

Academic unit: Communication Sciences and Disorders (CSD) College: Health Professions (CHP)

Date of last review May 2017 Date of last accreditation report (if relevant) August 2019

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 (MA-CSD) CIP* code: 51.0203

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

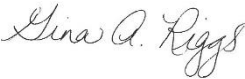


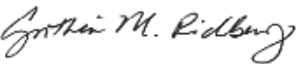
Degree: Doctor of Philosophy (PhD) CIP* code: 51.0201





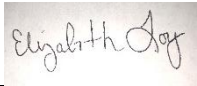
*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>


Certificate (s): None

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Julie Scherz	Retired from Wichita State	Tenure Track
Gina Riggs		Non-Tenure Track
Anthony DiLollo	Moved to another university	Tenure Track
Raymond Hull		Tenure Track
Karissa Marble-Flint		Tenure Track
Erin O'Bryan		Tenure Track
Douglas Parham		Tenure Track
Cynthia Richburg		Tenure Track

Trisha Self		Tenure Track
Xiao-Ming Sun		Tenure Track
Terese Conrad		Non-Tenure Track
Stacey Kampe		Non-Tenure Track
Elizabeth Loy		Non-Tenure Track
Colleen Novak	<i>Colleen Novak</i>	Non-Tenure Track
Ashley Purdum	<i>Ashley Purdum</i>	Non-Tenure Track
Brian Ray	<i>Bryan Ray</i>	Non-Tenure Track
Melissa Vagts	<i>Melissa Vagts</i>	Non-Tenure Track

Submitted by:  Douglas Parham, Chair and Program Director Date: June 22, 2020
 (Name and title) (Date)

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):

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-CSD program is a pre-professional program. Both the MA-CSD 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 Communication Sciences and Disorders (CSD).

B. The role of the Program(s) and relationship to the University mission:

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.

C. Has the purpose of the Program(s) changed since last review? Yes No

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

D. How does the Program support the university strategic plan?

Describe in 1-2 concise paragraphs.

Please see **Appendix A** for a chart showing the relationship between the WSU, CHP, and CSD Strategic Plan goals.

E. Provide an overall description of your program(s) including any changes made since the last review?

The Department of Communication Sciences and Disorders includes four related programs. The Bachelor of Arts in Communication Sciences and Disorders (BA-CSD) is a pre-professional program designed to prepare students with the necessary foundations for entry into a graduate program in CSD. The Master of Arts in Communication Sciences and Disorders (MA-CSD, Speech-Language Pathology) and the Doctor of Audiology (AuD) are the entry-level degrees required for clinical practice in speech-language pathology and audiology, respectively, and professional certification and state licensure are granted only to those individuals 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 Doctor of Philosophy in Communication Sciences and Disorders (PhD-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 (BA-CSD)

The BA-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.

Changes Since Last Review: We revised the entire BA-CSD curriculum to better distribute credit hours, enhancing critical courses and eliminating or combining courses that were less important to learning. We simplified the requires for a student to transition from a pre-Major to a Major. We enhanced our CSD Honors Track. We expanded resources for students interested in applying to graduate school. We enhanced the Applied Learning opportunities for students.

Master of Arts in Communication Sciences and Disorders (MA-CSD, 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 University'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 61 credit hours that includes enrollment in clinical practicum each semester. The curriculum is organized to promote students' development of knowledge and skills beginning with fundamental aspects of speech and language acquisition and development, to early childhood disorders, to more complex disorders in adults (and children). Integrated into this sequence are topics that impact students' broader understanding of disorders and treatment, such as critical thinking, counseling, cultural sensitivity, professional issues, research, and interprofessional practice. This design allows students to build their disorder-specific knowledge and skills, while also learning how to integrate those knowledge and skills into a holistic understanding of the professional practice of speech-language pathology. 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 2025 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). 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 and form the basis for the MA-CSD program objectives (please see: <https://www.asha.org/certification/2020-slp-certification-standards/>).

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.

