

Graduate Learning Goals Report

Curriculum Map						
Coursework	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CSAD 217, 218, 219, 221, 222, 223, 227, 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 295I, 295M, 295P, 295S, 500C, 500P, 500T	X	X	X	X	X	X
CSAD 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 250I, 295M, 295P, 295S, 242A, 219		X				
CSAD 217, 218, 219, 221, 222, 223, 227, 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 295I, 295M, 295P, 295S, 500C, 500P, 500T	X	X	X	X	X	X
CSAD 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 250I, 295M, 295P, 295S				X		
CSAD 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 250I, 295M, 295P, 295S					X	
CSAD 228A, 228B, 228C, 229A, 229B, 229C, 241S, 242A, 242B, 242C, 243A, 243B, 243C, 244, 245, 250, 250I, 295M, 295P, 295S, 219						X

Institutional Graduate Learning Goal	Program Learning Outcome (PLO)	Assessment Plan			Action Plan
		Lines of Evidence		Evaluation Parameters	
		Direct	Indirect		
Disciplinary Knowledge	Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations (See section entitled, “Competency in the Major).”	(See Departmental PLO section entitled, “Competency in the Major).	(See section entitled, “Competency in the Major).	(See Departmental PLO section entitled, “Competency in the Major).	2018-19: Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences.
Communication	Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	Successful completion of: 7 Clinical Practica and 2 Internships which include 11 clinical competencies related to communication, 1 Writing Class with multiple writing assignments, 1 Counseling Class	Successful passage of the National Praxis Examination, Completion of student surveys, Community Advisory Committee Employment of graduate students within 12 months after graduation.	Direct Assessments include ratings by faculty, clinical educators and supervisors. Indirect assessments include a triangulation of data from several sources including passing score from the National Praxis Board, student-completed surveys and feedback from professionals representing schools, private practice and medical settings located in the surrounding geographic locations.	Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences.  2017: Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences.  2018: Fall 2017/Spring 2018 cohorts fulfilled all direct lines of evidence. Indirect lines of evidence data will be collected over the next 6 months.
Critical Thinking / Analysis	Demonstrate the ability to be creative, analytical, and critical thinkers (See section entitled, “Critical Thinking”).	(See Departmental PLO section entitled, “Critical Thinking”).	(See section entitled, “Critical Thinking”).	(See Departmental PLO section entitled, “Critical Thinking”).	(See section entitled, Departmental PLO “Critical Thinking”).

<i>Information Literacy</i>	Demonstrate the ability to obtain, assess and analyze information from a myriad of sources.	Successful completion of: 7 Clinical Practica and 2 Internships which include 5 clinical competencies related to information literacy, and 1 methods class which includes competency in information literacy.	Successful passage of the National Praxis Examination, Completion of student surveys, Community Advisory Committee, Employment of graduate students within 12 months after graduation.	Direct Assessments include ratings by faculty, clinical educators and supervisors. Indirect assessments include a triangulation of data from several sources including passing score from the National Praxis Board, student-completed surveys and feedback from professionals representing schools, private practice and medical settings located in the surrounding geographic locations.	2017: Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences.  2018: Fall 2017/Spring 2018 cohorts fulfilled all direct lines of evidence. Indirect lines of evidence data will be collected over the next 6 months.
<i>Professionalism</i>	Demonstrate an understanding of professional integrity	Successful completion of: 7 Clinical Practica and 2 Internships which include 5 clinical competencies related to professionalism.	Successful passage of the National Praxis Examination, Completion of student surveys, Community Advisory Committee, Employment of graduate students within 12 months after graduation.	Direct Assessments include ratings by faculty, clinical educators and supervisors. Indirect assessments include a triangulation of data from several sources including passing score from the National Praxis Board, student-completed surveys and feedback from professionals representing schools, private practice and medical settings located in the surrounding geographic locations.	Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences
<i>Intercultural / Global Perspectives</i>	Demonstrate relevant knowledge and application of intercultural and/or global perspective.	Successful completion of: 7 Clinical Practica and 2 Internships which include 7 clinical competencies related to cultural perspectives, and 1 Counseling Class	Successful passage of the National Praxis Examination, Completion of student surveys, Community Advisory Committee, Employment of graduate students within 12 months after graduation.	Direct Assessments include ratings by faculty, clinical educators and supervisors. Indirect assessments include a triangulation of data from several sources including passing score from the National Praxis Board, student-completed surveys and feedback from professionals representing schools, private practice and medical settings located in the surrounding geographic locations.	Students will obtain a grade of “B” or higher in didactic coursework and will demonstrate competency in multiple on- and off-campus clinical experiences
<i>Research*</i>	N/A				

