

## Program Outcomes and Measures

Program: Masters of Science		Major: Speech-Language Pathology	
Learning Outcome	Direct Assessment	Assessment Method	
Graduates of the MS in SLP program will be able to:			
1. Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders.	<b>Midterm examination question.</b> Students are asked to list the stages of swallowing, discuss the normal physiology of each stage and describe how they would assess each stage during a clinical swallow evaluation. (SLP 6055, p. 9.)	Assessment addresses the ability of students to understand the anatomy and physiology of the normal swallow. Students must achieve 10 out of 12 points on this question. (p.9)	
	<b>Midterm examination question.</b> Students are asked to explain the difference between neurological swallowing disorders and mechanical swallowing disorders and list two causes of each type of disorder. (SLP 6055, p. 9.)	Assessment addresses the ability of students to discuss the impact of neurological disorders upon swallowing. Students must achieve 5 out of 6 points on this question. (p.9)	
	<b>Observation Assignments.</b> Students will observe assigned clinical treatment sessions; analyze based on their knowledge of principles from the physical, biological, social, & behavioral sciences; they will then write the applied principles of case history, communicative contexts, prompts/cues, reinforcement, data collection, behavior management and conflict resolution as applicable. (SLP 6015, p. 8)	Assessment addresses the ability of the students to apply their knowledge of principles from the physical, biological, social, & behavioral sciences to the field of communication sciences and disorders through an assigned clinical case. The responses of the students are compared to a sample pool of correct answers. Students must achieve 4 out of 5 points per observation assignment. (p. 8)	

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Graduates of the MS in SLP program will be able to:		
2. Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations.	<p><b>Diagnostics Methods Project.</b> Students will administer, score and interpret three pediatric language assessments (<b>Peabody Picture Vocabulary Test IV, Expressive One Word Picture Vocabulary Test – 2000, and Clinical Evaluation of Language Functioning - 5</b>) to typically developing children (SLP 6000, p. 2)</p>	A 10-point rubric assesses students' ability to administer and interpret information from 3 assessment tools. Students must earn 8 of 10 points to pass the assignment. (p. 2)
	<p><b>Discourse and Narrative Sample Analysis.</b> Students analyze discourse and narrative language samples of a school-aged and adolescent child to assess noun and verb phrase construction. (SLP 6011, p. 12)</p>	Assessment addresses the ability of students to identify features of discourse coherence, topic maintenance, informativeness, referencing, and dysfluencies as well as to identify narrative types and story grammar components. Students must obtain 11.25 out of 14 points to pass the assignment. (p.12)
	<p><b>Speech and Language Evaluations and Screenings.</b> Students conduct speech and language screenings and diagnostic evaluations with a variety of clinical populations (planning through follow-up; SLP 6005, p. 2)</p>	The diagnostic grade form addresses students' clinical proficiency in screening and assessment skills. Students must achieve a score of 3.5 out of 5 to pass. (SLP 6005, p. 9)

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3. Develop and implement a plan of intervention with a variety of clinical populations.	<b>AAC Project 2.</b> Students are given a client scenario and must create an appropriate intervention plan and non-electronic augmentative and alternative communication (AAC) aids. (SLP 6025, p. 9)	A rubric addresses students' ability to create an appropriate intervention plan, selection of appropriate AAC technology, and creation of non-electronic AAC. Students must achieve 29 out of 36 points. (p. 21).
	<b>Treatment plan for a child with a motor speech disorder.</b> Students will develop one long term goal and short term objectives for treatment for a pediatric motor speech disorder and then will develop a plan which includes materials, methods of presentation, and assessment of objective (SLP 6050, p. 5).	A rubric addresses students' ability to formulate the goal, objectives, and the treatment plan. Students must achieve 36 out of 45 points on this assignment (p. 6).
	<b>Treatment Project.</b> Students will be given assessment results and asked to analyze the phonetic inventory, and then complete a full report of evaluation and initial treatment plan. (SLP 6060, p. 4)	A 50 point rubric assesses students' ability to analyze the speech sample and phonetic inventory, and to generate the articulation/ phonology, clinical impressions, and recommendations sections of a report including the initial treatment plan. Students must achieve 40 out of 50 points to pass the assignment. (p. 9)

