Detailed Assessment Report
2013-2014 Comm Disorders B.A.
As of: 7/17/2014 08:50 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Within the last 3 to 5 years we have added one new course, CD 351: Hearing Science, to address the lack of information that students were receiving for this topic. Our governing body, the American Speech Language Hearing Association (ASHA), requires students to complete a Praxis exam after their graduate degree and questions related to hearing science are included. By adding this course to the undergraduate curriculum students more successfully answered the questions associated with hearing science on this test. Additionally, we have slightly changed the curriculum for CD 411: Speech Science to include more physics concepts. ASHA has also required students to increase their understanding of the concepts associated with physics and/or chemistry and consequently we require students to take either one of these physical sciences in place of geology or geography.

Our program has also incorporated more writing exercises in our undergraduate curriculum. Specifically, there are writing assignments in Basic Audiology, Anatomy and Physiology of the Speech and Hearing Mechanism, and Aural Rehabilitation. We found that students had difficulty organizing their thoughts to form well-written documents in graduate school and so through the addition of more writing exercises in the undergraduate program we are helping students to be more successful in their graduate program.

Finally, because we have increased the number of non-UA graduate students in our graduate program we have had to make changes to our graduate curriculum which has resulted in changes to our undergraduate program. We found that a number of these students did not take Voice Disorders, Fluency Disorders and Multicultural Issues in their undergraduate programs. Consequently we have removed these courses from our undergraduate curriculum and made them graduate classes. Within the next year we will also be adding a Neuroscience class to our undergraduate program so that students will be more prepared for these concepts in graduate school. We predict that through these changes students will have a much better understanding of these concepts to help them perform well on the national Praxis exam.

Mission / Purpose

The field of communication sciences examines the behavioral, cognitive, and neurological features of communication across the life-span. Communicative Disorder students at The University of Alabama explore all aspects of speech and language development and disorders in individuals. They explore the syntax, semantics, and pragmatics of language, in addition to the articulatory and motor aspects of speech, in typically developing children, children with speech and language impairments, and adults. We teach and engage in research associated with the principles of speech and language development and disorders, including research skills associated with the evidence-based practice of Speech-Language Pathology profession. In addition, we provide service to the department, the university, the community, and the profession.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Evaluate typically developing language skills
Students will describe and evaluate typically developing expressive language skills.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures
M 1: Student scores on Language Sample Assignment
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Language
Sample Assignment (CD 226).
Source of Evidence: Academic indirect indicator of learning - other

Target:
It is expected that 70% of the students will achieve a grade of 83% or better on the CD 226 Language Sample Assignment.

M 2: Students scores on Exam 1 in CD 308
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Exam 1, CD 308
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a score of 83% or better on the case study project in CD 308.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Change Target for CD 308
Established in Cycle: 2012-2013
Instead of reporting the findings from the first exam in CD 308, the case study project will be used to assess students understa...

SLO 2: Evaluate typically developing speech production skills
Students will describe and evaluate typically developing speech production skills.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 3: Student scores on Language Sample Assignment
Using a rubric, at least 70% of the students will receive a grade of 83% or better on the Language Sample Assignment (CD 226).
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on the language sample assignment in CD 226

M 4: Student scores on Quiz 11 in CD 244
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Quiz 11 in CD 244.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Seventy percent of the students will receive a grade of 83% or better on the speech production questions associated with Quiz 11 in CD 244.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Student Performance in CD 244: Phonetics
Established in Cycle: 2011-2012
For the next reporting period we will access student understanding of typical speech development by examining their performance ...

SLO 3: Development of Writing Skills
Students will synthesize material to create written assignments that are presented in an organized and clear manner.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills
Strategic Plan Associations

University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 5: Clinical report writing assignments
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on their clinical report writing assignments (CD 377).
Source of Evidence: Academic indirect indicator of learning - other
Target: At least 70% of the students will receive a grade of 83% or better on their clinical report writing assignments in CD 377, the undergraduate clinical practicum class.

M 6: Reflection paper
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Reflection paper (CD 443) assignment.
Source of Evidence: Academic indirect indicator of learning - other
Target: Seventy percent of the students will receive a grade of 83% or better on the reflection paper in CD 443, Basic Audiology.

SLO 4: Anatomy and physiology of the speech and hearing mechanism
Students will demonstrate knowledge of the anatomy and physiology of the speech and hearing mechanism.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
9 Natural Science - SLO is related to a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations

University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 7: Student scores on Exams 2 and 3 from CD 275
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on exams 2 and 3 from CD 275.
Source of Evidence: Academic indirect indicator of learning - other
Target: At least 60% of the students will receive a grade of 80% or better on Exams 2 and 3 in CD 275, Anatomy and Physiology of the Speech and Hearing Mechanism.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New target for Anatomy and Physiology
Established in Cycle: 2011-2012
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be implemented for the...

