

# Strategic Planning Results

Sorted By: Planning Unit

Planning Year: 2009-2010

<b>Unit Code:</b>	<b>Planning Unit:</b>	<b>Unit Manager</b>
2511	Communicative Science Disorders (CSD)	Vinson, Jennifer

## Unit Purpose

The purpose of the Communicative Sciences and Disorders (CSD) Program is to provide an education and scholarly environment in which undergraduate and graduate students receive quality academic training and professional experience in the field of Speech-Language Pathology. The Program functions within a student-centered environment devoted to learning, research, scholarship, creativity, professional expertise and personal development designed to ensure that students are ethical, knowledgeable, skillful and capable of working independently and in collaboration with clients, families and other professionals. The commitment of the CSD Program to the University's mission is reflected in the undergraduate and graduate academic course work in normal and abnormal development and behavior across the human life span; in course work that engenders awareness of issues in culturally diverse populations, in human communication disorders, in diagnostic and treatment methodologies, in clinical practice requirements and in technology-integrated course work teaching independent research skills that support lifelong learning.

## Unit Goals

- Attract, develop, educate, support and retain as involved Alumni highly talented students from diverse cultural and geographic backgrounds.
- Faculty development activities and monies for continuing education will be made available to faculty to enhance teaching, scholarly and creative activity in accordance with ASHA's CAA standards and ABESPA state licensure requirements
- The CSD Program will maintain ASHA CAA accreditation for its degree programs
- The CSD Program faculty and selected consultants will provide communication symposiums each semester to the University community, to Alumni and to other stakeholders to fulfill Quality Enhancement Plan Goal B.
- The CSD Program faculty, staff, students and other stakeholders will actively participate in formative and summative assessments of the academic and clinical components of the program to ensure the highest quality curriculum and instruction and ensure smooth operation of the overall program in accordance with ASHA CAA standards
- CSD graduate students in their second or third year of study will present individual research findings, demonstrating their ability to be "consumers" of research and their ability to generate /duplicate research.
- Expand clinical services provided by the existing AAMU Speech and Hearing Clinic and those provided via external contracts
- The CSD Program will recruit, develop and preserve a high quality team of doctoral and master level faculty members as needed to fulfill faculty program need areas in accordance with ASHA's CAA accreditation standards

Obj ID	Objective	Objective Purpose	Objective Status
550	1. Maintain ASHA CAA accreditation for degree programs	Student Learning Outcomes Assessment	No Status

## Objective Description

To ensure continued ASHA CAA national accreditation, the CSD Program will comply with stated accreditation standards and will maintain academic and clinical data needed to satisfactorily complete annual accreditation reports and re-affirmation of accreditation process reports when scheduled.

**Institutional Goals**

Adequate Programs  
 Education & Scholarly Environment  
 Education for Students  
 Outreach Programs  
 Research  
 Technology

**Objective Types**

No Objective Types to Display

**Planning Priorities**

\* 1. Program Viability and Advancement  
 5. Fiscal stability and resource management  
 8. Institutional Effectiveness  
 9. Technology Integration

**Tasks**

Due Date	Status	Priority	Task	Budget Amount
08/17/2009	Complete	High	Review current ASHA CAA accreditation standards and SLP Scope of Practice documents.	\$0
05/03/2010	Complete	High	Review formative and summative program evaluations with faculty/students/stakeholders each academic year (see evaluation section of document)	\$0
06/01/2009	Complete	High	Procure submission date of ASHA CAA annual or re-affirmation report on the HES System	\$0
08/01/2010	Complete	High	Write and submit ASHA annual or re-affirmation of accreditation report	\$0

**Assessment Measures**

Date	Assessment Measure
02/12/2010	Date ASHA CAA annual or re-affirmation report approved by ASHA. Date concerns from report addressed if any.
05/03/2010	Date review of ASHA current CAA accreditation standards and SLP Scope of Practice document occurs
05/03/2010	Date formative and summative program evaluations reviewed.
07/29/2009	Date ASHA CAA annual or re-affirmation report submitted.

**Intended Results**

Date	Intended Results
05/03/2010	Formative and summative program evaluations will be reviewed at the close of the academic year and shared with faculty/students/stakeholders
06/01/2010	Date ASHA CAA annual or re-affirmation report is to be submitted will be confirmed with ASHA and data needed to update the HES System will be gathered
07/27/2010	AAMU CSD Program will maintain its accreditation status with the ASHA CAA. Reports will be submitted prior to established deadlines and approved.
08/17/2009	ASHA CAA standards and Scope of Practice documents will be reviewed and changes documented and discussed with faculty/students/other stakeholders

**Status Reports**

There are no Status Reports to Display

**Actual Results**

Date	Actual Results
07/21/2009	Completed ASHA CAA annual accreditation report and submitted on HES System after administrative approval at all levels.
08/30/2010	ASHA CAA accreditation standards reviewed with CSD faculty during 1st faculty meeting of the '09-'10 academic year
09/22/2009	Reviewed formative and summative program evaluations with faculty and selected students.

