

Outcomes and Actions Addressing the Assessment Survey

UNDERGRADUATE STUDENT SURVEY RESULTS – Spring 2008

The number of responses and any comments are noted in **bold**. [N = 41]

A. Demographic Information

1. Age : **24** 18-22 **8** 23-27 **3** 28-32 **1** 33-37
 5 38-42

2. Gender: **2** Male **39** Female

3. Ethnicity (optional): **25** Caucasian **4**

7. **39** I commute to WSU.

C. Department Specific

Questions 1-18 on a scale of 1-5, 1=strongly disagree, 5=strongly agree **Mean (μ)**

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1. I have received adequate academic advising within the CSD Department. | 4.17 |
| 2. I have received adequate academic advising within the College of Health Professions. | 3.98 |
| 3. I know the order of the courses I am supposed to take to complete my degree. | 4.20 |
| 4. The courses are offered an adequate number of times per year. | 3.15 |
| 5. CSD class sizes are the right size. | 4.30 |
| 6. I understand that I will need a graduate degree to practice professionally. | 4.60 |
| 7. I give thoughtful and serious consideration to the course evaluations I fill out at the end of each semester. | 4.48 |
| 8. If the CSD Department offered one-credit hour workshops on topics such as cleft palate, fluency, or literacy, I would attend. | 4.68 |
| 9. Department facilities are adequate. | 4.29 |
| 10. Equipment in the department is adequate. | 4.63 |
| 11. I am aware of opportunities to participate in department events. | 3.53 |
| 12. I am aware of opportunities to participate in college events. | 3.78 |
| 13. Students in CSD receive recognition for service to the university, college, and department. | 3.72 |
| 14. Students in CSD receive recognition for their academic success. | 3.61 |
| 15. I am aware of the undergraduate honors program. | 3.57 |
| 16. Overall, I am pleased with the content of the CSD classes I have taken so far. | 4.28 |
| 17. CSD course hours completed (at the end of the semester) | 1 4 hours 4 6 hours |
| 3 9 hours 1 10 hours 1 11 hours 1 12 hours 2 16 hours 1 19 hours | |
| 4 20 hours 1 24 hours 2 28 hours 6 30 hours 1 32 hours 1 34 hours | |
| 1 35 hours 3 36 hours 1 37 hours 3 40 hours 1 50 hours | |

31. Discussion	4.98
32. Computer access to materials	4.38
33. Instructor cared about the students	3.75
Questions 34-43: What makes a CSD so good	

Helping people.
 Personal experience.
 Helping people.
 Help, children.
 Audiology, Dr. Hull's teaching!
 Taking classes as a lateral student to get into AuD program.
 Working with children with speech related issues.
 Speech.
 Helping people.
 I find swallow studies the most interesting followed by apraxia, aphasia, and dysphagia.
 Helping others, job options.
 I'm more focused on deaf culture and sign language interpreting because of my relationship with a few deaf friends.
 Working as a SLP with cochlear implant children.
 Working with people who have problems communicating, because it is so important for our day to day activities.
 The field is new to me and I find it exciting and can see it as a job I would love in the future.
 Learning from professors that have so many years of experience in the field.
 That it is in the health field working with children. Flexible hours and places to work.
 And a good income after completing graduate school.
 Being able to work with all ages, and to give back. When I was younger I had speech issues. So I want to help others become confident.
 I love that the field is always changing and that there are many different opportunities for me when I graduate.
 My cousin has Down Syndrome. I wanted to help little kids like her.
 Autism.
 I had prerequisites to complete since I am lateral entry. I like the idea of working with families again as well as coordinating services with other professionals as a team.
 Those with speech problems.
 Prior work experience at Our Lady of Lourdes.
 I have been a Spanish interpreter for local hospitals that helped Hispanic stroke patients or head injuries and I have really enjoyed it.
 Great future job opportunities even with a declining economy. We will always be needed.
 I was out of the country, acting as one of the primary caregivers for my grandfather who suffered a stroke resulting in aphasia for two years prior to entering the CSD program.

46. Any additional constructive suggestions to improve our program, if you feel such improvement is appropriate.

Course/classes need to be offered more than just once a year. That fact that classes are only offered one time a year does not provide a very flexible schedules. Classes are only offered one at a time, and the student has no other options of when to take the class so the rest of our lives (work, to afford to go to school for example) has to cater to the specific times that courses are offered.