Change Target for CD 275
Established in Cycle: 2012-2013
The target for this outcome will be changed to read: At least 60% of students will receive a grade of 80% or better on exam 2 an...

M 8: Student score on anatomy section exam from CD 351
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the anatomy section exam from CD 351.
Source of Evidence: Academic indirect indicator of learning - other
Target: At least 60% of the students will receive a grade of 80% or better on the anatomy section exam in CD 351, Hearing Science.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Collaborative Activities in Anatomy Section of CD 351
Established in Cycle: 2011-2012
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understa...

Change Target for Exam 2 of CD351
Established in Cycle: 2012-2013
The new target for CD 351 will be to have at least 60% of the students receiving grades of 80% or better.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 5: Program Outcome: Recognized quality
The program will improve and sustain a high level of recognized quality. Improvement Action(s) to be advanced (copied from 2010-11 report). Increase number of faculty in the department and increase course offerings

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.3 Create new types of faculty and staff positions that reflect the changing role of technical, research, creative, and clinical activities.

Related Measures

M 9: 8-year program review strengths
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 4 strengths will be noted by the reviewers for our 8-year review.

M 10: 8-year program review opportunities for improvement
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other
Target:
Four years following the 8-year review, all of the opportunities for improvement will be incorporated.

M 11: List of changes made as a result of the review
List of changes made as a result of the review
Source of Evidence: Academic indirect indicator of learning - other
Target:
All of the changes proposed will be easily implemented. We will report on the changes in the 2013-2014 assessment cycle because the program will have it's 8-year review in the fall of 2013.

OthOtm 6: Program Outcome: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions. Improvement Action(s) to be advanced (copied from 2010-11 report). Continue to increase the number of majors and minors in the program and keep the graduation at ≤ 4 years.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.

Related Measures

M 12: Credit hour production
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will maintain or increase our credit hour production from one year to the next.

M 13: Students in program
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
The Department of Communicative Disorders will maintain or increase the number of students in the undergraduate and graduate programs.

M 14: Degrees awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will maintain ACHE viability.

OthOtxtm 7: Program Outcome: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. Improvement Action(s) to be advanced (copied from 2010-11 report). Develop an undergraduate exit survey for graduating majors and minors

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 15: Senior survey
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Academic indirect indicator of learning - other

Target:
The majority of the anecdotal comments from the students will be positive.

M 16: Exit survey
Results from exit survey for graduating majors and minors
Source of Evidence: Academic indirect indicator of learning - other

Target:
The majority of the comments from the graduating majors and graduate students will be positive.

M 17: Informal advising
Results from informal faculty advising or discussion with students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other

Target:
Students will generally have positive comments to say about the program during advising sessions and will want to pursue a career in Speech Language Pathology or Audiology.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Collaborative Activities in Anatomy Section of CD 351
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understanding of the material. For example, in a large group setting the students will be asked to listen to music and asked to describe what specific structures in the cochlea are doing in response to the music.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student score on anatomy section exam from CD 351 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Implementation Description: Dr. Hay-McCutcheon will include more collaborative learning activities in the anatomy section of CD 351.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon
Additional Resources: None

New target for Anatomy and Physiology
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be
implemented for the next assessment plan. Additionally, Dr. Buhr will be assessing the understanding of the material in 3 exams as opposed to 2 exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student scores on Exams 2 and 3 from CD 275 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Implementation Description: Dr. Hay-McCutcheon will change the target for the next assessment plan and Dr. Buhr will add one more exam to his course.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon and Dr. Buhr
Additional Resources: None

Student Performance in CD 244: Phonetics
For the next reporting period we will access student understanding of typical speech development by examining their performance on Quiz 11 in CD 244 (Phonetics).