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4. Evaluate and critically apply current research to determine and enhance clinical efficacy.	<p><b>Three Therapy Techniques.</b> Students will search the literature for the purpose, method, and studies on efficacy for three voice therapy techniques. Students will analyze the efficacy studies in terms of Level of Evidence. (SLP 6030, p. 22)</p>	A 15-point rubric assesses the students' ability to obtain pertinent information from the literature about three voice therapy techniques and rate the efficacy studies in terms of Levels of Evidence. Students must achieve a score of 12 out of 15 points to pass the assignment (p. 22).
	<p><b>Research Article Review.</b> Students will research, summarize and review an article relating to fluency. The research article in the area of fluency or fluency disorders will be selected from a professional journal or from the ISAD website. Students will outline how an SLP would use this data to formulate a rationale for clinical assessment and/or intervention strategies for an individual who stutters. (SLP 6040, p. 10)</p>	A rubric is used to assess students' ability to summarize the research, including a brief discussion of the research design; and to include students' opinion indicating the quality and relevancy of the research and an outline of how an SLP would use this data to formulate a rationale for clinical assessment and/or intervention strategies for an individual who stutters. Students must earn 16 out 20 possible points. (p. 15)
	<p><b>Evidence-Based Journal Review</b> Students select an approved research topic based on their assigned clinical case. They develop clinical questions, evaluate current peer-reviewed articles in the literature, write a summary of the article and indicate the efficacy for treatment protocols. (SLP 6015, p. 8)</p>	The rubric addresses the students' ability to develop a paper that is well developed and supported by data-based research. The topical points are clearly and well stated, and the efficacy for treatment established. Students must achieve 4 out of 5 points on this assignment (p. 8)

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Graduates of the MS in SLP program will be able to:		
5. Recognize and apply the knowledge of diversity across professional activities.	<p><b>Language Sample Assignment.</b> Students analyze the language samples of two African-American preschoolers to determine if the sample reflects language difference or language diversity. (SLP 6012, p.12)</p>	Assessment addresses students' ability to apply their knowledge of diversity by identifying contrastive from non contrastive features. Students' responses are compared to a sample of correct answers. Students must achieve 8 out 10 points. (p.12)
	<p><b>Multicultural Power Point Presentation.</b> Students will develop a PowerPoint presentation to demonstrate knowledge of a specific culturally and linguistically diverse population and a multicultural issue. Students will present that information to the class. (SLP 6091, p. 8-9)</p>	A rubric is used to assess students' communication skills (effective oral and written form, using APA style referencing) and knowledge of subject matter including description and discussion of the impact of the cultural and linguistic variations on persons with communication disorders; how these issues impact service delivery and provide examples of how SLPs and/or other professionals can use the information presented in service delivery. Students must earn 8 out of 10 possible points. (p. 19)

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Graduates of the MS in SLP program will be able to:		
6. Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately.	<p><b>Research Paper.</b> Students write a cohesive 10-page paper using correct grammar and writing style and most recent APA style. (SLP 6070, p. 6)</p>	The rubric addresses the ability of students to write using APA style, appropriate sentence construction, correct spelling and format. The student must achieve 40 out of 50 points to pass. (p. 8).
	<p><b>Case Based Diagnostic Report.</b> Students will generate a written diagnostic report when provided with a patient case history and test results from an evaluation. Students will follow the standard diagnostic report format and are provided with models to assist in this initial report writing assignment. (SLP 6000, p. 10)</p>	A 7-point rubric assesses students' ability to communicate, in writing, diagnostic information logically, clearly and effectively. Students must earn 5.6 points to pass the assignment. (p. 10)
	<p><b>Multicultural Power Point Presentation.</b> Students will develop a PowerPoint presentation to demonstrate knowledge of a specific culturally and linguistically diverse population and a multicultural issue. Students will present that information to the class. (SLP 6091, p. 8-9)</p>	A rubric is used to assess students' communication skills (e.g., effective oral presentation skills and written form using APA style referencing). Students must earn 8 out of 10 possible points to pass. (p. 19)

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Graduates of the MS in SLP program will be able to:		
7. Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals.	<p><b>Diagnostic Practicum.</b> Students are responsible for effectively collaborating and/or counseling family members, clients, caregivers and other professionals throughout the diagnostic process. (SLP 6005, p 2)</p>	<p>Supervisor assesses collaborating and counseling skills of students by using the following items on the Diagnostic Practicum Evaluation grade form:</p> <ol style="list-style-type: none"> <li>1. Actively listens to concerns of the client and family</li> <li>2. Demonstrates ability to use interview process to obtain relevant information in an efficient manner</li> <li>3. Uses vocabulary and linguistic units that maximize the client/family understanding</li> </ol> <p>The students must achieve 3 out of 5 points in order to pass each item (SLP 6005, p. 8)</p>

