Detailed Assessment Report
2012-2013 Speech Lang Path M.S.
As of: 7/17/2014 09:42 AM CENTRAL

Mission / Purpose

The field of communication sciences examines the behavioral, cognitive, and neurological features of communication across the life-span. Communication 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: Describe and evaluate disordered speech.

Student Learning Outcome 1. The students will describe and evaluate disordered speech. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Next year we will have a new faculty member teaching CD 554 and as a result new outcomes might be revealed. The new instructor will be notified of the students' performance on the previous year's assignment. Additionally, Dr. Gaskill will be adjusting the student learning outcomes for the assignment which will focus on the development of clinical skills related to voice disorders.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language Pathology Curriculum Map II

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

2.1 The graduate degree must be granted by a nationally accredited institution.

3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

3.3 The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

3.4.1 Articulation

3.4.2 Fluency

3.4.3 voice and resonance, including respiration and phonation

3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

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

4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in.

4.2. The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

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.

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: Stuttering transcript analysis and interview
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on the Stuttering transcript analysis and interview (CD 554).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will receive a grade of 83% or better on the Stuttering transcript analysis and interview in CD 554: Fluency.

**Finding (2012-2013) - Target: Met**
In the Spring 2013 semester 10 graduate students took CD 554. For the first assignment the students were asked to write a report on the disfluencies of a person who stuttered. For the second report the students completed a stuttering severity instrument. All of the 10 students received a grade of 83% or better on this assignment and consequently the target for this outcome was met.

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

**New Evaluation for Fluency Disorders**
Established in Cycle: 2011-2012
Dr. Buhr, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class ...

**M 2: Voice Analysis/Research Paper Assignment**
At least 80% of the students will receive a grade of 80% or better (determined using a rubric) on the Voice Analysis/Research Paper Assignment (CD 555: Voice Disorders).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students will receive a grade of 83% or better on the Voice Analysis/Research Paper assignment.

**Finding (2012-2013) - Target: Not Reported This Cycle**
The instructor for this course is no longer an employee of the university. It is not possible to get the grades for this assignment this year. A new instructor will be responsible for this outcome.

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

**New Outcome for Voice Disorders**
Established in Cycle: 2012-2013
Dr. Gosa, a new faculty member in our department, will provide a new outcome for this goal.

**SLO 2: Describe and evaluate disordered language**
The students will describe and evaluate disordered language. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). For CD 512, Dr. Barber would like to expand the assignment to have the students report on more types of disordered populations and to have the students expand their knowledge of the specific speech and language difficulties these populations experience. She is making this change so that the assignment will be more closely aligned with the requirements set out by the American Speech Language Hearing Association (ASHA). For CD 553, Dr. Moss will include a clinical application component to the assignment. The students will watch a video of the administration of a neurological exam with clients who have suspected neurological speech disorders. The students will then record their observations and interpret the findings.

**Connected Documents**
- M.S. od Speech Language Pathology Curriculum Map 1
- M.S. of Speech Language PathologyCurriculum Map 2

**Relevant Associations:**

**Standard Associations**

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1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.

3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

3.4.1 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.3 Educational support services?

**General Education/Core Curriculum Associations**
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.
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: Language Sample Assignment
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on Language Sample Assignment (CD 512: Language Disorders).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will receive a score of 83% or better on the Language Sample Assignment from CD 512

Finding (2012-2013) - Target: Met
100% of the students in CD 512 (i.e., 36) received a score of 83% or better on the language sample assignment. The students used the Index of Productive Syntax (IpSyn) analysis to help them with their assignment. They were asked to interpret their analysis (Mean Length Utterance, Type Token Ratio, morphological and syntactical analysis, and Brown’s Mastery Levels) relative to the child’s age. Specifically, they had to write a paragraph stating whether the child was at an age appropriate level or whether they showed a delay. The students’ responses were factored into their overall grade.

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

Enhanced Language Sample Assignment
Established in Cycle: 2011-2012
Students will complete an analysis of syntax using a specially-designed software program. Additionally they will provide a diag...

M 4: Neurological Evaluation Assignment
At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the final exam of CD 553: Neurology II.

Source of Evidence: Academic direct measure of learning - other

Target:
At least 70% of the students will receive a grade of 83% or better on the final exam of CD 553: Neurology II.

Finding (2012-2013) - Target: Partially Met
There were 34 students in CD 553 this past spring semester and 21 of them (i.e., 62%) received a grade of 83% or better on the final comprehensive exam. This goal was partially met. Due to the difficult nature of this class, the target will be adjusted 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.

Change Target for CD 553
Established in Cycle: 2012-2013
The target for CD 553 will be changed to at least 70% of students will receive a grade of 80% or better on the final comprehensive...

SLO 3: Plan and prepare appropriate clinical intervention sessions
The student will integrate information across the curriculum to plan and prepare appropriate clinical intervention sessions. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to have the goal of the graduate students completing at least 450 clinical practicum hours during their training period.

Connected Documents
M.S. of Speech Language Pathology Curriculum Map 1
M.S. of Speech Language Pathology Curriculum Map II

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.
2.1 The graduate degree must be granted by a regionally accredited institution of higher education.
3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.
4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in
4.2 The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
4.6 Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

5.1 The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

5.2 Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services
3.3.1.5 Community/public service within its educational mission

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.
2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
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: Evaluation of Clinical Skills
Clinical skills will be evaluated on a 0-5 point rating scale. Students are expected to progress from scores of 2-3 during first portion of the semester and to scores of 4-5 during last weeks of the semesters.

Source of Evidence: Academic direct measure of learning - other

Target:
All students will progress from scores of 2-3 (measured on a 0-5 rating scale) during the first portion of the semester to scores of 4-5 during the later part of the semester.

Finding (2012-2013) - Target: Met
As with last year, all of the students progressed from receiving scores of 2 - 3 at the beginning of each semester to scores of 4 - 5 towards the end of each semester. This target has been met. The development of clinical skills in our graduate students is an area of student training that our department is particularly proud of.

M 6: Oral and written feedback on clinical lesson plans
All students will receive oral and written feedback on their clinical lesson plans. It is expected that their plans will progress from requiring much guidance to those that require very little guidance (i.e., independence when creating lesson plans). All students will be assessed for independence when creating lesson plans in the final semester of their graduate program.

Source of Evidence: Academic direct measure of learning - other

Target:
All graduating students will be able to complete their lesson plans will very little guidance from their clinical supervisors.