## Use of Results

Date	Use of Results
02/22/2010	Received notice of continued ASHA CAA accreditation and notice of timeframe for submitting ASHA eight-year re-affirmation of accreditation report.
09/22/2010	Formative and summative evaluation results used for program improvement. See Program Evaluation Chart in Clinic office for actual changes made.

## Gap Analysis

<b>GAP Analysis Date</b>	<i>03/03/2011</i>
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	Date ASHA CAA annual or re-affirmation report is to be submitted will be confirmed with ASHA and data needed to update the HES System will be gathered
<b>Actual Result</b>	Completed ASHA CAA annual accreditation report and submitted on HES System after administrative approval at all levels.
<b>Use of Result</b>	Received notice of continued ASHA CAA accreditation and notice of timeframe for submitting ASHA eight-year re-affirmation of accreditation report.
<b>Gap Analysis</b>	There was no gap between the intended results and actual results. AAMU CSD Program maintained its ASHA CAA accreditation for the 2009-2010 academic year and will be up for re-affirmation of accreditation during the 2010-2011 year.
<b>Action Plan</b>	Maintain writing of required accreditation reports. Prepare for ASHA CAA eight-year re-affirmation of accreditation site visit in April of 2011.

## SWOT Analysis

There are no SWOT Analyses Results to Display

## Units Impacted

There are no Units Impacted to Display

## Associated Standards

Standard Number	Standard Description
1.1	The applicant institution of higher education holds regional accreditation: The institution of higher education within which the applicant audiology and/or speech-language pathology program is housed must hold regional accreditation from one of the following six regional accrediting bodies: (1) Middle States Commission on Higher Education; (2) New England Association of Schools and Colleges, Commission on Institutions of Higher Education; (3) The Higher Learning Commission of the North Central Association of Colleges and Schools; (4) Northwest Commission on Colleges and Universities; (5) Southern Association of Colleges and Schools, Commission on Colleges; or (6) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities. For programs with components located outside the region of the home campus, the program must verify to the CAA that all locations in which its academic components are housed, including official satellite campuses outside of the United States, are regionally accredited
1.2	The programs mission and goals are consistent with CAA standards for entry into professional practice (3.1A and/or 3.1B) and with the mission of the institution: The mission statements of the institution, college, and program must be presented as evidence to support compliance with this standard. The programs faculty must regularly evaluate the congruence of program and institutional goals and the extent to which the goals are achieved.
1.3	The program develops and implements a long-term strategic plan: The plan must be congruent with the mission of the institution, have the support of the university administration, and reflect the role of the program within the community. Components of a plan may include long-term program goals, specific measurable objectives, strategies for attainment, a schedule for analysis, and a mechanism for regular evaluation of the plan itself and of progress in meeting the plans objectives. The plan and the results of the regular evaluation of the plan and its implementation must be shared with faculty, students, staff, alumni, and other interested parties.
2.5	The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)
2.7.2	The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)
2.12	The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan) (Note: This requirement is not addressed by the institution in its Compliance Certification.)

#### Associated Outcomes

Outcome ID	Outcome	Program
641	1. Praxis Outcome	Communicative Sciences & Disorders- MS

Obj ID	Objective	Objective Purpose	Objective Status
551	2. Recruit, develop, preserve ASHA certified faculty	Student Learning Outcomes Assessment	No Status

#### Objective Description

To recruit and hire when needed ASHA certified, ABESPA licensed teaching and clinical faculty to meet requirements of ASHA CAA national accreditation.

**Institutional Goals**

Adequate Programs
Education & Scholarly Environment
Education for Students
Outreach Programs
Research
Technology

**Objective Types**

No Objective Types to Display

**Planning Priorities**

* 1. Program Viability and Advancement
3. Increased Extramural Funding
6. Enhanced univ. engagement thru expanded outreac
8. Institutional Effectiveness
9. Technology Integration

**Tasks**

Due Date	Status	Priority	Task	Budget Amount
06/01/2009	Complete	High	Position to be approved through University channels and advertised through Human Resource Department	\$0
06/01/2009	Complete	High	Position to be advertised nationally and statewide through ASHA and SHAA venues	\$0
07/01/2009	Complete	High	Prospective faculty interviews to be scheduled	\$0
08/17/2009	Complete	High	Faculty positions maintained as needed (retirement, termination, resignation of faculty)	\$0

**Assessment Measures**

Date	Assessment Measure
06/01/2009	Dates position approved through University channels and advertised through Human Resource Department
06/01/2009	Dates and publications/websites position is advertised nationally and statewide through ASHA and SHAA venues
07/14/2009	Dates prospective faculty interviews are held
09/14/2009	Actual numbers of faculty maintained in spite of retirement, termination and resignation of faculty.