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student scores on Quiz 11 in CD 244 | Outcome/Objective: Evaluate typically developing speech production skills

Implementation Description: Dr. Rachel Saffo will access how students understand typical speech development through the use of a quiz.
Projected Completion Date: 05/2012
Responsible Person/Group: Dr. Rachel Saffo
Additional Resources: None

Change Target for CD 275
The target for this outcome will be changed to read: At least 60% of students will receive a grade of 80% or better on exam 2 and exam 3 in CD 275.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student scores on Exams 2 and 3 from CD 275 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Responsible Person/Group: Hay-McCutcheon

Change Target for CD 308
Instead of reporting the findings from the first exam in CD 308, the case study project will be used to assess students understanding of typical developing language.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Students scores on Exam 1 in CD 308 | Outcome/Objective: Evaluate typically developing language skills

Projected Completion Date: 10/2013
Responsible Person/Group: Marcia Hay-McCutcheon

Change Target for Exam 2 of CD351
The new target for CD 351 will be to have at least 60% of the students receiving grades of 80% or better.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student score on anatomy section exam from CD 351 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Implementation Description: Dr. Hay-McCutcheon will change the target
Projected Completion Date: 09/2013
Responsible Person/Group: Dr. Hay-McCutcheon
Mission / Purpose

The field of communication sciences examines the behavioral, cognitive, and neurological features of communication across the life-span. Communicative Disorder students at the University of Alabama explore all aspects of speech and language development and disorders in individuals. They explore the syntax, semantics, and pragmatics of language, in addition to the articulatory and motor aspects of speech, in typically developing children, children with speech and language impairments, and adults. We teach and engage in research associated with the principles of speech and language development and disorders, including research skills associated with the evidence-based practice of Speech-Language Pathology profession. In addition, we provide service to the department, the university, the community, and the profession.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Evaluate typically developing language skills
Students will describe and evaluate typically developing expressive language skills.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: Student scores on Language Sample Assignment
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Language Sample Assignment (CD 226).

Source of Evidence: Academic indirect indicator of learning - other

Target: It is expected that 70% of the students will achieve a grade of 83% or better on the CD 226 Language Sample Assignment.

Finding (2012-2013) - Target: Met
There were 60 students in CD 226 and 49 of them (i.e., 82%) received a grade of 83% or better on the language sample analysis. This goal was met for this reporting period.

M 2: Students scores on Exam 1 in CD 308
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Exam 1, CD 308

Source of Evidence: Academic indirect indicator of learning - other

Target: At least 70% of the students will receive a score of 83% or better on Exam 1 in CD 308.

Finding (2012-2013) - Target: Not Met
There were 30 students in CD 308 (Speech Disorders I) and 13 (i.e., 43%) of them received a score of 83% or better on Exam 1. This target therefore was not met. Ms. Dickey reported that for this first test, the students were unfamiliar with her testing style. All of them did much better on the subsequent exams in the course. Additionally, Ms. Dickey reported that the assignments she has the students do in the course might be a better representation of students’ understanding of typically developing language. This target will be changed for the next reporting period.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Change Target for CD 308
Established in Cycle: 2012-2013
Instead of reporting the findings from the first exam in CD 308, the case study project will be used to assess students understa...

SLO 2: Evaluate typically developing speech production skills
Students will describe and evaluate typically developing speech production skills.

**Connected Documents**
- Communicative disorders bachelors Curriculum Maps 1
- Communicative disorders bachelors Curriculum Maps 2

**Relevant Associations:**

**Standard Associations**
- **SACS 3.3.1**
  3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**
- 10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

**Strategic Plan Associations**
- University of Alabama
  3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 3: Student scores on Language Sample Assignment**

Using a rubric, at least 70% of the students will receive a grade of 83% or better on the Language Sample Assignment (CD 226).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
- At least 70% of the students will receive a grade of 83% or better on the language sample assignment in CD 226

**Finding (2012-2013) - Target: Met**
- As with last year, the students did well on this assignment. As stated above, there were 60 in this course and 40 received a grade of 83% or better on the language sample analysis that evaluated the students understanding of language and speech development in young children. This goal continues to be met.

**M 4: Student scores on Quiz 11 in CD 244**

At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Quiz 11 in CD 244.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
- Seventy percent of the students will receive a grade of 83% or better on the speech production questions associated with Quiz 11 in CD 244.

**Finding (2012-2013) - Target: Met**
- There were 53 student in CD 244 and 49 of them (i.e., 92%) received 83% or better on the piece of the final project that assessed typically developing speech. This goal was met and it will continue for the next reporting period considering the importance of this skill for our students.

**Related Action Plans (by Established cycle, then alpha):**
- For full information, see the Details of Action Plans section of this report.

**Student Performance in CD 244: Phonetics**
- Established in Cycle: 2011-2012
- For the next reporting period we will access student understanding of typical speech development by examining their performance ...

**SLO 3: Development of Writing Skills**

Students will synthesize material to create written assignments that are presented in an organized and clear manner.