Finding (2012-2013) - Target: Met
All of the students graduating in the Fall of 2012 and the Spring of 2013 required very little guidance from their clinical supervisors. Our goal is to address concerns with lesson plans during the first and second semesters of the students' time in our program.

M 8: Clinical practicum hours in CD 517
All students are expected to have a minimum of 425 clinical practicum hours in CD 517 at the end of their graduate program. Hours will be documented for each student. Students will be encouraged to complete 450 clinical hours during their graduate training.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students will complete at least 450 hours of clinical practicum during their master's program.

Finding (2012-2013) - Target: Met
Eleven students graduated from our program in the fall of 2012 and 14 graduated in spring 2013. The average number of clinical hours that were completed in the fall was 578 with a range of 431 to 754 and the average number of clinical hours that were completed in the spring was 660. Within the past year there was only one student of the twenty-five students who graduated who did not obtain 450 hours of clinical practicum. I am considering this goal met.

SLO 4: Assemble information across course work to pass qualifying exams.
The students will assemble information across course work to pass qualifying exams. Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Each semester the faculty participate in a day-long review session with the students before the comprehensive exams. This tradition will be continued in the coming years, and additionally, the students will be encouraged to schedule individual review sessions with the faculty to help them consolidate the course material.

Connected Documents
M.S. of Speech Language Pathology Curriculum Map 1
M.S. of Speech Language Pathology Curriculum Map II

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.
3.3 The applicant must demonstrate knowledge of basic human communication and swallowing processes,
including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

3.4.1 Articulation
3.4.2 Fluency
3.4.3 voice and resonance, including respiration and phonation
3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
3.4.5 hearing, including the impact on speech and language
3.4.6 swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
3.4.9 communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)
3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
3.7 The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
3.8 The applicant must demonstrate knowledge of contemporary professional issues.
4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:
5.1 The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.
5.2 Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.
5.3 The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

3.3.1.1 Educational programs, to include student learning outcomes
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 10: Pass comprehensive exams
One hundred percent of students will pass comprehensive exams on the first attempt (taken during last semester of course work). These exams are graded by a faculty committee using a grading scale outlined in the student handbook.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
All of the graduate students will pass comprehensive exams on their first attempt.

Finding (2012-2013) - Target: Partially Met
Eleven students did comprehensive exams in the Fall 2012 semester and of these students, 2 had to rewrite one question (i.e., 18%). Thirteen students did comprehensive exams in the Spring 2013 semester and none of them had to rewrite a question. This goal has been partially met. We will continue to provide the necessary reviews for these exams. Additionally, this is the first year where students have written the exams prior to the clinic placement and we attribute the improved results on comprehensive exams to this change in the timing of the exams.

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

Increase pass rate of comprehensive exams
Established in Cycle: 2011-2012
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing th...

Change of Exam Date and Student Encouragement
Established in Cycle: 2012-2013
We will continue to make the changes associated with the Action Plan for 2011-2012. We have seen some improvement and we would ...

M 11: Professional praxis exam
One hundred percent of the students will pass the professional praxis exam on the first attempt. These scores are provided to the department through the American Speech Language Hearing Association (ASHA).

Source of Evidence: Academic direct measure of learning - other

Target:
One hundred percent of the students will pass their praxis exams on the first attempt.

Finding (2012-2013) - Target: Met
I am very happy to report that 100% of the graduating students in Fall 2012 and Spring 2013 passed the national praxis exam on their first attempt. This goal has been met!!! We attribute this improvement to our finely-tuned admission requirements and the comprehensive exam review that occur each semester.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOutc 5: Program Outcome: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Documents
M.S. of Speech Language Pathology Curriculum Map 1
M.S. of Speech Language Pathology Curriculum Map II

Related Measures

M 12: Strengths ASHA
8-year program review strengths (from American Speech-Language Hearing Association - ASHA)
Source of Evidence: Academic indirect indicator of learning - other

Target:
The program strengths will outnumber the program weaknesses.

Finding (2012-2013) - Target: Not Reported This Cycle
The program will have it's 8-year review in the fall of 2013 and will have the report in the spring of 2014.

M 13: Improvements from ASHA
8-year program review opportunities for improvement (from ASHA)
Source of Evidence: Academic indirect indicator of learning - other

Target:
Any suggestions for improvement will be easily implemented into the program.

Finding (2012-2013) - Target: Not Reported This Cycle
Our program will undergo it's 8-year review in the fall of 2013 and will have the results in the spring of 2014.

M 14: List of changes made as a result of the review
3 List of changes made as a result of the review
Source of Evidence: Academic indirect indicator of learning - other

Target:
The suggested changes will be easily incorporated into the program.

Finding (2012-2013) - Target: Not Reported This Cycle
The program will undergo it's 8-year review in the fall of 2013 and the report will be provided in the spring of 2014.

OthOutc 6: Program Outcome: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Connected Documents
M.S. of Speech Language Pathology Curriculum Map 1
M.S. of Speech Language Pathology Curriculum Map II

Related Measures

M 15: Number of graduates
Number of graduate degrees awarded last three years (December and May)
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will maintain or increase the number of graduating students.

Finding (2012-2013) - Target: Met
In the last three years we have had 64 (2010), 57 (2011), and 61 (2012) graduate students. We are maintaining our graduate enrollment.

M 16: Degrees awarded to ACHE standards
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will graduate enough graduate students to meet ACHE viability.

Finding (2012-2013) - Target: Met
In the past 3 years we have graduated 32 (2010), 30 (2011), and 26 (2012) graduate students from our program. We are more than meeting the ACHE viability standards.

M 17: List of changes made as a result of last year's information
List of changes made as a result of last year's information will provide an improved educational program for the students.
Source of Evidence: Academic indirect indicator of learning - other

Target:
The changes made will enhance our program's graduate program.

Finding (2012-2013) - Target: Met
Students requested that Technical Writing be provided at the beginning of the course and this improvement was implemented. Students wanted more information on doing diagnostic procedures across a number of disorders and this improvement was implemented. Students now have a check list to use for organizing their
diagnostic evaluations. Finally, students wanted more information about infant swallowing. A new faculty member will start in the fall of 2013 that will be able to provide this information.

**OthOtm 7: Program Outcome: Program value**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Documents**

- M.S of Speech Language Pathology Curriculum Map 1
- M.S of Speech Language Pathology Curriculum Map II

**Related Measures**

- **M 17: List of changes made as a result of last year’s information**
  
  List of changes made as a result of last year's information will provide an improved educational program for the students.
  