\*Required for Doctoral Programs

Speech Pathology MS Program Curriculum Map				Program Learning Outcomes (PLOs)			PLO Assessment					Institutional Graduate Learning Goals for Masters Programs									
Course	Core	Elective	Culminating Exp	1. Writing	2. Critical Thinking	3. Comp. In Major	Direct Lines of Evidence	Indirect Lines of Evidence	Lead Resources	Evaluation Parameters and Timeline	Evaluation of each PLO based on direct lines of evidence	1. Disciplinary knowledge (PLO 3)	Disciplinary knowledge: Direct Lines of Evidence	Disciplinary knowledge: Indirect Lines of Evidence	2. Communication	3. Critical thinking/analysis (PLO2)	Critical thinking/analysis: Direct Lines of Evidence	Critical thinking/analysis: Indirect Lines of Evidence	4. Information literacy	5. Professionalism	6. Intercultural/Global Perspectives
SPHP 217 AAC & Assistive Technologies	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 218 Motor Speech Disorders	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 219 Counsel Speech Path+Audio	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 221 Neurogenic Lang Disorders	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 222 Curr Lang-Learn Dis Child	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 223 Advanced Child Language	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 227 Dysphagia&Medical Setting	x					x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, Quizzes and Exams	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x				x		
SPHP 228A Meth: Speech Disorders I	x				x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
SPHP 228B Meth: Speech Disorders II	x				x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
SPHP 228C Meth: Speech Disorders III	x				x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.  Qualification for Culminating Experience  Ongoing: Annual Learning Outcome Assessment Surveys	Aligns with accreditation standards	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x	x	Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	x		
SPHP 229A Prac: Speech Disorders I	x			x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.  Qualification for Culminating Experience	Aligns with accreditation standards	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	x				x	x	x

SPHP 229B	Prac: Speech Disorders II	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 229C	Prac: Speech Disorders III	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 241S	Hearing Screenings	x						X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X					X	X
SPHP 242A	Meth: Language Disorders I	x				X	X	X		Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X						
SPHP 242B	Meth: Lang Disorders II	x					X	X		Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X						
SPHP 242C	Meth: Lang Disorders III	x					X	X		Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X						
SPHP 243A	Prac: Language Disorders I	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 243B	Prac: Lang Disorders II	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 243C	Prac: Lang Disorders III	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 244	Meth: Sph-Lang Assessment	x					X	X		Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X		
SPHP 245	Prac: Sph-Lang Assessment	x				X	X	X		Clinical Competency		Clinical Instructor	Ongoing within semester taken.	Qualification for Culminating Experience	Aligns with accreditation standards	X				X	X	X
SPHP 250	Speech/Language Internships	x					X	X		Assignments, Projects, and Presentations	Alumni Survey, PRAXIS, Advisory Committee Feedback, Learning Outcomes Competencies, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards		X				X		
SPHP 295I	Intern: SLHS Schools	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards		X				X	X	X
SPHP 295M	Intern: SLP Medical	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards		X				X	X	X
SPHP 295 P	Intern: SLP Private Practice	x				X	X	X		Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards		X				X	X	X

		x		x	x	x	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	Course Instructor	Ongoing within semester taken.	Aligns with accreditation standards
SPHP 295S Internship: SLP Special Class											
			x	x	x	x	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards
SPHP 500C Comprehensive Exam											
			x	x	x	x	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards
SPHP 500P. Culminating Experience: Project.											
			x	x	x	x	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	Culminating Experience Committee	Exit	Aligns with accreditation standards
SPHP 500T. Culminating Experience: Thesis.											