**Connected Documents**
- Communicative disorders bachelors Curriculum Maps 1
- Communicative disorders bachelors Curriculum Maps 2

**Relevant Associations:**

**Standard Associations**
- **SACS 3.3.1**
  3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**
- 10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
- 11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**
- University of Alabama
  3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**
M 5: Clinical report writing assignments
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on their clinical report writing assignments (CD 377).
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on their clinical report writing assignments in CD 377, the undergraduate clinical practicum class.

Finding (2012-2013) - Target: Met
100% of the 15 students enrolled in CD 377 received a grade of 83% or better on their clinical report writing assignments in CD 377. These report writing assignments help the students develop their technical writing skills associated with clinical practicum. Ms. Cook, the instructor, noted that there has been improvement over the last year in students' writing skills and since she started evaluating/grading samples of their writings, the biggest benefit has been for me. It has helped her objectively assess areas where students need improvement, and therefore given her a much better direction on focus areas during the lectures.

M 6: Reflection paper
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Reflection paper (CD 443) assignment.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Seventy percent of the students will receive a grade of 83% or better on the reflection paper in CD 443, Basic Audiology.

Finding (2012-2013) - Target: Met
There were 102 students in this course and 84 of them (i.e., 82% of the students) received a grade of 83% or better on the reflection paper. Consequently, this goal has been met. The success of this project can be partially contributed to the manner in which the assignment is described to the students and the rubric that is provided. The students are aware of how to obtain the points and how points are deducted (i.e., spelling errors, poor grammar, poor organization).

SLO 4: Anatomy and physiology of the speech and hearing mechanism
Students will demonstrate knowledge of the anatomy and physiology of the speech and hearing mechanism.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
9 Natural Science - SLO is related to a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 7: Student scores on Exams 2 and 3 from CD 275
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on exams 2 and 3 from CD 275.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 60% of the students will receive a grade of 83% or better on Exams 2 and 3 in CD 275, Anatomy and Physiology of the Speech and Hearing Mechanism.

Finding (2012-2013) - Target: Not Met
In the Spring 2013 semester 29 of 68 students scored 83% or higher on exam 2 and 29 out of 65 students received a grade of 83% or higher on exam 3. Consequently, this goal has not been met. The instructor for the course, Dr. Buhr, has incorporated more hands-on activities to help the students understand the concepts as evidenced by the increase in performance from the Fall 2012 outcomes (i.e., 19 of 54 students received a grade of 83% or higher on exam 2 and 15 out of 54 students received a grade of 83% or higher on exam 3). Due to the difficult nature of this topic, the target will be changed for the next reporting cycle.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New target for Anatomy and Physiology
Established in Cycle: 2011-2012
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be implemented for the...

Change Target for CD 275
Established in Cycle: 2012-2013
The target for this outcome will be changed to read: At least 60% of students will receive a grade of 80% or better on exam 2 an...

**M 8: Student score on anatomy section exam from CD 351**
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the anatomy section exam from CD 351.

Source of Evidence: Academic indirect indicator of learning - other
**Target:**
At least 60% of the students will receive a grade of 80% or better on the anatomy section exam in CD 351, Hearing Science.

**Finding (2012-2013) - Target: Not Met**
Of the 98 students in CD 351, 47 of them received a grade of 83% or better on exam 2 (i.e., 52%). But, 51 of them received a grade of 80% or better (i.e., 60%). This goal was not met. It appears that the collaborative activity did not improve the students' understanding of the material. This material is difficult and requires a lot of work to completely understand all of the concepts. The action plan for next year will be to change the target.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Collaborative Activities in Anatomy Section of CD 351**
Established in Cycle: 2011-2012
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understa...

**Change Target for Exam 2 of CD351**
Established in Cycle: 2012-2013
The new target for CD 351 will be to have at least 60% of the students receiving grades of 80% or better.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 5: Program Outcome: Recognized quality**
The program will improve and sustain a high level of recognized quality. Improvement Action[s] to be advanced (copied from 2010-11 report). Increase number of faculty in the department and increase course offerings

**Connected Documents**
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.3 Educational support services
3.3.1.4 Research within its educational mission
3.3.1.5 Community/public service within its educational mission

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.3 Create new types of faculty and staff positions that reflect the changing role of technical, research, creative, and clinical activities.

**Related Measures**

**M 9: 8-year program review strengths**
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
The majority of the comments from the reviewers will be strengths as opposed to weaknesses

**Finding (2012-2013) - Target: Not Reported This Cycle**
Our department will have it’s 8-year review in the fall of 2013 and will receive comments in the spring of 2014.
We will report on the findings in the next assessment cycle.