  Source of Evidence: Academic indirect indicator of learning - other

- **M 18: Exit interviews**
  
  Results from exit interviews of graduating master-level students.
  
  Source of Evidence: Exit interviews with grads/program completers

  **Target:**
  
  The majority of the comments will be positive and the suggestions for improvement will be easily incorporated into the program.

  **Finding (2012-2013) - Target: Met**
  
  The graduates all had wonderful comments about the faculty and staff and their education in general. They suggested that a swallowing disorders class be provided in two semesters. This suggestion will be implemented in the fall of 2013. Another comment was for students to have more clinical practicum experience in the summer. As of the fall of 2012 students will only begin the program in the fall of each year. This change will allow for all third semester summer students to have more opportunities for increased summer practicum hours.

- **M 19: Informal faculty advising or discussion with graduate students**
  
  Results from informal faculty advising or discussion with graduate students regarding future plans.
  
  Source of Evidence: Academic indirect indicator of learning - other

  **Target:**
  
  Through informal advising, students will be provided with information about employment after graduation.

  **Finding (2012-2013) - Target: Met**
  
  Both the Clinic Director and the Chair of the Department have provided the students with information about employment. These discussions occur during clinical and academic advising sessions. Typically, 100% of our graduates obtain employment within the first few months of graduation.

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

### Enhanced Language Sample Assignment

Students will complete an analysis of syntax using a specially-designed software program. Additionally, they will provide a diagnosis of the language delay.

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

  **Relationships (Measure | Outcome/Objective):**
  
  Measure: Language Sample Assignment | Outcome/Objective: Describe and evaluate disordered language

  **Implementation Description:** New requirements will be added to the language sample assignment in CD 512: Language Disorders.

- **Projected Completion Date:** 05/2013
- **Responsible Person/Group:** Dr. Angie Barber
- **Additional Resources:** None

### Improving praxis exam pass rates

To help improve the praxis exam rates, we will perform the following:

1. Analyze GRE scores prior to admittance and determine if the GRE scores can help predict the praxis exam performance;
2. If GRE score do help to predict praxis exam results, only admit students who have the minimum GRE score (i.e., 300 or 1000 for the old scoring system). In the near past we have admitted students who have scores much less than the minimum;
3. Incorporate sample praxis exam type questions into the comprehensive exam review session that we do each semester.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Finished
- **Priority:** High

  **Relationships (Measure | Outcome/Objective):**
  
  Measure: Professional praxis exam | Outcome/Objective: Assemble information across course work to pass qualifying exams.

  **Implementation Description:** Dr. Hay-McCutcheon, with the help of OIRA and an office associate, will assemble GRE and praxis exam scores from the years 2002 to 2012 and correlation analyses will be performed. Also, for each section of the comprehensive exam review, sample praxis exam questions will be given.

- **Responsible Person/Group:** Dr. Hay-McCutcheon and the faculty
- **Additional Resources:** None

### Increase pass rate of comprehensive exams

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- **Established in Cycle:** 2011-2012
- **Implementation Status:** Finished
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

Measure: Comprehensive exam time | Outcome/Objective: Increase pass rate of comprehensive exams.

**Implementation Description:** Increase pass rate of comprehensive exams.
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing the exams. To increase the passing rate Dr. Hay-McCutcheon will encourage students to study much earlier than they are currently doing. Some students only give themselves less than a month to study for the exams. Additionally, the exams will be given prior to their clinical placements in their last semester. By changing the date of the exams the students will not have to juggle both studying and clinical practical work at the same time.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Pass comprehensive exams  
- **Outcome/Objective:** Assemble information across course work to pass qualifying exams.

**Implementation Description:** Dr. Hay-McCutcheon will talk to students the semester before the exam period to encourage them to begin to study. She will also change the date of exams to not conflict with clinical practical work.

**Responsible Person/Group:** Dr. Hay-McCutcheon  
**Additional Resources:** None

### New Evaluation for Fluency Disorders

Dr. Buhr, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class for the stuttering transcript assignment. Instead of one assignment, the students will be asked to complete 2 assignments. For the first assignment, the students will be asked to transcribe disordered speech and for the second assignment the students will be asked to use an instrument to analyze the severity of the fluency disorder.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Stuttering transcript analysis and interview  
- **Outcome/Objective:** Describe and evaluate disordered speech.

**Implementation Description:** The assignment in CD 554 will be changed to include 2 components rather than one component. Dr. Buhr will provide written and oral information to the students.

**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Dr. Buhr  
**Additional Resources:** None

### Change of Exam Date and Student Encouragement

We will continue to make the changes associated with the Action Plan for 2011-2012. We have seen some improvement and we would like to give this plan a couple more years for assessment.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Pass comprehensive exams  
- **Outcome/Objective:** Assemble information across course work to pass qualifying exams.

### Change Target for CD 553

The target for CD 553 will be changed to at least 70% of students will receive a grade of 80% or better on the final comprehensive exam of CD 553.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Neurological Evaluation Assignment  
- **Outcome/Objective:** Describe and evaluate disordered language

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

### New Outcome for Voice Disorders

Dr. Gosa, a new faculty member in our department, will provide a new outcome for this goal.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Voice Analysis/Research Paper Assignment  
- **Outcome/Objective:** Describe and evaluate disordered speech.
University of Alabama

Detailed Assessment Report
2013-2014 Speech Lang Path M.S.
As of: 7/17/2014 09:41 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.

To address the curriculum/learning needs of our graduate students we have made a number of changes in the past 3 to 5 years. The changes are listed below:
1. Graduate students enter the program in the fall semesters only as opposed to the summer and fall semesters. This change was made to scheduling conflicts with large graduate classes. Additionally, it has helped the students to have much more reasonable class/clinic schedules in the summer semesters. Previously students could have been involved in clinic/classes from 8am to 8pm everyday in the summer semester.
2. We have added three required courses to the curriculum so that students could more successfully complete the national Praxis exam. These courses include Voice Disorders, Fluency Disorders and Multiculturalism.
3. We have made a number of changes to the comprehensive exam component of the graduate program. Specifically, we have prepared more comprehensive questions with overlapping concepts from a number of areas. These changes have helped our students more effectively prepare for the national Praxis exam. Within the past 2 years all of our students (100%) passed the national Praxis exam on the first attempt. Previously our pass rate was 80 - 90%.