**Intended Results**

Date	Intended Results
06/01/2009	If needed, positions will be advertised nationally and statewide through ASHA, SHAA and local venues. None needed for the 2009-2010 academic year.
07/01/2009	If needed, prospective faculty interviews will be scheduled. None needed for the 2009-2010 academic year.
07/30/2010	Program will be monitored to ensure adequate number of ASHA certified, ABESPA licensed academic and clinical faculty to meet requirements of ASHA CAA national accreditation. Faculty will be recruited and hired if vacancies occur.
08/17/2009	Faculty positions will be monitored for retirement, terminaiton, resignation of faculty. Do not anticipate the loss of any faculty members for the 2009-2010 academic year.

**Status Reports**

There are no Status Reports to Display

**Actual Results**

Date	Actual Results
08/17/2009	To date the CSD Program is a right-sized program with adequate faculty and staff. No need for advertising positions.

**Use of Results**

Date	Use of Results
08/17/2009	Remain in compliance with ASHA CAA accreditation standard for numbers of faculty and staff.

**Gap Analysis**

<b>GAP Analysis Date</b>	<i>03/03/2011</i>
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	Faculty positions will be monitored for retirement, terminaiton, resignation of faculty. Do not anticipate the loss of any faculty members for the 2009-2010 academic year.
<b>Actual Result</b>	To date the CSD Program is a right-sized program with adequate faculty and staff. No need for advertising positions.
<b>Use of Result</b>	Remain in compliance with ASHA CAA accreditation standard for numbers of faculty and staff.
<b>Gap Analysis</b>	There is no gap between the intended result and the actual result. Faculty/staff positions were stable during the 2009-2010 and there was no need to advertise for positions.
<b>Action Plan</b>	Continue to monitor faculty and staff for retirement, termination, resignation of faculty/staff. Carry through with existing plan if needed.

**SWOT Analysis**

There are no SWOT Analyses Results to Display

**Units Impacted**

There are no Units Impacted to Display

**Associated Standards**

Standard Number	Standard Description
2.1	All faculty members, including all individuals providing clinical education, are qualified and competent by virtue of their education, experience, and professional credentials to provide academic and clinical education assigned by the program: Qualifications and competence to teach graduate-level courses and to provide clinical education must be evident in terms of appropriateness of degree level, practical or educational experiences specific to responsibilities in the program, and other indicators of competence to offer graduate education. All individuals providing clinical education, both on-site and off-site, must have appropriate experience and credentials for the professional area in which clinical education is provided. The faculty must possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum, consistent with the institutional expectations for clinical graduate programs. Academic content is to be taught by doctoral-level faculty except where there is a compelling rationale for instruction by an individual with other professional qualifications that satisfy institutional policy
2.2	The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the programs faculty: A sufficient number of qualified doctoral-level faculty with full-time appointments is essential for accreditation. This number must include research-qualified faculty (e.g., PhDs). The program must document that the number of doctoral level and other faculty is sufficient to offer the breadth and depth of the curriculum, including its scientific and research components, so that students can complete the requirements within a reasonable time period and achieve the expected knowledge and skills. The faculty must have sufficient time for scholarly and creative activities, advising students, participating in faculty governance, and other activities consistent with the institutions expectations. Faculty must be accessible to students. Institutional commitment to the programs faculty is demonstrated through documentation of stability of financial support for faculty, evidence that workload assignments are consistent with institutional policies, and evidence of positive actions taken on behalf of the programs faculty. The program must demonstrate that faculty members have the opportunity to meet the institutions criteria for tenure, promotion, or continued employment, in accord with the institutions policies.
6.4	The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the programs mission and goals: The program must demonstrate access to appropriate and sufficient resources for faculty and students, such as library resources, interlibrary loan services, access to the Internet, computer and laboratory facilities, and support personnel. The program must describe how the adequacy of support is evaluated and how these resources are addressed in the programs strategic plan.
2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)

#### Associated Outcomes

Obj ID	Objective	Objective Purpose	Objective Status
552	3. Perform Formative and Summative Program Evaluations	Assessment Objective	No Status

#### Objective Description

The CSD Program will periodically evaluate and restructure academic and clinic program offerings/curriculum to enhance student development and marketability, to comply with changes in the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestions made for program improvement by external and internal sources (i.e., externship clinical supervisors, Board of Advisors, former students, employers of former students, community employers, etc), at designated times during the academic year. Performance appraisals of CSD Administrators and faculty will be distributed and compiled to access the overall performance levels of these individuals. Performance appraisals of CSD students will be maintained to ensure successful academic and clinical progression throughout the training process.