**M 10: 8-year program review opportunities for improvement**
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
Our improvements will be easily implemented and further enhance the strength of our program.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Our department will have it’s 8-year review in the fall of 2013 and comments will be received in the spring of 2014.
We will report on the suggestions for improvement in the next assessment cycle.

**M 11: List of changes made as a result of the review**
List of changes made as a result of the review
Source of Evidence: Academic indirect indicator of learning - other
**Target:**
All of the changes proposed will be easily implemented.

**Finding (2012-2013) - Target: Not Reported This Cycle**
We will report on the changes in the 2013-2014 assessment cycle because the program will have it’s 8-year review in the fall of 2013.
OthOutcm 6: Program Outcome: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions. Improvement Action(s) to be advanced (copied from 2010-11 report). Continue to increase the number of majors and minors in the program and keep the graduation at ≤ 4 years.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.

Related Measures

M 12: Credit hour production
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will maintain or increase our credit hour production from one year to the next.

Finding (2012-2013) - Target: Met
The following outlines our credit hour production for the past 3-years:

2010 - Undergraduate = 1244,
2011 - Undergraduate = 1492,
2012 - Undergraduate = 1777.

Our credit hour production has substantially increased from one year to the next. From the fall of 2011 to the fall of 2012 we have had a 17% increase in our credit hour production, with the majority of the increase resulting from our increased undergraduate enrollment.

M 13: Students in program
Number of students in the undergraduate major and in our graduate program for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

Target:
The Department of Communicative Disorders will maintain or increase the number of students in the undergraduate and graduate programs.

Finding (2012-2013) - Target: Met
The following outlines the growth of the department in the last 3 years:

2010 - Majors = 199,
2011 - Majors = 232,
2012 - Majors = 313.

In just one year, (i.e., fall 2011 to fall 2012) we have seen a 35% increase in our undergraduate majors. In ten years, (i.e., fall 2002 to fall 2012) we have seen a 335% increase in our majors.

M 14: Degrees awarded to ACHE
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will maintain ACHE viability.

Finding (2012-2013) - Target: Met
For the past 3 years we have graduated 80 (2010), 96 (2011), and 114 (2012) majors. These graduation numbers more than meet the minimum requirements for ACHE viability.

OthOutcm 7: Program Outcome: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. Improvement Action(s) to be advanced (copied from 2010-11 report). Develop an undergraduate exit survey for graduating majors and minors

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 15: Senior survey
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Academic indirect indicator of learning - other
Target:
The majority of the comments from the students will be positive.
Finding (2012-2013) - Target: Met
We had a very small number of students provide comments on the senior survey. The comments that were provided were generally favorable. Specifically, students noted that they really enjoyed their time in the major and we had 6 of our faculty mentioned as being instrumental in the students’ program. One student noted that the Speech and Hearing Center was old, dirty and in need of expansion. A few students reported that they might not do the major again because to practice as a Speech Language Pathologist a graduate degree is required and it is increasing difficult to get accepted into graduate school.

M 16: Exit survey
Results from exit survey for majors.
Source of Evidence: Academic indirect indicator of learning - other
Target:
The majority of the comments from the graduating majors and graduate students will be positive.
Finding (2012-2013) - Target: Met
The results from the undergraduate exit survey were generally positive. Forty-nine of the majors completed the form and 51% of these students were currently enrolled in a graduate program. The students commented that they enjoyed the program, thought the instructors were great, and felt the program gave them a good education. Two comments for improvement were that undergraduate research should be more a part of the program and that help with graduate school applications should be provided. Finally, one student commented on the competitive nature of getting accepted into graduate school. This year the department has involved a large number of majors in their research programs and we are providing a graduate application information session. Faculty advisors have been told to inform their advisees about the competitive nature of getting accepted into graduate school.

M 17: Informal advising
Results from informal faculty advising or discussion with students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other
Target:
Students will generally have positive comments to say about the program during advising sessions and will want to pursue a career in Speech Language Pathology or Audiology.
Finding (2012-2013) - Target: Met
Faculty have reported that all of their undergraduate advisees (with a small exception) want to pursue graduate school in Speech Language Pathology or Audiology. The students have also been informed of the competitive nature of getting accepted into graduate school.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Collaborative Activities in Anatomy Section of CD 351
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understanding of the material. For example, in a large group setting the students will be asked to listen to music and asked to describe what specific structures in the cochlea are doing in response to the music.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Student score on anatomy section exam from CD 351 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism
Implementation Description: Dr. Hay-McCutcheon will include more collaborative learning activities in the anatomy section of CD 351.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon
Additional Resources: None