Additionally, our assessments of our clinical program have suggested that we are very successfully providing clinical experiences for our students. Our students and our program are receiving very positive comments from their external placement supervisors in terms of how prepared the students are for their placements, how well their complete their lessons with their clients, and how well they complete their clinical reports. We are very proud of our program and think that we have the best Speech Language Pathology graduate program in the state of Alabama.

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: Describe and evaluate disordered speech.
Student Learning Outcome 1. The students will describe and evaluate disordered speech. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Next year we will have a new faculty member teaching CD 554 and as a result new outcomes might be revealed. The new instructor will be notified of the students' performance on the previous year's assignment. Additionally, Dr. Gaskill will be adjusting the student learning outcomes for the assignment which will focus on the development of clinical skills related to voice disorders.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map 2

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.
2.1 The graduate degree must be granted by a nationally accredited institution of higher education.
3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.
3.3 The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3.4.1 Articulation
3.4.2 Fluency
3.4.3 voice and resonance, including respiration and phonation
3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
3.7 The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in
4.2 The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
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 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: Stuttering transcript analysis and interview
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on the Stuttering transcript analysis and interview (CD 554).
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students will receive a grade of 83% or better on the Stuttering transcript analysis and interview in CD 554: Fluency.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New Evaluation for Fluency Disorders
Established in Cycle: 2011-2012
Dr. Buhr, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class ...

M 2: Voice Analysis/Research Paper Assignment
At least 80% of the students will receive a grade of 80% or better (determined using a rubric) on the Voice Analysis/Research Paper Assignment (CD 555: Voice Disorders).
Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
80% of the students will receive a grade of 83% or better on the “Famous Voices Assignment” in which they pick a distinct voice from a provided list & analyze a sample of that person’s voice to describe features. Additionally, they will speculate the physiological factors responsible for the distinct voice. CD 555 has an additional voice analysis assignment with their “Community Voices Assignment.” They will repeat the assignment above utilizing a person within their circle of community here at UA. So the graduate students end with 2 opportunities to do a subjective voice analysis.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New Outcome for Voice Disorders
Established in Cycle: 2012-2013
Dr. Gosa, a new faculty member in our department, will provide a new outcome for this goal.

SLO 2: Describe and evaluate disordered language
The students will describe and evaluate disordered language. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). For CD 512, Dr. Barber would like to expand the assignment to have the students report on more types of disordered populations and to have the students expand their knowledge of the specific speech and language difficulties these populations experience. She is making this change so that the assignment will be more closely aligned with the requirements set out by the American Speech Language Hearing Association (ASHA). For CD 553, Dr. moss will include a clinical application component to the assignment. The students will watch a video of the administration of a neurological exam with clients who have suspected neurological speech disorders. The students will then record their observations and interpret the findings.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Relevant Associations:

Standard Associations
ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study
addressing the knowledge and skills pertinent to the field of speech-language pathology.

1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.

3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

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.

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: Language Sample Assignment

At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on Language Sample Assignment (CD 512: Language Disorders).

Source of Evidence: Academic direct measure of learning - other

Target:

80% of the students will receive a score of 83% or better on the Language Sample Assignment from CD 512

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Enhanced Language Sample Assignment

Established in Cycle: 2011-2012

Students will complete an analysis of syntax using a specially-designed software program. Additionally they will provide a diag...

M 4: Neurological Evaluation Assignment

At least 70% of the students will receive a grade of 83% or better (determined using a rubric) on the final exam of CD 553: Neurology II.

Source of Evidence: Academic direct measure of learning - other

Target:

At least 70% of the students will receive a grade of 80% or better on the final exam of CD 553: Neurology II.

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 553

Established in Cycle: 2012-2013

The target for CD 553 will be changed to at least 70% of students will receive a grade of 80% or better on the final comprehensive...

SLO 3: Plan and prepare appropriate clinical intervention sessions

The student will integrate information across the curriculum to plan and prepare appropriate clinical intervention sessions. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to have the goal of the graduate students completing at least 450 clinical practicum hours during their training period.

Connected Documents

M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by
the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.

3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in

4.2 The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

4.6 Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

5.1 The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

5.2 Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.3 Educational support services

3.3.1.5 Community/public service within its educational mission

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.

2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.

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: Evaluation of Clinical Skills
Clinical skills will be evaluated on a 0-5 point rating scale. Students are expected to progress from scores of 2-3 during first portion of the semester and to scores of 4-5 during last weeks of the semesters.

Source of Evidence: Academic direct measure of learning - other

Target:
All students will progress from scores of 2-3 (measured on a 0-5 rating scale) during the first portion of the semester to scores of 4-5 during the later part of the semester.

M 6: Oral and written feedback on clinical lesson plans
All students will receive oral and written feedback on their clinical lesson plans. It is expected that their plans will progress from requiring much guidance to those that require very little guidance (i.e., independence when creating lesson plans). All students will be assessed for independence when creating lesson plans in the final semester of their graduate program.

Source of Evidence: Academic direct measure of learning - other

Target:
All graduating students will be able to complete their lesson plans will very little guidance from their clinical supervisors.

M 8: Clinical practicum hours in CD 517
All students are expected to have a minimum of 425 clinical practicum hours in CD 517 at the end of their graduate program. Hours will be documented for each student. Students will be encouraged to complete 450 clinical hours during their graduate training.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students will complete at least 450 hours of clinical practicum during their master's program.

SLO 4: Assemble information across course work to pass qualifying exams.
The students will assemble information across course work to pass qualifying exams. Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Each semester the faculty participate in a day-long review session with the students before the comprehensive exams. This tradition will be continued in the coming years, and additionally, the students will be encouraged to schedule individual review sessions with the faculty to help them consolidate the course material.

Connected Documents

M.S. od Speech Language Pathology Curriculum Map 1  
M.S. of Speech Language Pathology/Classroom Map 2

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.

3.3 The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

3.4.1 Articulation
3.4.2 Fluency
3.4.3 voice and resonance, including respiration and phonation
3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
3.4.5 hearing, including the impact on speech and language
3.4.6 swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
3.4.9 communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

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

3.7 The applicant must demonstrate knowledge of contemporary professional issues.

3.8 The applicant must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

5.1 The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

5.2 Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

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

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
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 10: Pass comprehensive exams
One hundred percent of students will pass comprehensive exams on the first attempt (taken during last semester of course work). These exams are graded by a faculty committee using a grading scale outlined in the student handbook.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
All of the graduate students will pass comprehensive exams on their first attempt.

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

Increase pass rate of comprehensive exams
Established in Cycle: 2011-2012
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing th...