Changes Since Last Review: We revised the MA-CSD curriculum to better distribute credit hours. Three one-credit seminars (CSD 836 - Professional Writing, 837 - Diagnostics, and 838 - Supervision) were added in place of three credit hours of electives. The Dysphagia Lab (CSD 811L) was added in response to concerns from community externship supervisors that our students were not well-prepared in the area of dysphagia assessment. Further changes were implemented in the Fall 2019 curriculum, based on an assessment of allotment of credit hours between the Critical Thinking and content courses. We eliminated non-CSD electives to add important CSD content into the curriculum (e.g., clinical and research writing, supervision, diagnostic process) without increasing credit hours. We added a Student Assistance Plan for every student to identify students who are struggling even as early as the first semester in the program. We enhanced the Applied Learning opportunities for students. We automated the tracking of curricular and clinical

competencies for every student to streamline the process of graduation and clinical certification post-graduation.

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 89 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 2025 by the Council on Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). 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 and form the basis for the AuD program objectives (please see <https://www.asha.org/certification/2020-audiology-certification-standards/>).

Changes Since Last Review: We successfully hired an Audiology Coordinator who took over the program in January 2019. We revised the AuD curriculum to better distribute credit hours. We added an additional comprehensive examination at the end of the students' first year to better track their academic and clinical development throughout the program. We added a Student Assistance Plan for every student to identify students who are struggling even as early as the first semester in the program. We enhanced the Applied Learning opportunities for students. We automated the tracking of curricular and clinical competencies for every student to streamline the process of graduation and clinical certification post-graduation.

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.

Changes Since Last Review: We hired 2 additional PhD-level faculty (one in January 2019 and the other in August 2019) to provide mentoring and research opportunities to our PhD students.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

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				
2016-2017	7	6	43	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4	\$5,625
2017-2018	8	8	41	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	12	\$5,603
2018-2019	7	14	57	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	\$5,103
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.

- B. Provide a brief assessment of the quality of the faculty/staff u All tenure track and non-tenure track faculty are evaluated annually using the Faculty Activity Record (FAR). Faculty include with the FARs a self-evaluation of goals from the previous year and a set of new goals for the coming year. Each faculty member is evaluated by the Department Tenure and Promotion Committee and the Chair. For tenure and promotion, faculty are evaluated using the College of Health Professions Tenure and Promotion Guidelines (please see Appendix B). Additional guidelines for non-tenure track faculty are provided by the Department of CSD's Non-Tenure Track Promotion Guidelines (please see Appendix C).*
- C. sing the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.*

The Department of Communication Sciences and Disorders (CSD) offers four degree programs, including the Bachelor's degree in CSD, the Master's degree in CSD (Speech-Language Pathology), the Clinical Doctorate in Audiology (AuD), and the PhD in CSD. Student Credit Hours increased steadily from 2015 to 2018. Program Majors and Degree Production have remained steady during that time (MA-CSD and AuD program enrollment is limited by accreditation standards). Please see Appendix D.

Faculty in the department largely teach courses across the four programs. Through Spring 2020, the department consisted of 9 full-time tenure eligible faculty, with 7 full-time and 1 part-time non-tenure eligible faculty/unclassified professionals. Since end of Spring 2020, 2 full-time tenure eligible faculty left the department (one retired and the other moved to a different university). These 2 faculty will be replaced by 2 new tenure-eligible faculty who were hired in Spring 2020 and will begin employment in Fall 2020. All tenure-eligible faculty teach didactic courses in the four CSD programs, according to their areas of expertise and departmental needs. In addition, 7 full-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.

Clinical and academic faculty work together (and with students) to engage in applied research. Evidence-based practice (EBP) is a fundamental aspect of both academic and clinical coursework. Academic and clinical faculty work together to help students develop into competent clinicians who think critically. This work is accomplished in the classroom and in the clinic as students become active learners in the program. They also work together to prepare high quality and competent speech-language pathologists and audiologists. This work is accomplished through applied learning experiences that are interprofessional within the College of Health Professions as well as in community sites.

Faculty roles in the Department include a weighted emphasis on research and teaching, appropriate to a doctoral granting program. Faculty (academic) workload is defined as 12 credit hours/semester. In CSD, faculty are typically assigned two academic courses/semester, have the equivalent of 3 -5 credit hours for personal/student research, and the equivalent of 1-3 credit hours for service related tasks. Clinical faculty are typically assigned supervisory responsibilities for 12-15 clients/semester, plus groups. Team planning meetings and other tasks are assigned as part of the workload, as well. All tenure track faculty consistently publish in peer-reviewed journals, present at conferences (international, national, and regional), and submit research grants.