New target for Anatomy and Physiology
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be implemented for the next assessment plan. Additionally, Dr. Buhr will be assessing the understanding of the material in 3 exams as opposed to 2 exams.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Student scores on Exams 2 and 3 from CD 275 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism
Implementation Description: Dr. Hay-McCutcheon will change the target for the next assessment plan and Dr. Buhr will add one more exam to his course.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon and Dr. Buhr
Additional Resources: None

Student Performance in CD 244: Phonetics
For the next reporting period we will assess student understanding of typical speech development by examining their performance on Quiz 11 in CD 244 (Phonetics).
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Student scores on Quiz 11 in CD 244 | Outcome/Objective: Evaluate typically developing speech production skills
Implementation Description: Dr. Rachel Saffo will assess how students understand typical speech development through the use of a quiz
Projected Completion Date: 05/2012
Responsible Person/Group: Dr. Rachel Saffo
Additional Resources: None

Change Target for CD 275
The target for this outcome will be changed to read: At least 60% of students will receive a grade of 80% or better on exam 2 and exam 3 in CD 275.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Student scores on Exams 2 and 3 from CD 275 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism
Responsible Person/Group: Hay-McCutcheon

Change Target for CD 308
Instead of reporting the findings from the first exam in CD 308, the case study project will be used to assess students understanding of typical developing language.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Students scores on Exam 1 in CD 308 | Outcome/Objective: Evaluate typically developing language skills
Projected Completion Date: 10/2013
Responsible Person/Group: Marcia Hay-McCutcheon

Change Target for Exam 2 of CD351
The new target for CD 351 will be to have at least 60% of the students receiving grades of 80% or better.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Student score on anatomy section exam from CD 351 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism
Implementation Description: Dr. Hay-McCutcheon will change the target
Projected Completion Date: 09/2013
Responsible Person/Group: Dr. Hay-McCutcheon
Mission / Purpose
The field of communication sciences examines the behavioral, cognitive, and neurological features of communication across the life-span. Communicative Disorder students at The University of Alabama explore all aspects of speech and language development and disorders in individuals. They explore the syntax, semantics, and pragmatics of language, in addition to the articulatory and motor aspects of speech, in typically developing children, children with speech and language impairments, and adults. We teach and engage in research associated with the principles of speech and language development and disorders, including research skills associated with the evidence-based practice of Speech-Language Pathology profession. In addition, we provide service to the department, the university, the community, and the profession.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Evaluate typical and developing language skills
Student Learning Outcome 1. Students will describe and evaluate typically developing expressive language skills Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Ms. Kucharski reported that she plans to ask the students to do a syntax analysis of the language samples and have them report a clinical application of the language sample analysis. Ms. Dickey reported that she plans to provide the students with more video clips of typically developing language and require the students to report what would be typical expressive language skills for children of particular ages shown in the video clips.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core CurriculumAssociations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: Student scores on Language Sample Assignment
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Language Sample Assignment (CD 226).

Source of Evidence: Academic indirect indicator of learning - other

Target:
It is expected that 70% of the students will achieve a grade of 83% or better on the CD 226 Language Sample Assignment.

Finding (2011-2012) - Target: Met
For both the fall 2011 and the spring 2012 semesters, 94% of the students received a grade of 83% or better on the Language Sample Assignment. In the fall 75 out of 80 students received a grade of 83% or better and in the spring 54 of 60 students received a grade of 83% or better. Therefore, the goal to ensure that students understand the basics of language development was met for both the fall and the spring semesters. Ms. Kucharski reported that the students did the assignment in the first half of the semester when they did not fully understand all of the concepts associated with language development. She then had the students report in the latter part of the semester how they would have done the assignment differently after synthesizing more of the course material. Ms. Kucharski believes that this final assignment helped the students to synthesize the course material.

M 2: Student score on Exam in CD 308
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Exam 1, CD 308

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a score of 83% or better on Exam 1 in CD 308.

Finding (2011-2012) - Target: Met
Fifty-four out of 54 students in CD 308 (Speech and Language Disorders) received a score of 83% or better on Exam 1. In this exam the students are evaluated on their knowledge of typical language development. In the previous assessment plan it was reported that Ms. Dickey was teaching this class. In the fall of 2011, Dr. Davis taught the course, and consequently, the actions that Ms. Dickey reported that she was going to do were
SLO 2: Evaluate typical developing speech production skills
Students will describe and evaluate typically developing speech production skills. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Ms. Kuchar ski reported that she plans to require the students to report what further speech production analyses should be conducted with the children who participated in the language sample assignment. Ms. Dickey reported that she would require the students to view video clips of children demonstrating typically developing speech and ask them to report appropriate skills for the children’s ages.