I really enjoy CSD classes but I do wish there were more opportunities to earn/up your grade-even if I had to do homework assignments, three to four test grades is not enough

for me. I do need more advising as well-I would love to have been able to be in the honors program, but I didn't know about it. Also WSUSSLHA sucks! They cashed my check and never contact me!! Why do I take so many ASL courses and not get a thing for it-certificate, something.

Continue to make students a priority. Students will naturally make academics and clients their priority. I love this department! Keep up the good work!

I've noticed a consistent offering of study guides but almost to the point where the students are dependent on them and the learning is narrowed to what is "only necessary for the test." I never had study guides in my undergrad, and although they do help to guide my studying, I have recently found that I too have been narrowing my learning to only what will be on the test. I'm studying much more thoroughly for the class in which I do not get a study guide!

It is hard to understand foreign professors.

I feel that the curriculum changes and the vast and numerous amount of classes you have to take it can just be too much. In my current class there are barely any points possible, and there was only really one method (CCC) to gaining those points. If you do well on tests, but not on those quizzes it is very hard to pass the class with a decent grade. I don't feel that's fair. I am biased though because I have just switched my major due to this semester.

More advising.

I like the program a lot, just wish we could do more observation (at the clinic or elsewhere) for credit.

From my experience I'm getting what I need from the current program. I'm sure you'll keep finding ways to improve for everyone.

The classes are usually very large and move at a fast pace. Sometimes it's hard to keep up especially if your course load is heavy so you stay on track.

I wish classes would be grouped together better so that they were all on the same days to lessen commute necessity.

To stop changing the degree requirements around. Very stressful on a student.

I think everything is great. No matter what you have to work hard for something you want.

Make sure all the professors are caring about the students.

I guess it would be better if each class was offered each semester, but I can see how having too few teachers makes it to where you can only take certain class once a year. Even though it is such a small program more class times offered would really help. I work full time and it is very hard to fit school and work together. More evening classes would be great as well.

To have more classes that are more hands on, and have teachers that talk well.

All classes should be offered more than once a year. As an athlete, I am not able to miss practice and there are classes that are only offered at my practice time only in the fall or in the spring, so I have to wait a year to take these classes. The Wed/Fri classes are not good options. In the fall I will probably miss close to half of the Friday classes because we play on Friday and Saturday and we travel Thursday afternoons.

monitor interest in this area. Some suggestions regarding on-line 1 credit hour courses is under discussion.

Responses to item 45, what interested you in CSD, provide useful information in planning and conducting recruitment activities. Our department has been heavily involved in recruitment activities organized by the university and college and will continue to do so. An open house for the department is being considered. We also recruit undergraduate students during the national convention of the American Speech-Language-Hearing Association (ASHA) and the National Black Speech-Language-Hearing Association (NBSLHA).

There was general agreement from each of the survey respondents regarding the characteristics of the “best classes” (#24-33). The top three items continue to be: good lecturer; I learned a great deal; material was personally relevant.

The curriculum is continually evaluated and refined in response to student comments, national trends, scope of practice, and accreditation requirements. The use of an audience response system (clickers), purchased with Academic Affairs funding, is continuing to grow. Clickers are currently used in four undergraduate courses and students evaluate these positively as a means for relevant application and assessment.

Students expressed concern that they were not aware department and college events and also that they did not receive recognition for their service or academic success. The orientation programs for undergraduate students, the undergraduate listserv, and WSU Student Speech Language Hearing Association graduation reception are beginning attempts to address these concerns.

Admission to the Undergraduate Major in CSD

Beginning with the Fall 2009 semester, the department instituted a change in the undergraduate program admissions process. Students now apply to the CSD major after completing a series of required courses. Other programs in the college have this requirement in order to assure that students are potentially qualified to apply for a graduate program after earning the BA degree and can be advised, accordingly, into a more appropriate major if graduate school is not going to be a likely possibility. This change was made to give more support to students in determining the best course of study and most beneficial outcome of their undergraduate degree program.