For all students in the three graduate degree programs, there is a required research project. Faculty are required to advise students in nonthesis, 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 5-7 students' nonthesis 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. Theses and dissertation research is far more demanding and consumes large portions of faculty time and resources.

Pedagogical approaches are determined by the instructor for each course and typically vary within and across courses depending on instructor expertise and preference. Pedagogical approaches used include traditional lectures, cooperative learning, experiential learning, relating theory to practice, simulations, role-playing, and Socratic questioning. Some courses are team taught (e.g., CSD 832 A, B C; HP 801) with a mix of academic and clinical faculty, and many courses include guest lectures to provide a diverse perspective on specific topics. Annual student evaluations of teaching are high across the Department, and reflect student satisfaction with the approaches used to deliver the curriculum. In addition, Praxis pass rates are high for the speech-language pathology and audiology students, indicating the effectiveness of the pedagogical approaches used to deliver the curriculum.

Part 3: Academic Program(s) and Emphases

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.

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? Yes No

If yes, please explain the average ACT scores for your students.

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day						
Statistic	Year of Fall Census Day					Rolling 5 FY average
	2013	2014	2015	2016	2017	2013-2017
University level	23.0	23.1	23.0	23.1	23.2	23.1
Program majors	23.2	22.6	23.1	22.8	22.2	22.8

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? Yes No

If yes, please explain the average GPA of your graduate students.

Table 9: Mean Application GPA of Admitted Graduate Student Majors						
Statistic	Fiscal Year (summer-fall-spring sequence)					Rolling 5 FY average
	2014	2015	2016	2017	2018	2014-2018
University level	3.5	3.5	3.5	3.5	3.5	3.5
MA-CSD and PhD majors	3.8	3.9	3.8	3.9	3.8	3.8
AuD majors	3.8	3.8	3.7	3.9	3.7	3.8

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body: Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)

Next Review Date: May 31, 2025 (for both the MA-CSD and AuD programs)

Commendations and concerns from the last review: The MA-CSD and AuD programs were commended on all CAA Standards (please see **Appendix E** for the CAA Standards and **Appendix F** for the Accreditation Site Visit Report) except for three:

- 2.1 The number and composition of the full-time program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:
- 2.1.1 allows students to acquire the knowledge and skills required in Standard 3
 - 2.1.2 allows students to acquire the scientific and research fundamentals of the discipline

Regarding 2.1.1, the faculty composition was sufficient to allow students to acquire the knowledge and skills required in Standard 3 for the speech-language pathology program, but not sufficient of the audiology program because of the lack of faculty holding a Ph.D.

Regarding 2.1.2, the faculty composition was sufficient to allow students to acquire the scientific and research fundamentals of the profession in the speech-language pathology program but not in the audiology program because of the lack of faculty with the Ph.D. degree.

Since the time of the accreditation site visit, we hired a full-time faculty member in audiology who holds the PhD degree.

- 5.4 The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements.

The site visitors were able to verify partial evidence to support verification of this standard for audiology and speech-language pathology.

- 5.3 The program administers regular and ongoing assessment protocols to evaluate the quality of the program and to facilitate continuous quality improvement.

The site visitors were able to verify partial evidence to support verification of this standard for audiology and speech-language pathology.

Since the time of the accreditation site visit, we have increased the number of our programmatic assessments and have built their implementation into both internal and external surveys.

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis

Definitions:
Learning Outcome: Learning that should result from instruction.
Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).
Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.
Criterion/Target: Percentage of 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

Because all four programs have multiple learning outcomes, these are listed in **Appendix G**.