Change of Exam Date and Student Encouragement
Established in Cycle: 2012-2013
We will continue to make the changes associated with the Action Plan for 2011-2012. We have seen some improvement and we would...

M 11: Professional praxis exam
One hundred percent of the students will pass the professional praxis exam on the first attempt. These scores are provided to the department through the American Speech Language Hearing Association (ASHA).

Source of Evidence: Academic direct measure of learning - other
Target:
One hundred percent of the students will pass their praxis exams on the first attempt.

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

Improving praxis exam pass rates
Established in Cycle: 2011-2012
To help improve the praxis exam rates, we will perform the following: 1. Analyze GRE scores prior to admittance and determine if...

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. Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Faculty will meet to discuss the plan for implementing comprehensive exams. Review the needs of the students as expressed in the exit interviews and the alumni survey to decide new courses to offer the graduate students. Review the needs of the students as expressed in the exit interviews and the alumni surveys to decide which courses need to be broadened. The Chair of CD will request additional faculty and positions from the
College of Arts and Sciences.

Connected Documents

- M.S. of Speech Language Pathology Curriculum Map 1
- M.S. of Speech Language Pathology Curriculum Map II

Related Measures

M 12: Strengths ASHA
8-year program review strengths (from American Speech-Language Hearing Association - ASHA)
Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 4 strengths will be identified by the site visitors from the American Speech Language Hearing Association.

M 13: Improvements from ASHA
8-year program review opportunities for improvement (from ASHA)
Source of Evidence: Academic indirect indicator of learning - other
Target:
All required improvements outlined by ASHA will be completed.

M 14: List of changes made as a result of the review
Within the first two years after the external review we will have made all of the low-cost changes recommended by ASHA and 2 of the high-cost changes recommended by ASHA.
Source of Evidence: Academic indirect indicator of learning - other
Target:
The suggested changes will be easily incorporated into the program.

OthOtcn 6: Program Outcome: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion. Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Monitor faculty and course needs of the department.

Connected Documents

- M.S. of Speech Language Pathology Curriculum Map 1
- M.S. of Speech Language Pathology Curriculum Map II

Related Measures

M 15: Number of graduates
Report on the growth of graduate degrees awarded during the last three years (December and May)
Source of Evidence: Academic indirect indicator of learning - other
Target:
From the period of 2009 to 2014 our graduation rate for graduate students will increase by 10%.

M 16: Degrees awarded to ACHE standards
All of the awarded degrees in the Department of Communicative Disorders will comply with ACHE viability standards.
Source of Evidence: Academic indirect indicator of learning - other
Target:
During the years of 2013 to 2014 all of the degrees awarded by our department/university will meet with ACHE viability standards.

M 17: List of changes made as a result of last year’s information
List of changes made as a result of last year’s information
Source of Evidence: Academic indirect indicator of learning - other
Target:
We will report the changes made to our optimal level as a result of the previous year’s graduation degree information.

OthOtcn 7: Program Outcome: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). Continue to be responsive to the comments about the quality/needs of the program from the graduating master-level students.

Connected Documents

- M.S. of Speech Language Pathology Curriculum Map 1
- M.S. of Speech Language Pathology Curriculum Map II

Related Measures

M 17: List of changes made as a result of last year’s information
List of changes made as a result of last year’s information
Source of Evidence: Academic indirect indicator of learning - other
Target:
We will report on the changes made to our program value based on the previous year’s graduate degree information.

M 18: Exit interviews
Results from exit interviews of graduating master-level students
Source of Evidence: Exit interviews with grads/program completers
Target:
We will incorporate viable changes suggested by the graduate students during the exit interviews.
M 19: Informal faculty advising or discussion with graduate students
Results from informal faculty advising or discussion with graduate students regarding future plans
Source of Evidence: Academic indirect indicator of learning - other

Target:
We will report on changes that have been made based on faculty advising or discussion with graduate students.

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

Enhanced Language Sample Assignment
Students will complete an analysis of syntax using a specially-designed software program. Additionally they will provide a diagnosis of the language delay.

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

Relationships (Measure | Outcome/Objective):
- Measure: Language Sample Assignment | Outcome/Objective: Describe and evaluate disordered language

Implementation Description: New requirements will be added to the language sample assignment in CD 512: Language Disorders.

Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Angie Barber
Additional Resources: None

Improving praxis exam pass rates
To help improve the praxis exam rates, we will perform the following:
1. Analyze GRE scores prior to admittance and determine if the GRE scores can help predict the praxis exam performance;
2. If GRE score do help to predict praxis exam results, only admit students who have the minimum GRE score (i.e., 300 or 1000 for the old scoring system). In the near past we have admitted students who have scores much less than the minimum.
3. Incorporate sample praxis exam type questions into the comprehensive exam review session that we do each semester.

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

Relationships (Measure | Outcome/Objective):
- Measure: Professional praxis exam | Outcome/Objective: Assemble information across course work to pass qualifying exams.

Implementation Description: Dr. Hay-McCutcheon, with the help of OIRA and an office associate, will assemble GRE and praxis exam scores from the years 2002 to 2012 and correlation analyses will be performed. Also, for each section of the comprehensive exam review, sample praxis exam questions will be given.

Responsible Person/Group: Dr. Hay-McCutcheon and the faculty
Additional Resources: None

Increase pass rate of comprehensive exams
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing the exams. To increase the passing rate Dr. Hay-McCutcheon will encourage students to study much earlier than they are currently doing. Some students only give themselves less than a month to study for the exams. Additionally, the exams will be given prior to their clinical placements in their last semester. By changing the date of the exams the students will not have to juggle both studying and clinical practical work at the same time.

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

Relationships (Measure | Outcome/Objective):
- Measure: Pass comprehensive exams | Outcome/Objective: Assemble information across course work to pass qualifying exams.

Implementation Description: Dr. Hay-McCutcheon will talk to students the semester before the exam period to encourage them to begin to study. She will also change the date of exams to not conflict with clinical practical work.

Responsible Person/Group: Dr. Hay-McCutcheon
Additional Resources: None

New Evaluation for Fluency Disorders
Dr. Buh, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class for the stuttering transcript assignment. Instead of one assignment, the students will be asked to complete 2 assignments. For the first assignment, the students will be asked to transcribe disordered speech and for the second assignment the students will be asked to use an instrument to analyze the severity of the fluency disorder.

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

Relationships (Measure | Outcome/Objective):
- Measure: Stuttering transcript analysis and interview | Outcome/Objective: Describe and evaluate disordered speech.