**Institutional Goals**

Adequate Programs

Education &amp; Scholarly Environment

Education for Students

Outreach Programs

Research

Technology

**Objective Types**

No Objective Types to Display

**Planning Priorities**

\* 1. Program Viability and Advancement

3. Increased Extramural Funding

5. Fiscal stability and resource management

6. Enhanced univ. engagement thru expanded outreac

8. Institutional Effectiveness

9. Technology Integration

**Tasks**

Due Date	Status	Priority	Task
07/29/2010	Continued	High	Interpretation and implementation of formative and summative assessment pieces each semester: Curriculum Committee Report; Advisory Board Report; Alumni Questionnaire; Employer Questionnaire; Clinical Services Evaluation Questionnaire (CSEQ); University and Externship Supervisor Evaluations (SE); Faculty/Administrator Evaluation Form; Faculty/Staff Evaluation Form; Faculty Evaluation Form (by students); Clinical and Academic Competency Formative Assessment Record Form; KASA; Student Record Form; Evaluation of Treatment Session Form; Observation and Evaluation of Diagnostic Session Form; Clinical Performance Evaluation of Student Clinicians (mid-term and final); Clinical Supervision Record; Coursework/practicum grades; Praxis Examination.
05/14/2010	Complete	High	Collection of the following pieces of formative and summative assessments each semester: Curriculum Committee Report; Advisory Board Report; Alumni Questionnaire; Employer Questionnaire; Clinical Services Evaluation Questionnaire (CSEQ); University and Externship Supervisor Evaluations (SE); Faculty/Administrator Evaluation Form; Faculty/Staff Evaluation Form; Faculty Evaluation Form (by students); Clinical and Academic Competency Formative Assessment Record Form; KASA; Student Record Form; Evaluation of Treatment Session Form; Observation and Evaluation of Diagnostic Session Form; Clinical Performance Evaluation of Student Clinicians (mid-term and final); Clinical Supervision Record; Coursework/practicum grades; Praxis Examination.

**Assessment Measures**

Date	Assessment Measure
05/14/2010	Interpretation and implementation of formative and summative assessment pieces each semester: Curriculum Committee Report; Advisory Board Report; Alumni Questionnaire; Employer Questionnaire; Clinical Services Evaluation Questionnaire (CSEQ); University and Externship Supervisor Evaluations (SE); Faculty/Administrator Evaluation Form; Faculty/Staff Evaluation Form; Faculty Evaluation Form (by students); Clinical and Academic Competency Formative Assessment Record Form; KASA; Student Record Form; Evaluation of Treatment Session Form; Observation and Evaluation of Diagnostic Session Form; Clinical Performance Evaluation of Student Clinicians (mid-term and final); Clinical Supervision Record; Coursework/practicum grades; Praxis Examination.

**Intended Results**



Date	Intended Results
07/30/2010	100% of the assessment pieces used in the evaluation of the AAMU CSD Program will be collected and the data documented to be shared with the faculty/staff/stakeholders. The assessment pieces will be used to restructure academic and clinic program offerings/curriculum to enhance student development and marketability, to comply with changes in the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestions made for program improvement by external and internal sources (i.e., externship clinical supervisors, Board of Advisors, former students, employers of former students, community employers, etc), at designated times during the academic year. Performance appraisals of CSD Administrators and faculty will be distributed and compiled to access the overall performance levels of these individuals. Performance appraisals of CSD students will be maintained to ensure successful academic and clinical progression throughout the training process.

**Status Reports**

There are no Status Reports to Display

**Actual Results**

Date	Actual Results
07/30/2010	100% of all assessment pieces collected and data compiled. See formative and summative evaluation results in the Comprehensive Assessment Plan (Speech and Hearing Clinic office).