Connected Documents
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 3: Student scores on Language Sample Assignment
Using a rubric, at least 70% of the students will receive a grade of 83% or better on the Language Sample Assignment (CD 226).
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on the language sample assignment in CD 226

Finding (2011-2012) - Target: Met
As stated in Outcome 1, 94% of the students received a grade of 83% or better on the Language Sample Assignment in both the fall and spring semesters. The development of language and speech are closely associated, and as a result students are often asked to complete both a speech analysis and a language analysis on one recording of a child's utterances.

M 4: Student scores on Exam 1 on CD 308
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on Exam 1, CD 308
Source of Evidence: Academic indirect indicator of learning - other

Target:
Seventy percent of the students will receive a grade of 83% or better on the speech production questions associated with Exam 1 in CD 308.

Finding (2011-2012) - Target: Met
One hundred percent of the students received a grade of 83% or better on the questions in Exam 1 associated with speech production development. For the next reporting session we will use a different course for reporting purposes to get a broader indication of how are students are understanding speech production development.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Student Performance in CD 244: Phonetics
Established in Cycle: 2011-2012
For the next reporting period we will access student understanding of typical speech development by examining their performance ...

SLO 3: Development of Writing Skills
Students will synthesize material to create written assignments that are presented in an organized and clear manner. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). The undergraduate students in CD 377 will be exposed to a newly created clinical report form. This form is expected to improve the manner in which the students report their clinical lesson plans and outcomes. Also, Dr. Hay-McCutcheon will be providing the students with more information about how to set up a reflection paper (e.g., use of introductory paragraph, introductory sentence for each paragraph, one idea = one paragraph).
Strategic Plan Associations

University of Alabama

3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 5: Clinical report writing assignments
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on their clinical report writing assignments (CD 377).

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on their clinical report writing assignments in CD 377, the undergraduate clinical practicum class.

Finding (2011-2012) - Target: Met
All of the students in the fall and spring semesters received a grade of 83% or better on their clinical writing assignments. There were 13 students in the course in the fall and 15 students in the spring. The new clinical format more clearly defines the expectations for the students with more descriptive information and examples. This measure will continue to be included in future assessment plans because of the importance of keeping track of student clinical writing skills.

M 6: Reflection paper
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the Reflection paper (CD 443) assignment.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Seventy percent of the students will receive a grade of 83% or better on the reflection paper in CD 443, Basic Audiology.

Finding (2011-2012) - Target: Met
Fifty-nine out of 73 students (i.e., 80%) received a grade of 83% or better on the reflection paper. Consequently, this goal has been met. The students benefited from more instruction on how to organize a reflection paper and this instruction was reflected in their performance. It is also possible that their reflection papers are improving because at least one 200-level course in our department also is requiring the students to do a reflection paper. Experience early in the program is helping with writing skills.

SLO 4: Anatomy and physiology of the speech and hearing mechanism
Students will demonstrate knowledge of the anatomy and physiology of the speech and hearing mechanism. Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Ms. Brooks intends to do a study session where students will have the opportunity to draw and label structures. This activity was done before one exam in her course and she now plans to do it before each exam. Dr. Hey-McCutcheon will be adding an additional class period to her anatomy and physiology section which will give her time to cover the material more carefully.

Connected Documents

Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations

9 Natural Science - SLO is related to a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations

University of Alabama

3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 7: Student scores on Exams 2 and 3 from CD 275
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on exams 2 and 3 from CD 275.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on Exams 2 and 3 in CD 275, Anatomy and Physiology of the Speech and Hearing Mechanism.

Finding (2011-2012) - Target: Partially Met
In the fall semester Ms. Becca Brook taught the class and in the spring semester Dr. Tony Buhr, a new faculty member, taught the course. In the fall, 35 of the 43 students (i.e., 81%) received a grade of 83% or better on Exam 2 and 100% of the students received a grade of 83% or better on Exam 3. In the spring semester, Dr.
Buhr gave two exams instead of 3 exams. For exam 1, 50% of the 54 students received a score of at least 83%. For Exam 2, 43% of the 51 students received a score of 83% or better. This goal was set for the fall semester but not for the spring semester. Considering the difficulty of fully understanding the anatomy and physiology of the speech and hearing mechanism, this goal will be adjusted for future assessment plans.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**New target for Anatomy and Physiology**
*Established in Cycle: 2011-2012*
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be implemented for the...