Implementation Description: The assignment in CD 554 will be changed to include 2 components rather than one component. Dr. Buh will provide written and oral information to the students.

Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Buh
Additional Resources: None
**Change of Exam Date and Student Encouragement**

We will continue to make the changes associated with the Action Plan for 2011-2012. We have seen some improvement and we would like to give this plan a couple more years for assessment.

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

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Pass comprehensive exams  
*Outcome/Objective:* Assemble information across course work to pass qualifying exams.

**Change Target for CD 553**

The target for CD 553 will be changed to at least 70% of students will receive a grade of 80% or better on the final comprehensive exam of CD 553.

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

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Neurological Evaluation Assignment  
*Outcome/Objective:* Describe and evaluate disordered language

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

**New Outcome for Voice Disorders**

Dr. Gosa, a new faculty member in our department, will provide a new outcome for this goal.

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

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Voice Analysis/Research Paper Assignment  
*Outcome/Objective:* Describe and evaluate disordered speech.
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: Describe and evaluate disordered speech.
Student Learning Outcome 1. The students will describe and evaluate disordered speech. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Next year we will have a new faculty member teaching CD 554 and as a result new outcomes might be revealed. The new instructor will be notified of the students’ performance on the previous year’s assignment. Additionally, Dr. Gaskill will be adjusting the student learning outcomes for the assignment which will focus on the development of clinical skills related to voice disorders.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map 2

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.
2.1 The graduate degree must be granted by a regionally accredited institution of higher education.
3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.
3.2 The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3.4.1 Articulation
3.4.2 Fluency
3.4.3 voice and resonance, including respiration and phonation
3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
3.7 The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in
4.2 The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
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.
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: Stuttering transcript analysis and interview
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on the Stuttering transcript analysis and interview (CD 554).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will receive a grade of 83% or better on the Stuttering transcript analysis and interview in CD 554: Fluency.

Finding (2011-2012) - Target: Partially Met
Out of the 9 graduate students taking the course, 7 of them (i.e., 78%) received a score of 83% or better on the stuttering transcript analysis and interview assignment. This goal was partially met. For next year, Dr. Buhr will be changing this assignment to include 2 components (a transcription assignment and an analysis assignment) rather than just one component.

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

New Evaluation for Fluency Disorders
Established in Cycle: 2011-2012
Dr. Buhr, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class ... 

M 2: Voice Analysis/Research Paper Assignment
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on the Voice Analysis/Research Paper Assignment (CD 555: Voice Disorders).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students will receive a grade of 83% or better on the Voice Analysis/Research Paper assignment.

Finding (2011-2012) - Target: Partially Met
Out of the 9 graduate students taking the course, 6 of them (i.e., 75%) received a score of 83% or better. This target, therefore, was not completely met. Considering the importance of this assignment for students' understanding of voice disorders, this goal will be continued for the next reporting period. All of the 8 students received a score of 80% or better. Considering that there are few graduate students taking the course, the criteria for meeting the goal will be altered for the next reporting period to state that 80% of the students will receive a score of 80% or better on the assignment.

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

Change Goal for Next Reporting Period
Established in Cycle: 2011-2012
The target for this student learning outcome will be changed to state that 80% of the students will receive a grade of 80% or be...

SLO 2: Describe and evaluate disordered language
The students will describe and evaluate disordered language. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). For CD 512, Dr. Barber would like to expand the assignment to have the students report on more types of disordered populations and to have the students expand their knowledge of the specific speech and language difficulties these populations experience. She is making this change so that the assignment will be more closely aligned with the requirements set out by the American Speech Language Hearing Association (ASHA). For CD 553, Dr. Moss will include a clinical application component to the assignment. The students will watch a video of the administration of a neurologcal exam with clients who have suspected neurological speech disorders. The students will then record their observations and interpret the findings.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Relevant Associations:
Standard Associations
ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology

1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.

1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.

2.1 The graduate degree must be granted by a regionally accredited institution of higher education.

3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.

3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities

3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
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.
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: Language Sample Assignment
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on Language Sample Assignment (CD 512: Language Disorders).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students will receive a score of 83% or better on the Language Sample Assignment from CD 512

Finding (2011-2012) - Target: Met
All of the students (25/25) received a score of 83% or better on the language sample assignment. This goal was met. For the next class, in addition to calculating the "Mean Length of Utterance" and the "type-token-ratio," the students will complete an analysis of syntax. Additionally, the students will provide a diagnosis of the language delay. This change in the assignment will add critical thinking and clinical application components to the assignment.

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

Enhanced Language Sample Assignment

Established in Cycle: 2011-2012
Students will complete an analysis of syntax using a specially-designed software program. Additionally they will provide a diag...

M 4: Neurological Evaluation Assignment
At least 80% of the students will receive a grade of 83% or better (determined using a rubric) on the Neurological Evaluation Assignment (CD 553: Neurology II).

Source of Evidence: Academic direct measure of learning - other

Target:
At least 80% of the students will receive a grade of 83% or better on the Neurological Evaluation assignment.

Finding (2011-2012) - Target: Met
Twenty-five of the 28 students (i.e., 89%) received a grade of 83% or better on the assignment. This goal was met. Dr. Moss, the instructor for the course, will be discontinuing this assignment because it has not provided the learning experiences that she had hoped for, and consequently, a new goal will be created.

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

New Goal for CD 553: Neurology II
Established in Cycle: 2011-2012
A new goal will be created to help assess student understanding of neurological structures and functions. Specifically, at least...

SLO 3: Plan and prepare appropriate clinical intervention sessions
The student will integrate information across the curriculum to plan and prepare appropriate clinical intervention sessions. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to have the goal of the graduate students completing at least 450 clinical practicum hours during their training period.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Relevant Associations:

Standard Associations

ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
1.1 Effective January 1, 2005, the applicant for certification must have a master’s or doctoral or other recognized post-baccalaureate degree. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology.
1.2 All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought.
2.1 The graduate degree must be granted by a nationally accredited institution of higher education.
3.1 The applicant for certification must complete a program of study (a minimum of 75 semester credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the specified knowledge outcomes.
4.1 The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in
4.2 The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
4.6 Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

2. Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.3 Educational support services

3.3.1.5 Community/public service within its educational mission

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.

2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.

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: Evaluation of Clinical Skills

Clinical skills will be evaluated on a 0-5 point rating scale. Students are expected to progress from scores of 2-3 during first portion of the semester and to scores of 4-5 during last weeks of the semesters.