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

For the two clinical graduate programs (MA-CSD and AuD), the program has developed student outcomes to reflect knowledge and skill competencies established by ASHA's Council for Clinical Certification (CFCC) in the most current Certification Standards (please see **Appendix H** for the AuD program competencies by course and **Appendix I** for those of the MA-CSD program by course). All faculty (including clinical educators) develop objectives for their courses to fulfill knowledge/skill competencies related to the specific course and these are documented in their syllabi, according to the Standards that are addressed. Faculty also document the procedures used to assess competency for their stated objectives, for example, through a case study project, a summative examination, or group presentation. Specified performance levels are also provided in syllabi. Faculty review their coverage of knowledge/skill competencies across the curriculum in faculty meetings to identify where there are redundancies in coverage and determine how much overlap is desired. The successful completion of these competencies related to student learning outcomes is verified through CALIPSO, which is a software platform used to track student competencies. Each semester, professionalism and professional behavior is addressed by the grading form completed within the CALIPSO system. Concerns about a student's professional behavior may result in placing the student on a Clinical Plan of Assistance and/or lowering their clinic grade. Both formative and summative assessments are used to evaluate and enhance student learning. A variety of assessment measures are developed and applied by individual faculty, providing varied approaches to student assessment. All assessments are described in course syllabi, including remediation plans if needed, with descriptions of the assessment procedures and grading rubrics where applicable. Successful completion of assessments are tracked in the Blackboard electronic course management system, and completion of related competencies is verified through CALIPSO.

E. Assessment of Student Satisfaction

Table 3a Student Learning Outcomes Comparison: MA-CSD Program

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2017	22	PRAXIS Speech-Language Pathology Test	100%	90.8%
2018	29	PRAXIS Speech-Language Pathology Test	100%	91.5%
2019	24	PRAXIS Speech-Language Pathology Test	100%	89.5%

Data from <https://www.asha.org/uploadedFiles/PraxisScoresSLP.pdf>

Table 4b Student Learning Outcomes Comparison: AuD Program

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2017	6	PRAXIS Audiology Test	83%	93.1%
2018	5	PRAXIS Audiology Test	100%	93.8%
2019	6	PRAXIS Audiology Test	100%	92.5%

Data from <https://www.asha.org/uploadedFiles/Praxis-Highest-Score-Audiology.pdf>

- Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

Program satisfaction percentages can be found in **Appendix J**. CSD Undergraduate Majors reported higher satisfaction with the BA-CSD program than those reported at the University and College/Division levels for every year between 2014 and 2018. For that same time period, the combined satisfaction of MA-CSD and PhD students were similar to—or exceeded—those reported at the University and College/Division levels. For the AuD program, student satisfaction was below those reported at the University and College/Division levels. This issue is addressed in detail in Part 8 below.

F. General Education

- Does your program support the university General Education program? Yes No

If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 5 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques

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/>

- Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

G. Concurrent Enrollment

- Does the program offer concurrent enrollment courses? Yes No

If yes, 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.

If no, skip to next question.

H. Credit Hours Definition

- Does the Program assign credit hours to courses according to Wichita State University Policy 4.08? Yes No

If no, provide explanation.

I. Overall Assessment

1. Define the overall quality of the academic program based on the above information 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).

The Department of CSD uses assessment data gathered from students, academic and clinical faculty, clinic clients, community professionals, and employers to monitor progress toward fulfilling its mission and goals. These data are presented and discussed at department meetings and retreats. As described in the previous sections and the Appendices, we are constantly evaluating and seeking to improve all four programs. Please see **Appendix K** for our updated Strategic Enrollment Management (SEM) plan. Our students are competitive at all university-level competitions (e.g., URCAF, GRASP, Graduate School Awards) and present at national and regional conferences. They are successful at passing comprehensive examination, degree completion, and post-graduation employment.

Part 4: Student Need and Employer Demand

Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate.

Complete the table below.

<i>Table 6.a Employment of Majors: Speech-Language Pathology (MA-CSD Graduates)</i>							
	Median Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
2019	\$79,120	>75%	>95%	Unknown	Unknown	N/A	27% (Much faster than average)

Data from <https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>

<i>Table 7.b Employment of Majors: Audiology (AuD Graduates)</i>							
	Median Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
2019	\$77,600	>50%	>95%	Unknown	Unknown	N/A	16% (Much faster than average)

Data from <https://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>

A. 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.

Students completing the two clinical graduate programs (AuD and MA-CSD) have a 100% employment rate within one year of graduation. They often have job offers prior to graduation in all areas of the healthcare sector. All recent PhD graduates are currently working as faculty in higher education or employed in the private sector. Based on the rolling five-year averages (2011-2015, 2012-2016, 2013-2017), the percentage of Under-represented Minority (URM) students has steadily increased at all undergraduate and graduate levels, except for the AuD program which showed a slight decrease.

Part 5: Program Service

Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate. **Data tables 1, 2, 3 and 5a, b and c 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) can be used to partially address this section.**

A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

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.

