on a sliding fee schedule.

As faculty have resigned and retired, the number of faculty have diminished. In order to maintain our CAA accreditation, we are required to have at least 50% of the courses offered in our MA and AuD programs taught by PhD-level faculty. We have hired one new Assistant Professor (Speech Pathology) to start Fall, 2017, and are actively searching for a second faculty member (Audiology). We are hopeful we can also search for a research-focused faculty member to enhance the doctoral program. We have increased the number of students (from 25 to 30) we will admit to the MA (Speech Pathology) program for Fall, 2017; this will necessitate the need for additional clinical educators and practicum sites. We now have a faculty member in the Paul M. Cassat Distinguished Faculty position; this faculty member will be responsible for seeking grant funding to enhance and sustain our service provision/education/research in the area of autism spectrum disorders. In spite of our diminished numbers, faculty remain highly productive in the area of scholarship. Numbers of publications and presentations remain high.

Program Strengths & Weaknesses

Undergraduate

Strengths:

- Continued strong demand for CSD undergraduate major
- High levels of student satisfaction
- Successful in preparation of students for entry into graduate programs in SLP and audiology

Weaknesses:

- Degree does not lead to specific employment opportunities
- Need for curriculum review to address the above weakness, while not detracting from preparation for graduate programs in CSD
- Limited online/distance education options

Recommendations:

- Evaluate curriculum to determine if more CSD courses can be offered in an on-line format.
- Continue to explore the feasibility of developing a degree program in Interpreting (or at least a minor or certificate program)
- Continue to engage students in interprofessional learning experiences

Master of Arts (Speech-Language Pathology)

Strengths:

- Continued strong demand for Masters SLP program
- Continued high demand for graduates
- High levels of student satisfaction
- Successful in preparation of students for national certification and lisencure
- Innovative curriculum that incorporates critical thinking, adaptive leadership, and interprofessional practice
- Every student engages in applied research

Weaknesses:

- Enrollment numbers limited by availability of clinical supervision (in house) and (local) external practicum placements
- Maintenance of applied research component has become challenging due to an increase in the number of students assigned to each faculty member (due to reduced number of faculty)

Recommendations:

- Explore the feasibility of developing telepractice opportunities for practicum
- Continue to enhance the external practicum opportunities for students
- Explore professional practice options to provide a broader range of clinical services

Doctor of Audiology

Strengths:

- Continued strong demand for AuD program
- Continued high demand for graduates
- High levels of student satisfaction
- Successful in preparation of students for national certification and lisencure

Weaknesses:

- Number of PhD faculty (Currently searching for 1 full-time faculty position)
- Enrollment numbers limited by availability of clinical supervision (in house) and (local) external practicum placements (2nd and 3rd year)

Recommendations:

- Continue to enhance the external practicum opportunities for students
- Hire a Coordinator for the AuD program who will monitor external placements and residency requirements
- Explore additional sources of referral for clients

Doctor of Philosophy

Strengths:
- Innovative research being conducted by numerous faculty is attractive to potential PhD students
- Successful preparation for studntens to attain professional goals (i.e., 100 % employment rate in chosen professional area for student in past 5 years)

Weaknesses:
- Need for better/more wide-spread dissemination of the innovative research being done in the department – to attract PhD students
- Marketing of PhD program has been weak
- A broader base of funding support for students is needed (i.e., post-doctoral fellows; grant-supported assistantships, etc.in addition to Graduate School funds)

Recommendations:
- Increase the funding opportunities for doctoral students (e.g., post-doctoral fellows; grant-supported assistantships, etc.)
- Hire a research-focused faculty member who will facilitate increased research/funding opportunities
- Continue to recruit qualified candidates from a broader geographical areas.