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	<p><b>Counseling PowerPoint Presentation.</b> Students will present a clinical case from students' current or past clinical work as an SLP-in-training (or a hypothetical future case for students who have not had clinical practice experience as of yet). (SLP 6091, p. 14)</p>	<p>A rubric is used to assess students ability to discuss the following: description of clinical practice setting, description of therapeutic interventions, description of the client(s) and the diagnosed communication disorder, and counseling theories and techniques discussed in class integrated into their understanding and work with the client(s) presented. Students must earn 8 out of 10 possible points to pass. (p. 21)</p>

<p>8. Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice.</p>	<p><b>Ethics Paper.</b>  Student will write a paper describing an original professional scenario which illustrates a violation of one or more of the Principles and Rules of the ASHA Code of Ethics. The specific violation(s) as well as an ethical alternative will be presented. (SLP 6075, p. 3)</p>	<p>A 30-point rubric will be used to assess students' ability to understand the professional code of ethics and to apply the acquired knowledge of ethical behavior to demonstrate critical thinking through problem-based learning. Students must achieve 21 out of 30 points. (p.3)</p>
	<p><b>Professional Regulations Activity.</b>  Students will use appropriate websites and resources to determine and compare state licensure, ASHA certification, and state teacher certification requirements for the practice of speech-language pathology in the state in which they plan to work. (SLP 6075, p. 4)</p>	<p>A 6-point rubric will be used to determine the accuracy of state and national professional regulatory requirements as researched by the student. Students must achieve 4 out of 6 points. (p.4)</p>
<p>Graduates of the MS in SLP program will be able to:</p>		

<p>9. Demonstrate the skills for lifelong learning, professional development, and self assessment.</p>	<p><b>Clinical Self-Reflection.</b> Students will demonstrate self-reflection skills through critical thinking and performance analysis across settings during their externship. (SLP 6110, 6120, 6130, p. 2)</p>	<p>The externship evaluation addresses the ability of students to implement and/or adapt therapy procedures and materials for the specific needs of clients, plan sessions that are realistic in terms of the amount and pace of work to be accomplished, and analyze sessions and use the analysis as a basis for planning subsequent sessions. Students must achieve a rating of 3.5 or above out of a possible rating of 5. (p. 77-78 Policies and Procedures for Clinical Practicum)</p>
	<p><b>Self critique.</b> Students will self-analyze their clinical skills by identifying their strengths and weaknesses and recognize the changes that they can make to increase their clinical effectiveness as part of SLP 6101/6102. (SLP 6101 p. 4 and SLP 6102, p. 3).</p>	<p>The clinical practicum evaluation form addresses students' ability to accurately analyze their own clinical behaviors (B.5) and address their clinical effectiveness by applying measurable goals for improvement. Students must achieve a score of 3 out of 5 on this assignment. (SLP 6101 p. 4 and SLP 6102, p. 3).</p>

<p>10. Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment.</p>	<p><b>AAC Project 1.</b> Students complete tutorials with various low-tech and high-tech augmentative and alternative communication (AAC) devices and must demonstrate their ability to complete various operations with selected technology for use in diagnostic evaluations and treatment. (SLP 6025, p. 9)</p>	<p>Students are given a rubric that assesses their ability to use assistive technology for treatment purposes. They must achieve 14.4 out of 18 points. (p. 18)</p>
	<p><b>Research Paper.</b> Students use a variety of educational and medical databases to review the literature related to their research topic (SLP 6020, p. 3).</p>	<p>The rubric addresses the ability of students to use technology to find research articles that allow them to develop a position that is well-developed and supported by data-based research. The student must achieve 40 out of 50 points (p. 7).</p>
	<p><b>Technology Assignment.</b> Students are assigned SLP related technology web-sites and tools topics. They evaluate and complete a critical review to determine rationales and efficacy of technology tools for the clinical process. (SLP 6015, p. 7-8)</p>	<p>Assessment addresses the ability of students to answer evaluation questions on SLP related technologies. Students must achieve a score of 4 out of 5 to pass the assignment (p. 7-8).</p>