**Use of Results**

Date	Use of Results
07/30/2010	The assessment pieces were used to restructure academic and clinic program offerings/curriculum to enhance student development and marketability, to comply with changes in the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestions made for program improvement by external and internal sources (i.e., externship clinical supervisors, Board of Advisors, former students, employers of former students, community employers, etc), at designated times during the academic year. Performance appraisals of CSD Administrators and faculty were distributed and compiled to access the overall performance levels of these individuals. Performance appraisals of CSD students were maintained to ensure successful academic and clinical progression throughout the training process.

**Gap Analysis**

**GAP Analysis Date** 03/03/2011

**Planning Year** 2009-2010

**Intended Result** 100% of the assessment pieces used in the evaluation of the AAMU CSD Program will be collected and the data documented to be shared with the faculty/staff/stakeholders. The assessment pieces will be used to restructure academic and clinic program offerings/curriculum to enhance student development and marketability, to comply with changes in the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestions made for program improvement by external and internal sources (i.e., externship clinical supervisors, Board of Advisors, former students, employers of former students, community employers, etc), at designated times during the academic year. Performance appraisals of CSD Administrators and faculty will be distributed and compiled to access the overall performance levels of these individuals. Performance appraisals of CSD students will be maintained to ensure successful academic and clinical progression throughout the training process.

**Actual Result** 100% of all assessment pieces collected and data compiled. See formative and summative evaluation results in the Comprehensive Assessment Plan (Speech and Hearing Clinic office).

**Use of Result** The assessment pieces were used to restructure academic and clinic program offerings/curriculum to enhance student development and marketability, to comply with changes in the ASHA Scope of Practice for speech-language pathologists, and to respond to suggestions made for program improvement by external and internal sources (i.e., externship clinical supervisors, Board of Advisors, former students, employers of former students, community employers, etc), at designated times during the academic year. Performance appraisals of CSD Administrators and faculty were distributed and compiled to access the overall performance levels of these individuals. Performance appraisals of CSD students were maintained to ensure successful academic and clinical progression throughout the training process.

**Gap Analysis** There were some gaps between what was intended and actual results which were used to modify academic and clinic program current offerings and policies. See specific results in the Comprehensive Assessment Plan housed in the Speech and Hearing Clinic office.

**Action Plan** A Comprehensive Assessment Plan was developed and will be implemented during the 2010-2011 academic year which stems from the assessment analysis made during the 2009-2010 academic year. See Comprehensive Assessment Plan housed in the Speech and Hearing Clinic office.

---

#### **SWOT Analysis**

There are no SWOT Analyses Results to Display

#### **Units Impacted**

There are no Units Impacted to Display

#### **Associated Standards**

Standard Number	Standard Description
5.1	The program conducts ongoing and systematic formative and summative assessment of the performance of its current students: The program identifies student learning outcomes and uses a variety of assessment techniques, administered by a range of program faculty and supervisors or preceptors, to evaluate students progress. Students are provided regular feedback about their progress in achieving the expected knowledge and skills in all academic and clinical components of the program, including all off-site experiences. The program documents the feedback mechanisms (e.g., grade definitions, performance rubrics) used to evaluate students performance and applies those mechanisms consistently. The program documents guidelines for remediation (e.g. repeatable courses and/or clinical experiences, provisions for re-taking examinations) and implements remediation opportunities consistently.
5.2	The program must maintain accurate and complete records throughout each students g The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students in qualifying for certification and licensure: Graduate program. It is advisable that forms or tracking systems be developed and used for this purpose. Responsibility for the completion of the records and timetable for completion must be clearly established. Records must be readily available to students upon request. Records must be available to program graduates in accordance with the institutions and programs policies for retention of student information, and those policies must be described. The program must maintain documentation on each student in sufficient detail so that completion of all academic and clinical requirements can be verified.
5.3	The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement: The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments. The program collects and evaluates data on its effectiveness from multiple sources (e.g., students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students and graduates evaluations of courses and clinical education. Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks: a) percentage of students passing the Praxis examinations by year, b) percentage of students completing the program within the programs published time frame, c) percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation. These required student achievement measures must be presented to the public in program information materials (e.g., Web site, brochures) that are regularly updated and readily available. Results of the assessments must be used to plan and implement program improvements that are consistent with the programs mission and goals.
5.4	The program regularly evaluates all faculty members and faculty uses the results for continuous improvement: The program must describe the mechanism for regular evaluation of its faculty by program leadership (e.g. director, chair, evaluation committee) in accordance with institutional policy and guidelines. Students also must have the opportunity to evaluate faculty in all academic and clinical settings on a regular and ongoing basis. The program must demonstrate how results of all evaluations are communicated to the faculty and used to improve performance.
4.1	The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

#### Associated Outcomes

Outcome ID	Outcome	Program
641	1. Praxis Outcome	Communicative Sciences & Disorders- MS

Obj ID	Objective	Objective Purpose	Objective Status
553	4. Ensure Faculty Development - Teaching / Clinical Supervision	Student Learning Outcomes Assessment	No Status

## Objective Description

CSD faculty will be financially assisted in attending a minimum of one national or two local/state professional development activities per academic year to accrue continuing education hours in their specialty areas of teaching/supervising.