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). 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. Multiple courses in ASL are offered each semester by qualified adjunct faculty. Specific breakdown of these SCH numbers are not available in Table 16. We also offer a Minor in Singed Languages.

B. Provide a brief assessment of the service the Program/certificate provides to other university programs.

CSD 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, linguistics). Ongoing research and teaching engages students and faculty in interdisciplinary and interprofessional pursuits that are of service across programs and are inherent in the department mission and curricula.

C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

Our faculty and students—both graduate and undergraduate—are active in service and research on the Wichita State University campus and beyond. The undergraduate program provides multiple volunteering opportunities through the Department's Recognized Student Organization (WSUSSLHA) and the graduate programs are involved with clinical service to the greater Sedgwick County community.

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

We have made progress on all our original GEM plans for the three graduate programs. Please see **Appendix L** for the GEM for the AuD program, **Appendix M** for the GEM for the MA-CSD program, and **Appendix N** for the GEM for the PhD program.

B. Discuss how graduate assistantships are being used to advance the GEM goals.

Graduate assistantships allow us to recruit students from outside the state of Kansas, and provide additional research opportunities with our academic and clinical faculty. Graduate Teaching Assistants also experience teaching-related mentoring by our faculty.

C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.

We have been successful in our clinical graduate programs (MA-CSD and AuD) in recruiting and retaining high-quality students. It has been more difficult recruiting consistent cohorts of PhD students, primarily due to a lack of funding. We have also been challenged with a small number of academic faculty, which makes offering additional opportunities for students difficult. Despite these challenges, our graduate students have been successful academically and clinically, and have been active in research. At the beginning of the first semester in the program, students are provided with a Clinical Development Outline (CDO). Within this outline, the student and their rotation team supervisor identify areas that the student is concerned about and areas of potential strength. This outline is referenced frequently throughout the first semester to assure that the student is aware of professional conduct issues as well as application of course content to their clinical experiences. The CDO is reviewed with the student at the end of the first semester and if concerns are noted in any area, a clinical assistance plan is initiated. Similarly, faculty can initiate an academic plan of assistance for students who are struggling in coursework. The program hopes by doing this type of intervention early in the student's program, they can successfully meet the high expectations held for their progress through the program and external practica.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

Because we will have 2 new faculty members in Fall 2020, we will be able to revisit our GEM plans and determine how they can be improved. Since the last self study, Faculty and clinical educators follow guidelines to provide appropriate, confidential documentation for students who are requiring remediation either in the classroom or in the clinic. These plans are reviewed with and signed by the student and the responsible monitoring faculty member or clinical educator. In many cases, the Graduate Coordinator and the Department Chair participate in discussions about remediation plans with the parties involved to assure consistent implementation.

Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.

Our strategic enrollment management for the Bachelor of Arts in Communication Sciences and Disorders (BA-CSD) relates to both student learning outcomes and metrics used to track student recruitment and retention (see tables below). Moreover, respect for and understanding of cultural and individual diversity is infused throughout the curriculum. Students focus on taking a "person-centered" view of clients and their problems. This approach encompasses cultural and individual diversity and many of the class discussions center on these issues. Students learn about "values" and "value conflicts" and these topics are discussed in relation to cultural and individual diversity throughout their courses. Recently, the program's admissions procedures allowed for the fair consideration of an

individual from a diverse cultural background by removing the emphasis on minimum GRE scores and increasing the impact of the applicant's unique learning history and experience to guide the admission decision.

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

Program Specific Metrics					
Metric	Assessment Tool/Tracking	Target	When?	Who?	How?
Enrollment tracking – All UG Courses	Number of students enrolled in all UG courses	Tracking	Start of each semester	UG Coordinator	WSU Census data
Enrollment tracking – CSD Majors	Number of students enrolled as CSD Majors	Tracking	Start of each semester	UG Coordinator	WSU Census data
Student advising	Number of students advised	Tracking	End of AY	UG Coordinator	UG Coordinator Report
UG Curriculum revisions	# of curriculum revisions; when discussed; process	Tracking	End of AY	UG Coordinator	Department Meeting minutes Academic Affairs Committee Minutes
UG Major Student Accomplishments	All current student awards and accomplishments	Tracking	End of AY	UG Coordinator	UG Coordinator report