Source of Evidence: Academic direct measure of learning - other

Target: All students will progress from scores of 2-3 (measured on a 0-5 rating scale) during the first portion of the semester to scores of 4-5 during the latter part of the semester.

Finding (2011-2012) - Target: Met

All of the students easily progressed from receiving scores of 2-3 during the first part of the semester to scores of 4-5 during the latter part of the semester. This goal was met. Because this goal is associated with the evaluation of student clinical skills it is very important to our program. We will continue to include it in our assessment plan.

M 6: Oral and written feedback on their clinical lesson plans

All students will receive oral and written feedback on their clinical lesson plans. It is expected that their plans will progress from requiring much guidance to those that require very little guidance (i.e., independence when creating lesson plans). All students will be assessed for independence when creating lesson plans in the final semester of their graduate program.

Source of Evidence: Academic direct measure of learning - other

Target: All graduating students will be able to complete their lesson plans will very little guidance from their clinical supervisors.

Finding (2011-2012) - Target: Met

The graduating students of Fall 2011 and Spring 2012 required very little guidance in writing their lesson plans for their therapy sessions. This goal has been met for this reporting year. We will continue to track students’ abilities to independently create their lesson plans because it is a very important skill to develop prior to graduation.

M 7: Oral and written feedback on clinical lessons

All students will receive oral and written feedback on their clinical lesson plans. It is expected that their plans will progress from requiring much guidance to those that require very little guidance (i.e., independence when creating lesson plans). All students will be assessed for independence when creating lesson plans in the final semester of their graduate program.

Source of Evidence: Academic indirect indicator of learning - other

M 8: Clinical practicum hours in CD 517

All students are expected to have a minimum of 425 clinical practicum hours in CD 517 at the end of their graduate program. Hours will be documented for each student. Students will be encouraged to complete 450 clinical hours during their graduate training.

Source of Evidence: Field work, internship, or teaching evaluation

Target: Students will complete at least 450 hours of clinical practicum during their master's program.

Finding (2011-2012) - Target: Partially Met

During the fall 2011 semester there were 14 graduating students and they all completed at least 425 hours of clinical practicum. The range in hours was 428.75 to 705.62 with a mean of 549.23 hours. During the spring 2012 there were 16 graduating students and they all completed at least 450 hours of clinical practicum. The range of hours was 464 to 710.75 hours (570.60 mean). This goal has been partially met. We will continue to track student practicum hours.

M 9: Clinical practicum hours

All students are expected to have a minimum of 425 clinical practicum hours in CD 517 at the end of their graduate program. Hours will be documented for each student. Students will be encouraged to complete 450 clinical hours during their graduate training.
SLO 4: Assemble information across course work to pass qualifying exams.
The students will assemble information across course work to pass qualifying exams. Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report). Each semester the faculty participate in a day-long review session with the students before the comprehensive exams. This tradition will be continued in the coming years, and additionally, the students will be encouraged to schedule individual review sessions with the faculty to help them consolidate the course material.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map 2

Relevant Associations:
Standard Associations
ASHA 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology
2.1 The graduate degree must be granted by a regionally accredited institution of higher education.
3.3 The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3.4.1 Articulation
3.4.2 Fluency
3.4.3 voice and resonance, including respiration and phonation
3.4.4 receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
3.4.5 hearing, including the impact on speech and language
3.4.6 swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
3.4.7 cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
3.4.8 social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
3.4.9 communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)
3.5 The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
3.7 The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
3.8 The applicant must demonstrate knowledge of contemporary professional issues.
4.7 The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:
5.1 The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.
5.2 Formative Assessment: The applicant must meet the education program's requirements for demonstrating satisfactory performance through on-going formative assessment of knowledge and skills.
5.3 The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
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 10: pass comprehensive exams
One hundred percent of students will pass comprehensive exams on the first attempt (taken during last semester of course work). These exams are graded by a faculty committee using a grading scale outlined in the student handbook.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
All of the graduate students will pass comprehensive exams on their first attempt.

Finding (2011-2012) - Target: Partially Met
Fifteen students took comprehensive exams in the fall 2011 semester and again in the spring 2012 semester. Each semester 3 students did not pass their exams on the first attempt. Therefore, we have a passing rate of 80% as opposed to 100%. This goal is partially met, and considering the importance of having students pass their exams, we will continue to keep this goal. Adjustments to the process of students completing the exams will be made in an effort to increase the passing rate.

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

Increase pass rate of comprehensive exams
Established in Cycle: 2011-2012
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing th...

M 11: Professional praxis exam
One hundred percent of the students will pass the professional praxis exam on the first attempt. These scores are provided to the department through ETS.

Source of Evidence: Academic direct measure of learning - other

Target:
One hundred percent of the students will pass their praxis exams on the first attempt.

Finding (2011-2012) - Target: Partially Met
In the fall 2011 semester, 8 of the 11 students who reported their praxis exam results to us passed the exam (i.e., 73%). In the spring 2012 semester 13 of the 13 students who reported their praxis exams to us passed the exam (i.e., 100%). This goal has been partially met. It is hoped that as the students improve their comprehensive exam pass rate, the results for these exams will also improve. A new action plan will be put into place to help increase the pass rate.

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

Improving praxis exam pass rates
Established in Cycle: 2011-2012
To help improve the praxis exam rates, we will perform the following: 1. Analyze GRE scores prior to admittance and determine if...

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. Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). Faculty will meet to discuss the plan for implementing comprehensive exams. Review the needs of the students as expressed in the exit interviews and the alumni survey to decide new courses to offer the graduate students. Review the needs of the students as expressed in the exit interviews and the alumni surveys to decide which courses need to be broadened. The Chair of CD will request additional faculty and positions from the College of Arts and Sciences.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Related Measures
M 12: Strengths ASHA
8-year program review strengths (from American Speech-Language Hearing Association - ASHA)
Source of Evidence: Academic indirect indicator of learning - other

M 13: Improvements from ASHA
8-year program review opportunities for improvement (from ASHA)
Source of Evidence: Academic indirect indicator of learning - other

M 14: List of changes made as a result of the review
3 List of changes made as a result of the review
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 6: Program Outcome: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion. Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). Monitor faculty and course needs of the department.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Related Measures
M 15: Number of graduates
Number of graduate degrees awarded last three years (December and May)
Source of Evidence: Academic indirect indicator of learning - other

M 16: Degrees awarded to ACHE standards
Relation of number of degrees awarded to ACHE viability standards
Source of Evidence: Academic indirect indicator of learning - other

M 17: List of changes made as a result of last year's information
List of changes made as a result of last year's information
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Program Outcome: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). Continue to be responsive to the comments about the quality/needs of the program from the graduating master-level students.