### Institutional Goals

Adequate Programs

Education & Scholarly Environment

Education for Students

Outreach Programs

Research

Technology

### Objective Types

No Objective Types to Display

### Planning Priorities

\* 1. Program Viability and Advancement

3. Increased Extramural Funding

5. Fiscal stability and resource management

8. Institutional Effectiveness

9. Technology Integration

### Tasks

Due Date	Status	Priority	Task	Budget Amount
08/17/2009	Continued	High	Identify faculty development needs, prioritize needs, and recommend means for training during the existing and next academic year. Create 2009-2010 CE files for faculty to be maintained in the Clinic Office to document a minimum of 12 hours of continuing education hours in their teaching/supervising areas. Each faculty member will have a minimum of two professional development activities per academic year.	\$0
08/31/2009	Complete	High	Contact Title III for available faculty development funds; review existing CSD state budget and CSD Speech and Hearing Clinic budget for additional funds for faculty development travel	\$0
08/31/2009	Continued	Medium	Contact Chair of School of Education Faculty Development Committee to procure information on the faculty development activity to be provided for SOE faculty. Contact the Center of Excellence for Teaching and Learning (CETL) to procure schedule of development activities to be provided to faculty during the 2009-2010 academic year.	\$0
07/30/2010	Complete	High	Create 2009-2010 CE files for faculty to be maintained in the Clinic Office to document a minimum of 12 hours of continuing education hours in their teaching/supervising areas. Each faculty member will have a minimum of two professional development activities per academic year.	\$0
08/31/2009	Complete	Medium	Contact Chair of the School of Education Faculty Development Committee to determine topic of SOE Faculty Development activity during the 2009-2010 academic year. Contact the Center of Excellence for Teaching and Learning (CETL) to obtain list of faculty development activities for year (a minimum of six activities will be provided via this venue)	\$0
08/31/2009	Complete	Medium	Contact School of Education Faculty Development Committee Chair and University CETL for information on planned faculty development activities for each academic year	\$0
08/31/2009	Complete	High	Maintain individual continuing education files on each faculty member's participation in continuing education activities; ensure continuing education activities are being accumulated in specialty teaching or supervising areas.	\$0
08/17/2009	Continued	High	Procure funding sources from state, federal and clinic budgets to fund travel expenses of CSD faculty to maintain 12 hours of continuing education in the teaching and supervising areas.	\$0

### Assessment Measures

<b>Date</b>	<b>Assessment Measure</b>
05/14/2010	Total amount of funds expended for each or all budgets: Title III, CSD state budget and CSD Speech and Hearing Clinic budget
05/14/2010	Documentation maintained in individual faculty member's continuing education files pertaining to continuing education activities; Documentation of continuing education activities accumulated in specialty teaching or supervising areas.
08/31/2009	Verification of ASHA CCC and ABESPA licensure continuing education requirements
08/31/2009	Date School of Education Faculty Development Committee Chair and University CETL contacted for information on planned faculty development activities for each academic year; actual workshops attended by faculty
08/31/2009	Documentation of prioritized faculty development needs

### **Intended Results**

<b>Date</b>	<b>Intended Results</b>
08/13/2010	Monies from state, federal and clinic budgets will fund travel expenses of CSD faculty to maintain 12 hours of continuing education in the teaching and supervising areas.
08/13/2010	School of Education will provide one Faculty Development activity during the 2009-2010 academic year. The Center of Excellence for Teaching and Learning (CETL) will provide a minimum of six activities for faculty during the 2009-2010 academic year.
08/13/2010	CE files will be maintained in the Clinic Office on all faculty used to document a minimum of 12 hours of continuing education hours in their teaching/supervising areas. Each faculty member will have a minimum of two professional development activities per academic year.
08/24/2009	Faculty development needs will be collected, analyzed and put forth for funding (special consideration for teaching content and state and national offices held by faculty).