	X	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	X	X	Clinical Competency	Alumni Survey, PRAXIS, Advisory Committee Feedback, and Learning Outcome Assessment Surveys	X	X	X
	X	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback	X	X	Exam	Alumni Survey, PRAXIS, and Advisory Committee Feedback			
	X	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	X	X	Project	Alumni Survey, PRAXIS, and Advisory Committee Feedback	X		
	X	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	X	X	Thesis	Alumni Survey, PRAXIS, and Advisory Committee Feedback	X		

		Action Plan*		
Program Learning Outcomes (PLOs)		* Although we have multiple learning outcome measures, our learning outcome assessment survey (indicated in the table below) represents one data point.		
PLO	Description	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or continuation
1	Writing	Our graduate students are able to communicate effectively in writing about the following topics / in the following areas in all major formats,		
		Students communicated effectively in writing in the following formats, genres, and styles of writing used in communication sciences and disorders: <ul style="list-style-type: none"><li>• Grammar</li><li>• Clinical Report Writing</li><li>• Written Treatment Plans</li><li>• Research Literature Reviews</li><li>• Self-Evaluation of Clinical Skills</li><li>• Professional Letter Writing</li></ul>	A triangulation of the data collected through both direct and indirect measures indicates that our students are exceeding our overall program standards for this PLO1 (See below). One Direct Measure, our Learning Outcomes Assessment, does provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.	Dr. Thompson will continue to emphasize professional letter writing in Speech-Language Pathology in the Graduate Writing Intensive (GWI) course CSAD 242A to ensure that students have experience with this.
		Direct Methods: 1. In Spring 2016, 17 students (all first-semester clinic students) were enrolled in the course. 100% of them met the standard of performance above: 15 students obtained an A and 2 students obtained an A-. All students demonstrated competency on the specific assignments by earning a grade of B- or higher.	Direct Methods 1. Graduate Intensive Writing Course (CSAD 242A): 90% of students will earn a grade of B- or better on specific assignments and an overall course grade of B.	
		2. In 2016 fall and spring semesters, all students enrolled in all of our clinics met the program standard above.	2. Clinical Competencies: 90% of students will earn an average rating of 80 or better for the writing competency category in all of their clinical courses. No individual line item score of 59 or less.	
		Indirect Methods 1. National Praxis Exam: 93% of students taking the Praxis exam in 2015-16 passed it on the first attempt. Our goal is for 90% of students to pass the exam.	Indirect Methods 1. National Praxis Exam:	1. National Praxis Exam: Our goal is for 90% of students to pass the exam and will be met using the following plan: A. Comprehensive exams may cover any content areas ensuring comprehensive review and comprehension. B. Faculty member completes the Praxis exam each year and reports back to faculty on contact ensuring that curriculum is up to date.
		2. Student Survey Feedback: The year's results indicate that the majority of students report (100% in the “agree” or “strongly agree” categories) that they feel they have been well prepared with theory and knowledge prior to associated clinical experiences. They feel they have the tools to be successful in clinical experiences in the areas of <b>Writing</b> , Assessment, Treatment, and Professional Behavior.	2. Student Survey Feedback	2. Student Survey Feedback Continue to provide students with quality writing preparation.
		3. Biannual Advisory Committee Meeting Feedback: Community Advisory Committee indicates that we are preparing our students well for independent clinical practice, but a review of the minutes from the biennial indicates that a focus on professional letter writing would be helpful.	3. Biannual Advisory Committee Meeting Feedback	3. Biannual Advisory Committee Meeting Feedback: Dr. Thompson's CSAD 242A to provide additional emphasis in professional letter writing.



PLO	Description	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or continuation
2	Critical Thinking	To demonstrate skills in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).		
			A triangulation of the data collected through both direct and indirect measures indicates that our students are exceeding our overall program standards for this PLO (See below). One Direct Measure, our Learning Outcomes Assessment, does provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis	
	Students must demonstrate clinical competence in the areas of Writing, Assessment, Treatment, and Professional Behavior for required clinical and internship experiences in order to demonstrate skills across the nine major areas delineated by ASHA:			
	1) Articulation	Direct Measure 1: During the 2015-16 academic terms, 30 students completed our program on time. All of them well exceeded the program standard of 90% earning an average rating of 80 on each general competency area as 100% of the competency scores were 83 or above in all areas.	Direct Measure 1: Faculty have developed a standardized remediation plan form that corresponds to the clinical competencies form. The form is used as a teaching tool to promote critical thinking in specific competency areas in which a student is demonstrating difficulty and for which the student is at-risk for not reaching moderate to independent level mastery by semester's end. It includes student and Clinical Instructor responsibilities and timelines in the process and requires specification of specific supports to be provided to the student. Any student with a remediation plan in place in two clinics will be provided with a department-level remediation plan specifying specific supports to be provided.	Direct Measure 1: The faculty will continue to review the results of the remediation plans developed to determine their effectiveness and to note methodologies that may be of support to future students and Clinical Instructors when a student is demonstrating difficulty in specific areas of clinical skill.
	2) Fluency			
	3) Voice and Resonance, including respiration and phonation			
	4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing	Direct Measure 2: During the 2015-16 academic terms, 30 students completed our program on time.	Direct Measure 2: The standard of performance is 90% passing all methods courses with a grade of B or better.	Direct Measure 2: The faculty will continue to prepare students so that 100% will complete all methods courses with a B or better on the first attempt.
	5) Hearing, including the impact on speech and language			
	6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	Direct Measure 3: During the 2015-16 academic terms, 30 students completed our program on time.	Direct Measure 3: Students partially met the standard of performance set for our Learning Outcomes Assessment on 8 questions (67%). Our goal is for 83% of the students to meet the program standard on 12(100%) of the questions. Questions 10 (Critical thinking/standard scores), 16 (Critical thinking/Autism), 17 (Critical Thinking/Hearing), and 20 (Critical Thinking/fluency)	Direct Measure 3: Requires further analysis to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate.