**M 8: Student score on anatomy section exam from CD 351**
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the anatomy section exam from CD 351.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 70% of the students will receive a grade of 83% or better on the anatomy section exam in CD 351, Hearing Science.

**Finding (2011-2012) - Target: Not Met**
Fifty of the 96 students (i.e., 52%) received a grade of 83% or better on the anatomy and physiology exam in CD 351, and therefore, this goal was not met. For the next assessment plan the target will be adjusted and more interactive activities will be included in the anatomy section of the course to help the students more easily grasp the concepts.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Collaborative Activities in Anatomy Section of CD 351**
*Established in Cycle: 2011-2012*
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understa...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 5: Program Outcome: Recognized quality**
The program will improve and sustain a high level of recognized quality. Improvement Action(s) to be advanced (copied from 2010-11 report). Increase number of faculty in the department and increase course offerings

**Connected Documents**
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

**Related Measures**

**M 9: 8-year program review strengths**
8-year program review strengths
Source of Evidence: Academic indirect indicator of learning - other

**M 10: 8-year program review opportunities for improvement**
8-year program review opportunities for improvement
Source of Evidence: Academic indirect indicator of learning - other

**M 11: List of changes made as a result of the review**
List of changes made as a result of the review
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 6: Program Outcome: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completions. Improvement Action(s) to be advanced (copied from 2010-11 report). Continue to increase the number of majors and minors in the program and keep the graduation at ≤ 4 years.

**Connected Documents**
Communicative disorders bachelors Curriculum Maps 1
Communicative disorders bachelors Curriculum Maps 2

**Related Measures**

**M 12: Credit hour production**
Undergraduate semester credit hour production for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

**M 13: Students in program**
Number of students in the undergraduate major for the last three fall semesters
Source of Evidence: Academic indirect indicator of learning - other

**M 14: Degrees awarded to ACHE**
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 7: Program Outcome: Program value**
The program will be highly valued by its program graduates and other key constituencies it serves. Improvement Action(s)
to be advanced (copied from 2010-11 report). Develop an undergraduate exit survey for graduating majors and minors

Related Measures

M 15: Senior survey
Results from University-wide Graduating Senior Survey for senior department majors
Source of Evidence: Academic indirect indicator of learning - other

M 16: Exit survey
Results from exit survey for graduating majors and minors
Source of Evidence: Academic indirect indicator of learning - other

M 17: Informal advising
Results from informal faculty advising or discussion with students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Collaborative Activities in Anatomy Section of CD 351
More collaborative learning activities will be implemented in the anatomy section of CD 351 in an attempt to help boost understanding of the material. For example, in a large group setting the students will be asked to listen to music and asked to describe what specific structures in the cochlea are doing in response to the music.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Student score on anatomy section exam from CD 351 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Implementation Description: Dr. Hay-McCutcheon will include more collaborative learning activities in the anatomy section of CD 351.

Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon
Additional Resources: None

New target for Anatomy and Physiology
Considering the difficulty of the material to be synthesized in Anatomy and Physiology, a new target will be implemented for the next assessment plan. Additionally, Dr. Buhr will be assessing the understanding of the material in 3 exams as opposed to 2 exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Student scores on Exams 2 and 3 from CD 275 | Outcome/Objective: Anatomy and physiology of the speech and hearing mechanism

Implementation Description: Dr. Hay-McCutcheon will change the target for the next assessment plan and Dr. Buhr will add one more exam to his course.

Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Hay-McCutcheon and Dr. Buhr
Additional Resources: None

Student Performance in CD 244: Phonetics
For the next reporting period we will access student understanding of typical speech development by examining their performance on Quiz 11 in CD 244 (Phonetics).

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Student scores on Exam 1 on CD 308 | Outcome/Objective: Evaluate typical developing speech production skills

Implementation Description: Dr. Rachel Saffo will access how students understand typical speech development through the use of a quiz.

Projected Completion Date: 05/2012
Responsible Person/Group: Dr. Rachel Saffo
Additional Resources: None
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Introduce</th>
<th>Reinforce</th>
<th>Master</th>
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Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Courses</th>
<th>Students will describe and evaluate typically developing expressive language skills.</th>
<th>Students will describe and evaluate typically developing speech production skills.</th>
<th>Students will synthesize material to create written assignments that are presented in an organized and clear manner.</th>
<th>Students will demonstrate knowledge of the anatomy and physiology of the speech and hearing mechanism.</th>
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