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

The BA-CSD program has been successful in that enrollment across all classes has remained steady over the last three years. We have improved the curriculum, simplified the process of becoming a CSD Major, expanded applied learning opportunities to students, and provided additional support to undergraduates beginning the process of applying to graduate school. The primary difficulty with undergraduate enrollment is that it is cyclical. Most students choose the CSD Major when they are juniors and seniors, not when they are freshmen and sophomores. This results in peaks and valleys in class size, especially when there is an increased number of December graduates. There are increasing numbers of transfer students who enter the university with around 60 credits and “lateral entry” students, which are students who already have a bachelor’s degree in another field and want to complete the prerequisites for admission to a graduate program. We have worked closely with the College of Health Professions Advising Center to streamline the undergraduate experience from enrollment to graduation.

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Complete the table.

Please see **Appendix O** for the full report.

Table 8 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome
Address declining students’ satisfaction amongst AUD students (besides lack of faculty)	We hired a fulltime PhD faculty member to serve as the AuD Coordinator.	Since beginning in Spring 2019, the AuD Coordinator has improved the AuD curriculum and increased the AuD students’ inclusion. We have increased the number of interdepartmental and interprofessional opportunities for AuD student involvement.
Plan for hiring of new tenure-track faculty member in terms of finances and student need/course demand (document states they want to hire a TT to teach and another for assessment), also important to maintain accreditation (at least 50% of course in the MA and AUD program must be taught by PhD level faculty)	We completed four faculty searches in Spring 2017, Fall 2018, Spring 2019, and Spring 2020.	We successfully hired new PhD faculty for the MA-CSD and PhD programs starting in Fall 2017 (x1), Fall 2019 (x1), and Fall 2020 (x2). We successfully hired a new PhD faculty member for the AuD program starting in Spring 2019, and an additional clinical audiologist starting in Fall 2020.
Consider incorporating the newly approved UniSCOPE model into the department’s assessment of scholarship	We incorporated the UniSCOPE model into the department’s assessment of scholarship.	The UniSCOPE Model has been used for tenure track and non-tenure track faculty reviews for the last three review cycles.
For the next review, align recruitment and retention efforts with the university’s strategic enrollment plan and graduate enrollment management plans, especially in light of the PhD program being triggered for low graduates	We aligned recruitment and retention efforts with the university’s SEM and GEM plans.	Our Assessment Coordinator completed the Department’s SEM and GEM plans and they are incorporated into all four programs (please see Appendices K, L, M, and N). Two PhD students graduated in May 2020.

Part 9: Program Goals from Last Review

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.

Complete the table.

Please see **Appendix P** for the full report.

Table 9a Results of Goals from Last Review 2017: BA-CSD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Evaluate curriculum to determine if more CSD courses can be offered in an online format	Number of courses offered online since 2017	Several ASL courses have added online sections, and other courses are hybrid	Continue
	Continue to explore the feasibility of developing a degree program in Interpreting (or at least a minor or certificate program)	Level of concrete interest in students and the community	There was little interest in an interpreting certificate. We developed a Minor in Signed Languages.	Complete
	Continue to engage students in interprofessional learning experiences	Number of interprofessional (IP) learning experiences	We have added new IP events, including those benefitting WSU.	Continue

Table 10b Results of Goals from Last Review 2017: MA-CSD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Explore the feasibility of developing telepractice opportunities for practicum	Cost of telepractice equipment, current licensure regulations	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Continue to enhance the external practicum opportunities for students	Number of new external practicum opportunities (within KS and other states)	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Explore professional practice options to provide a broader range of clinical services	Number of new partnerships and student opportunities	Because of COVID-19, we are pursuing this goal in earnest.	Continue

Table 11c Results of Goals from Last Review 2017: AuD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR	Continue to enhance the external practicum opportunities for students	Number of new external practicum opportunities (within KS and other states)	Because of COVID-19, we are pursuing this goal in earnest.	Continue
	Hire a Coordinator for the AuD program who will monitor external placements and residency requirements	Number of applicants interested in this position, availability of funding for the position	Successful hire to this position in Fall 2018	Complete

Self Study.	Explore additional sources of referral for clients	Number of contacts for referral sources	Because of COVID-19, we are pursuing this goal in earnest.	Continue
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Table 12d Results of Goals from Last Review 2017: PhD Program