7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	Indirect Measure 1: 93% of students taking the Praxis exam in 2015-16 passed it on the first attempt, exceeding our program’s predetermined standard of performance.	Indirect Measure 1: Our goal is for 90% of students to pass the exam with a score of 162 or higher.	Indirect Measure 1: The 2015-16 Praxis results indicate that our program has been doing an adequate job of preparing most students for independent practice, but that we realize that we need to attend to the new version of the exam to ensure that our students are prepared for success. We will continue to monitor praxis scores to ensure that all of our students are graduating from our program possessing knowledge that is considered by national and state agencies to be essential for independent practice as a speech-language pathologist in all primary employment settings, including schools. Students will be encouraged to take the Praxis at the end of the program, after they have had a variety of clinic experiences, including two internships, because the Praxis is designed to test both students’ knowledge of our field’s core content AND their ability to problem solve when given case studies related to practical application.  We will continue to test both basic knowledge in our major and critical thinking in our major annually through our Learning Outcomes Assessment in order to ensure development in areas across the curriculum and throughout the program. Dr. Roseberry-McKibbin has addressed faculty on the creation of academic experiences that prepare students for the critical thinking required to pass the newest version of the Praxis exam. We engaged in a retreat discussion in fall 2016 regarding our current comprehensive examination structure in an attempt to ensure a case-study format that provides additional preparation for students preparing to take the Praxis.
8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)	Indirect Measure 2: The results indicate that the majority of students report (100% in the “agree” or “strongly agree” categories) that they feel they have been well prepared with theory and knowledge prior to associated clinical experiences.	Indirect Measure 2: This year, we conducted our Brief Clinical Experience Survey.	Indirect Measure 2: We will continue to administer the brief clinical experience survey.
9) Augmentative and alternative communication (AAC) modalities	Indirect Measure 3: Feedback from our Community Advisory Committee indicates that we are preparing our students well for independent clinical practice, but that an increased focus increased awareness to the prevalence of Autism Spectrum Disorder to our students and increase their ability to think critically about ways to support clients with ASD would be helpful. We have implemented curriculum discussions in our faculty meetings focusing on particular areas in our curriculum. Through these discussions our faculty determine ways we can cover important concepts, such as ASD. We have hired two new full time tenure track faculty members in the last two years. They have both served as lead teachers for our SPHP 142 ASD class. Their expertise and teaching ability will benefit student learning and critical thinking in this area.	Indirect Measure 3: Feedback from our Community Advisory Committee.	Indirect Measure 3: We will attend to continued outcomes in this area and expect to see higher levels of critical thinking in this area in future graduating cohorts.