Connected Documents
M.S. od Speech Language Pathology Curriculum Map 1
M.S. of Speech Language PathologyCurriculum Map II

Related Measures
M 17: List of changes made as a result of last year's information
List of changes made as a result of last year's information
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Change Goal for Next Reporting Period**
The target for this student learning outcome will be changed to state that 80% of the students will receive a grade of 80% or better on the voice analysis assignment.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Voice Analysis/Research Paper Assignment | **Outcome/Objective:** Describe and evaluate disordered speech.

**Implementation Description:** Dr. Hay-McCutcheon will change the target for this goal.

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

**Enhanced Language Sample Assignment**
Students will complete an analysis of syntax using a specially-designed software program. Additionally they will provide a diagnosis of the language delay.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Language Sample Assignment | **Outcome/Objective:** Describe and evaluate disordered language

**Implementation Description:** New requirements will be added to the language sample assignment in CD 512: Language Disorders.

**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Dr. Angie Barber  
**Additional Resources:** None

**Improving praxis exam pass rates**
To help improve the praxis exam rates, we will perform the following:
1. Analyze GRE scores prior to admittance and determine if the GRE scores can help predict the praxis exam performance;
2. If GRE score do help to predict praxis exam results, only admit students who have the minimum GRE score (i.e., 300 or 1000 for the old scoring system). In the near past we have admitted students who have scores much less than the minimum.
3. Incorporate sample praxis exam type questions into the comprehensive exam review session that we do each semester.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Professional praxis exam | **Outcome/Objective:** Assemble information across course work to pass qualifying exams.

**Implementation Description:** Dr. Hay-McCutcheon, with the help of OIRA and an office associate, will assemble GRE and praxis exam scores from the years 2002 to 2012 and correlation analyses will be performed. Also, for each section of the comprehensive exam review, sample praxis exam questions will be given.

**Responsible Person/Group:** Dr. Hay-McCutcheon and the faculty  
**Additional Resources:** None

**Increase pass rate of comprehensive exams**
We expect to have 100% of the students pass comprehensive exams on the first attempt. Currently, 80% of students are passing the exams. To increase the passing rate Dr. Hay-McCutcheon will encourage students to study much earlier than they are currently doing. Some students only give themselves less than a month to study for the exams. Additionally, the exams will be given prior to their clinical placements in their last semester. By changing the date of the exams the students will not have to juggle both studying and clinical practical work at the same time.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** pass comprehensive exams | **Outcome/Objective:** Assemble information across course work to pass qualifying exams.

**Implementation Description:** Dr. Hay-McCutcheon will talk to students the semester before the exam period to encourage them to begin to study. She will also change the date of exams to not conflict with clinical practical work.

**Responsible Person/Group:** Dr. Hay-McCutcheon  
**Additional Resources:** None
New Evaluation for Fluency Disorders
Dr. Buhr, the instructor for CD 554: Fluency Disorders, will change the manner in which the students are evaluated in his class for the stuttering transcript assignment. Instead of one assignment, the students will be asked to complete 2 assignments. For the first assignment, the students will be asked to transcribe disordered speech and for the second assignment the students will be asked to use an instrument to analyze the severity of the fluency disorder.

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

Relationships (Measure | Outcome/Objective):
Measure: Stuttering transcript analysis and interview | Outcome/Objective: Describe and evaluate disordered speech.

Implementation Description: The assignment in CD 554 will be changed to include 2 components rather than one component. Dr. Buhr will provide written and oral information to the students.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Buhr
Additional Resources: None

New Goal for CD 553: Neurology II
A new goal will be created to help assess student understanding of neurological structures and functions. Specifically, at least 70% of the students will receive a grade of 83% or better on the final exam in the course.

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

Relationships (Measure | Outcome/Objective):
Measure: Neurological Evaluation Assignment | Outcome/Objective: Describe and evaluate disordered language

Implementation Description: Dr. Moss will add new questions to the final exam to assess student understanding of neurological structures.
Projected Completion Date: 05/2013
Responsible Person/Group: Dr. Moss
Additional Resources: None
**Curriculum Maps #1 (In which courses or in what activities or assignments 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. Note that you do not need to obtain a measure from every course in which an outcome is addressed (see Map #2)

<table>
<thead>
<tr>
<th>Courses</th>
<th>The students will describe and evaluate disordered speech.</th>
<th>The students will describe and evaluate disordered language.</th>
<th>The student will integrate information across the curriculum to plan and prepare appropriate clinical intervention sessions.</th>
<th>The students will assemble information across course work to pass qualifying exams.</th>
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<td>CD 501: Introduction to Research Methods</td>
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<td>CD 506: Sociolinguistics in Speech-Language Pathology</td>
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<td>CD 509: Language Development</td>
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<td>CD 598: Research not related to Thesis</td>
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<td>CD 599: Thesis Research</td>
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<td>Professional Praxis Exam</td>
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Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

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 ½ 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>The students will describe and evaluate disordered speech.</th>
<th>The students will describe and evaluate disordered language.</th>
<th>The student will integrate information across the curriculum to plan and prepare appropriate clinical intervention sessions.</th>
<th>The students will assemble information across course work to pass qualifying exams.</th>
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<tbody>
<tr>
<td>CD 501: Introduction to Research Methods</td>
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<td>CD 506: Sociolinguistics in Speech-Language Pathology</td>
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<td>CD 509: Language Development</td>
<td>Language Sample Assignment (Fall 2011)</td>
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<td>CD 512: Language Disorders in Children</td>
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<td>CD 515: Professional Issues</td>
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<td>CD 516: Multicultural Issues</td>
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<tr>
<td>CD 517: Advanced Clinical Practicum</td>
<td>(1): Clinical skills will be evaluated on a 0-5 point rating scale. Students are expected to progress from scores of 2-3 during first two semesters to scores of 4-5 during last two semesters. (2): All students are expected to have a minimum of 425 clinical practicum hours. Students will be encouraged to complete 450 clinical hours.</td>
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<td>CD 520</td>
<td>Special Topics in Communicative Disorders</td>
<td>(Spring 2012)</td>
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<td>Neurological Evaluation Assignment (Spring 2012)</td>
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<td>Voice Analysis/Research Paper Assignment (Fall 2011)</td>
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