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)
The goals stated here are taken from the 2017 KBOR Self Study.	Increase the funding opportunities for doctoral students (e.g., post-doctoral fellows; grant-supported assistantships, etc.)	Number of grants submitted and funded, number of internal funding opportunities and student nominations	Two PhDs who graduated in May 2020 were funded by CHP and Graduate School awards.	Continue
	Hire a research-focused faculty member who will facilitate increased research/funding opportunities	Number of applicants interested in this position, availability of funding for the position	Recent hires are junior faculty. We will seek research mentors within WSU.	Continue
	Continue to recruit qualified candidates from a broader geographical area	Number of applicants contacting or contacted by the department	We receive about five inquiries a year for the PhD program.	Continue

The strategic plan (**Appendix A**) was developed to be congruent with both the WSU (Institution) and CHP (College) strategic plans, both of which have been designed to reflect the role of the institution in the Wichita community. In addition, the CSD Strategic Plan reflects the department's role in the community via a focus on applied learning, interprofessional education, critical thinking, and increasing diversity. The program critically reviews the strategic plan and its relevance to our role within the community on an annual basis.

The Department has revised and adjusted the SLP Masters curriculum over the past several years to include a series of critical thinking courses and courses on professional writing, diagnostics, and supervision. These changes were driven by literature regarding the growing recognition of critical thinking as a knowledge and skill that is necessary for improved clinical decision making, and the expectation from employers that students have both critical thinking skills and skills in writing. The addition of specific diagnostics and supervision courses emerged from surveys of students and external supervisors.

Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table.

Table 13 Forward Facing Goals for Program Review Period

Program Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Primary Goal for BA-CSD Program: Increase enrollment and retention to degree completion, with a specific focus on Under-	Yes: The Enrollment and degree count	Yes: Enrollment and degree counts are accessible.	Yes: This program generates revenue.	Yes: The BA-CSD curriculum is complete.	Yes: This is measurable in both Fall and Spring semesters.

represented Minority (URM) students	numbers are specific.				
Primary Goal for MA-CSD Program: Seek funding for new student scholarships	Yes: We have identified a gap in student funding.	Yes: We know exactly how much funding we receive annually and where more funding is needed.	Yes: There is a department focus on increasing external funding and awards.	Yes: This is within the overall goals of the department.	Yes: This is measurable in both Fall and Spring semesters.
Primary Goal for AuD Program: Develop a critical thinking course specifically for AuD students (as a follow-up to their participation in CSD 832A)	Yes: This will be a specific course (or current courses can be modified).	Yes: Once the course is created, its outcomes can be measured.	Yes: The AuD curriculum has been reviewed and improved, so this can be a clear focus.	Yes: This is within the scope of expertise of the faculty.	Yes: This can be accomplished within two years.
Primary Goal for PhD Program: Implement hybrid BA-PhD programs (for SLP and Audiology), including development of online modules	Yes: These are specific programs with specific requirements.	Yes: We can measure the number of students taking advantage of these programs.	Yes: The programs are already developed and approved.	Yes: This fits within the scope of the overall PhD program.	Yes: This is measurable in both Fall and Spring semesters.

Given the 20-page limit for this document, only one primary goal for each program is included above in Table 8. Multiple goals across all four programs that align with the strategic plans of both WSU and CHP are included in **Appendix A**.

Provide any additional narrative covering areas not yet addressed.

The mission of the Department of Communication Sciences and Disorders is 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. The goals for the program address the core aspects of the vision statements of WSU, College of Health Professions (CHP), and CSD, driving the department to be innovative in leading change in healthcare education, to be purposeful about applied learning, and to be active in translational research. These goals focus on continuing support and development for areas of strength that already exist within the department, such as high levels of teaching excellence, engagement in interprofessional education activities, innovative teaching of leadership and critical thinking, stable enrollment in most programs in the department, and a history of successful accreditation of the Master of Arts in CSD (Speech-Language Pathology) and Doctor of Audiology programs. Concurrently, the planned goals also identify pathways to addressing areas of needed change within the department, such as increased research productivity and external funding, developing more online courses within the department, finding ways to increase enrollment in all programs, increasing the diversity of faculty, staff, and students, and stabilizing revenue from the department's Evelyn Hendren Cassat Speech-Language-Hearing Clinic.