PLO	Description	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or continuation
3	Competency in the Major	To demonstrate knowledge in the areas set forth by the American Speech-Language Hearing Association (ASHA) (2014).These include:		
			A triangulation of the data collected through both direct and indirect measures indicates that our students are exceeding our overall program standards for this PLO (See below). One Direct Measure, our Learning Outcomes Assessment, does provide an opportunity for discussions across our curriculum with regard to specific topics that may require curricular emphasis.	
	· Knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.			
	· The ability to integrate information pertaining to normal and abnormal human development across the lifespan	Direct Measure 1: During the 2015-16 academic terms, 30 students completed our program on time. All of them well exceeded the program standard of 90% earning an average rating of 80 on each general competency area as 100% of the competency scores were 83 or above in all areas.	Direct Measure 1: Faculty have developed a standardized remediation plan form that corresponds to the clinical competencies form. The form is used as a teaching tool to promote critical thinking in specific competency areas in which a student is demonstrating difficulty and for which the student is at-risk for not reaching moderate to independent level mastery by semester's end. It includes student and Clinical Instructor responsibilities and timelines in the process and requires specification of specific supports to be provided to the student. Any student with a remediation plan in place in two clinics will be provided with a department-level remediation plan specifying specific supports to be provided.	Direct Measure 1: The faculty will continue to review the results of the remediation plans developed to determine their effectiveness and to note methodologies that may be of support to future students and Clinical Instructors when a student is demonstrating difficulty in specific areas of clinical skill.
	· Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following nine areas:			
	1) Articulation			
	2) Fluency	Direct Measure 2: During the 2015-16 academic terms, 30 students completed our program on time.	Direct Measure 2: The standard of performance is 90% passing all methods courses with a grade of B or better.	Direct Measure 2: The faculty will continue to prepare students so that 100% will complete all methods courses with a B or better on the first attempt.
	3) Voice and Resonance, including respiration and phonation			
	4) Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing	Direct Measure 3: During the 2015-16 academic terms, 30 students completed our program on time.	Direct Measure 3: Students partially met the standard of performance set for our Learning Outcomes Assessment on 8 questions (67%). Our goal is for 83% of the students to meet the program standard on 12(100%) of the questions. Questions 10 (Critical thinking/standard scores), 16 (Critical thinking/Autism), 17 (Critical Thinking/Hearing), and 20 (Critical Thinking/fluency)	Direct Measure 3: Requires further analysis to determine if the questions need further development (which affects the validity of this measure) or if curricular modifications or enhancements are appropriate.

5) Hearing, including the impact on speech and language	Indirect Measure 1: 93% of students taking the Praxis exam in 2015-16 passed it on the first attempt, exceeding our program’s predetermined standard of performance.	Indirect Measure 1: Our goal is for 90% of students to pass the exam with a score of 162 or higher.	Indirect Measure 1: The 2015-16 Praxis results indicate that our program has been doing an adequate job of preparing most students for independent practice, but that we realize that we need to attend to the new version of the exam to ensure that our students are prepared for success. We will continue to monitor praxis scores to ensure that all of our students are graduating from our program possessing knowledge that is considered by national and state agencies to be essential for independent practice as a speech-language pathologist in all primary employment settings, including schools. Students will be encouraged to take the Praxis at the end of the program, after they have had a variety of clinic experiences, including two internships, because the Praxis is designed to test both students’ knowledge of our field’s core content AND their ability to problem solve when given case studies related to practical application.  We will continue to test both basic knowledge in our major and critical thinking in our major annually through our Learning Outcomes Assessment in order to ensure development in areas across the curriculum and throughout the program. Dr. Roseberry-McKibbin has addressed faculty on the creation of academic experiences that prepare students for the critical thinking required to pass the newest version of the Praxis exam. We engaged in a retreat discussion in fall 2016 regarding our current comprehensive examination structure in an attempt to ensure a case-study format that provides additional preparation for students preparing to take the Praxis.
6) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)	Indirect Measure 2: The results indicate that the majority of students report (100% in the “agree” or “strongly agree” categories) that they feel they have been well prepared with theory and knowledge prior to associated clinical experiences.	Indirect Measure 2: This year, we conducted our Brief Clinical Experience Survey.	Indirect Measure 2: We will continue to administer the brief clinical experience survey.
7) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	Indirect Measure 3: Feedback from our Community Advisory Committee indicates that we are preparing our students well for independent clinical practice, but that an increased focus increased awareness to the prevalence of Autism Spectrum Disorder to our students and increase their ability to think critically about ways to support clients with ASD would be helpful. We have implemented curriculum discussions in our faculty meetings focusing on particular areas in our curriculum. Through these discussions our faculty determine ways we can cover important concepts, such as ASD. We have hired two new full time tenure track faculty members in the last two years. They have both served as lead teachers for our SPHP 142 ASD class. Their expertise and teaching ability will benefit student learning and critical thinking in this area.	Indirect Measure 3: Feedback from our Community Advisory Committee.	Indirect Measure 3: We will attend to continued outcomes in this area and expect to see higher levels of critical thinking in this area in future graduating cohorts.
8) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)			
9) Augmentative and alternative communication modalities			

· 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.			
· Knowledge of standards of ethical conduct, processes used in research and of the integration of research principles into evidence-based clinical practice, contemporary professional issues, and entry level certifications relevant to professional practice.			