### **Status Reports**

There are no Status Reports to Display

### **Actual Results**

<b>Date</b>	<b>Actual Results</b>
08/11/2009	8/11/2009 - Continuing Education files on each faculty member maintained in the Clinic office which confirm faculty are obtaining CE materials in teaching content and are maintaining 12 hours per year of CEUs.
08/25/2010	8/25/2009 - Identified faculty development needs in areas of teaching and identified those faculty who had travel needs due to professional offices held at the state and national levels.
08/25/2010	Contacted Title III for available faculty development funds. Travel expenses were covered by Title III funds, state funds and clinic funds.
09/23/2009	9/23/2009 - CETL sent listing of all workshops to be held during the '09-'10 academic year.

### **Use of Results**

<b>Date</b>	<b>Use of Results</b>
05/05/2010	CSD faculty are using new information in teaching their classes and in supervising student clinicians.
05/05/2010	CSD faculty are meeting professional obligations in elected and appointed positions which require travel funds.

### **Gap Analysis**

<b>GAP Analysis Date</b>	03/03/2011
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	CE files will be maintained in the Clinic Office on all faculty used to document a minimum of 12 hours of continuing education hours in their teaching/supervising areas. Each faculty member will have a minimum of two professional development activities per academic year.
<b>Actual Result</b>	8/11/2009 - Continuing Education files on each faculty member maintained in the Clinic office which confirm faculty are obtaining CE materials in teaching content and are maintaining 12 hours per year of CEUs.
<b>Use of Result</b>	CSD faculty are using new information in teaching their classes and in supervising student clinicians.
<b>Gap Analysis</b>	There were no gaps between the intended result and the actual result. All faculty obtained 12 hours in their teaching/supervising areas.
<b>Action Plan</b>	Continue monitoring continuing education hours of faculty and seeking funds to accommodate travel expenses.

### SWOT Analysis

There are no SWOT Analyses Results to Display

### Units Impacted

There are no Units Impacted to Display

### Associated Standards

Standard Number	Standard Description
2.3	Faculty members maintain continuing competence: Faculty can demonstrate continuing competence in a variety of ways, including course and curricular development, professional development, and research activities. Evidence of each faculty members professional development activities must appear in faculty vitae. The program must demonstrate that support, incentives, and resources are available for the continued professional development of the faculty. Examples of evidence include release time for research and professional development support for professional travel, and professional development opportunities on campus.
2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)
2.9	The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)
2.11.2	The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)

### Associated Outcomes

Obj ID	Objective	Objective Purpose	Objective Status
555	5. Attract, Develop, Educate, Support & Retain Diverse Students	Student Learning Outcomes Assessment	No Status

### Objective Description

To expand student recruiting efforts locally, statewide and nationally so that the Program experiences a 2% increase in student enrollment for the academic year, and an increase in Alumni involvement.

**Institutional Goals**

Adequate Programs
Education & Scholarly Environment
Education for Students
Outreach Programs
Research
Technology

**Objective Types**

No Objective Types to Display

**Planning Priorities**

* 1. Program Viability and Advancement
6. Enhanced univ. engagement thru expanded outreac
7. Student enrollment, retention and graduation
8. Institutional Effectiveness
9. Technology Integration

**Tasks**

Due Date	Status	Priority	Task	Budget Amount
06/15/2009	Complete	Medium	Update ASHA HES system data for AAMU	\$0
08/21/2009	Complete	Medium	For recruitment purposes, procure dates for AAMU Freshman Orientation sessions; AAMU Honors Program; Senior Day and School of Education Day	\$0
08/25/2009	Complete	Medium	Procure dates for recruiting efforts in local high schools including Honors Programs; send local counselors of middle and high schools CSD brochures	\$0
10/15/2009	Incomplete	Medium	Update CSD Program brochure	\$0
08/18/2009	Complete	High	Assign students by last name to Advisor/Mentor upon matriculation into CSD Program and inform them of retention programs on campus	\$0
06/01/2009	Complete	Medium	Update ASHA HES system data for AAMU	\$0

**Assessment Measures**

Date	Assessment Measure
01/22/2010	Number of students assigned by last name to Advisor/Mentor upon matriculation into CSD Program and number of students informed about retention programs on campus
05/03/2010	Dates procured and number of faculty participating in recruiting efforts in local high schools (including Honors Programs); number of brochures sent to local counselors of middle and high schools
05/12/2009	Date ASHA HES system data for AAMU updated
07/29/2009	Dates procured and number of faculty and student participants in: AAMU Freshman Orientation sessions; AAMU Honors Program; Senior Day and School of Education Day
08/30/2010	Date CSD Program brochure updated/printed

**Intended Results**

Date	Intended Results
08/18/2009	Students will be closely monitored by assigned advisors according the student last name. Students will be informed of retention programs and Competency Remediation Plans (CRPs) used in the CSD Program when needed.
08/25/2009	AAMU faculty and students will contact local counselors for the purposes of recruiting students into the CSD Program. A minimum of five counselors will be contacted during the 2009-2010 academic year.
09/21/2009	AAMU faculty and students will participate in the AAMU Senior Day, the School of Education day and Freshman and Honors programs for the purposes of recruiting students into the CSD Program. A minimum of four programs will be attended by faculty/students during the 2009-2010 academic year.
10/30/2009	AAMU CSD Program information will be updated on the ASHA HES website for prospective students to view. Update will occur prior to October 30th.
10/30/2009	The AAMU CSD Program information will be updated on the ASHA HES System for recruitment purposes by October 30th of each academic year.