In order to apply for the major, students must have a minimum 2.75 cumulative GPA. Students will have completed the following general education prerequisite coursework earning a grade that generates at least 3.0

Basic Skills – Engl 101, Engl 102, Comm 111, Math 111/131

Social/Behavior Science – Psy 111

Biology – Biol 106 or Anth 101 recommended

Students must earn a 3.0 in each of the following CSD pre-major courses:

CSD 111 Disorders of Human Communication

CSD 210 Physics of Sound

CSD 301 Basic Anatomy and Physiology of the Speech Mechanism

CSD 302 Basic Anatomy and Physiology of the Auditory System

CSD 304 & 304 Lab Early Language Development
CSD 306 & 306Lab Applied Phonetics

The following represent application/admission to the major for the semester listed:

F 2009	Sp 2010	F 2010	Sp 2011
31/28	7/6	32/29	10/9

Three students were denied admission to the major for Fall 2009. All three repeated coursework, completed prerequisite courses, improved their GPA, reapplied the following academic year, and were admitted. One student was denied admission to the major in Spring 2010 because her grades in the prerequisite CSD courses was below a 2.0. She was referred to CHP Student Services for advising to choose a major which will yield completion of the undergraduate degree. The three students denied admission for Fall 2010 are retaking coursework. One was admitted for Spring 2011.

To date, all students admitted to the major are either continuing to progress or have graduated with a BA degree.

CSD Honors Program

The CSD Undergraduate Coordinator advises students who have specific questions about the CSD program, including the Honors program, which has undergone substantive changes with the departmental curricular changes. The application process for the CSD Honors Program begins with the application for the CSD major. Students who apply for this program have: (1) a minimum 3.50 cumulative GPA in CSD coursework, (2) a letter of recommendation from a CSD faculty member, (3) and a faculty advisor, who has agreed to mentor the student in an undergraduate research project. CSD Honors students enroll in the Honors section of 3 courses required for the major. These may be from the following courses:

- CSD 416H Introduction to Language Disorders
- CSD 514H Speech-Sound Disorders
- CSD 519H Genetic and Organic Syndromes
- CSD 605H Neuroscience for Speech and Language: Basic Processes

CSD UG Honors Program students	2008	2009	2010
Admitted			2
Completed		1	1

DHH Concentration

Description of Purpose:

The concentration will prepare students to work in the many settings where individuals who are deaf or hard of hearing live, work, and play. The purpose is to provide a degree path for undergraduate students who may choose to further their skills in sign language interpreting, which requires an undergraduate degree for national certification (new standards effective 2010). Additionally, many students entering the fields of speech-language pathology (SLP) and audiology (AUD) seek to work with populations who are deaf or hard of hearing. The Master's

- Fact 5: Ninety percent of parents of children with severe to profound hearing loss achieve sign language skills at a preschool language level.
- Fact 6: Upon completing formal education, literacy skills for individuals with severe to profound hearing losses have remained uncha

5. With appropriate early intervention in speech, language and hearing, placement in general education classrooms with minimal special education support is a conceivable outcome.
6. Parent education and participation are critical components of early intervention programs serving DHH children.

EDUCATIONAL PROGRAMS and SERVICES: There is a growing trend in deaf education to support the development of speech and language skills through the use of audition (aural-oral deaf education). It is essential that students in speech language pathology and audiology training programs receive instruction and gain experience in providing effective (re)habilitation services to deaf and hard-of-hearing children.

Classrooms containing deaf and hard of hearing children generally mirror that of typically developing children, with the exception that classrooms have fewer children and there is continual focus on the acquisition of speech, language and technology assisted listening skills. Classrooms often include a matched number of typically developing peers to model speech, language and social skills.

- Toddler classrooms (approximately 18 mos. to age 3 yrs.)
- Preschool classrooms (age 3-5 yrs.)

Parent-infant programs are designed to be provided in the natural (home) setting where instruction and guidance is found to be most effective and least intrusive. Using a child's familiar surroundings and belongings, speech, language and listening skills are acquired more rapidly which facilitates generalization to less familiar surroundings.

Individual therapy is provided to isolate and focus on targeted skills needing remediation, and/or the introduction of newly developing skills. Therapy may focus on speech perception, articulation, and/or language skills. Once obtained in individual settings, skills are expected to generalize to a classroom. This service is appropriate for both preschool children and school-aged children.

Assessment guides therapy and classroom instruction, and identifies developmental progress. Comprehensive evaluations in speech perception, articulation, language, hearing and hearing technology validation are required in order to monitor progress and ensure evidence based practices.

Parent education is provided both informally, through participation in individual therapy and/or observation of classroom instruction, and formally through direct instruction in a classroom setting. Parents become the primary instructors of their children and require knowledge in facilitating speech and language skills, and monitoring hearing equipment and listening environments. Formal instruction insures appropriate scope and sequence of these issues which are unique to deaf or hard-of-hearing children.

Curricular Changes

In order to build a bridge betw