### Status Reports

There are no Status Reports to Display

### Actual Results

Date	Actual Results
06/16/2009	ASHA HES system database updated for AAMU. Receiving phone calls from prospective students around the country inquiring about Master's program.
08/10/2009	All students are assigned by last name to Advisor/Mentor upon matriculation into the CSD Program. Students are informed of retention program on campus.
10/15/2009	CSD Program participated in High School Senior day, in the School of Education Recruiting Day and in 4 other recruiting activities throughout the '09-'10 academic year.
10/19/2009	Updated CSD Program brochure. Printing new brochures will be done during the 2010-2011 academic year.

### Use of Results

Date	Use of Results
05/05/2010	Increase in the number of graduate students who matriculated into the masters program during the 2009-2010 academic year.

### Gap Analysis

<b>GAP Analysis Date</b>	<i>03/03/2011</i>
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	AAMU faculty and students will participate in the AAMU Senior Day, the School of Education day and Freshman and Honors programs for the purposes of recruiting students into the CSD Program. A minimum of four programs will be attended by faculty/students during the 2009-2010 academic year.
<b>Actual Result</b>	CSD Program participated in High School Senior day, in the School of Education Recruiting Day and in 4 other recruiting activities throughout the '09-'10 academic year.
<b>Use of Result</b>	Increase in the number of graduate students who matriculated into the masters program during the 2009-2010 academic year.
<b>Gap Analysis</b>	There was no gap between the Intended result and the actual result. CSD faculty/students participated in the projected number of recruitment activities. Graduate and undergraduate numbers of students increased by approximately 2% each.
<b>Action Plan</b>	Continue recruitment activities with more faculty and student involvement during the 2010-2011 academic year.



## SWOT Analysis

There are no SWOT Analyses Results to Display

## Units Impacted

There are no Units Impacted to Display

## Associated Standards

Standard Number	Standard Description
4.1	The program criteria for accepting students for graduate study in audiology and/or speech language pathology meet or exceed the institutional policy for admission to graduate study: The programs criteria for admission must meet or exceed those of the institution and be appropriate for the degree being offered. The admissions standards of the program and of the institution must be described and a rationale presented for any differences between the two sets of criteria. Policies regarding any exceptions to the criteria (such as conditional status) must be clearly explained and consistently followed.
4.2	The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students: The program must provide evidence that its curriculum and its policies and procedures for admission, internal and external clinical placements, and retention of students reflect a respect for and understanding of cultural and individual diversity. The program must provide its policy regarding proficiency in English and/or other languages of service delivery and all other performance expectations.
4.4	Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information about student support services: The program must describe how students are advised on a timely and continuing basis regarding their academic and clinical progress. In addition, the program must describe how students receive information about the full range of student support services available at the institution
4.6	Recruitment materials and presentations accurately represent the institutions practices and policies. (Recruitment materials)

## Associated Outcomes

Obj ID	Objective	Objective Purpose	Objective Status
557	6. Provide and Enhance Clinical Services to Community	Student Learning Outcomes Assessment	No Status

### Objective Description

To expand existing diagnostic and therapeutic clinical services in the AAMU Speech and Hearing Clinic and increase the number of contracts in the community serving clients exhibiting orofacial myology, reading/dyslexia, articulation/phonological, voice, fluency and neurogenic disorders.

### Institutional Goals

Adequate Programs

Education & Scholarly Environment

Education for Students

Outreach Programs

Research

Technology

### Objective Types

No Objective Types to Display

### Planning Priorities

\* 1. Program Viability and Advancement

3. Increased Extramural Funding

6. Enhanced univ. engagement thru expanded outreac

9. Technology Integration

## Tasks

Due Date	Status	Priority	Task	Budget Amount
08/24/2009	Complete	Medium	Advertise clinic services via multiple media and electronic sources	\$0
08/24/2009	Complete	Medium	Contact local dentists and orthodontists concerning Orofacial Myology Clinic	\$0
09/10/2009	Complete	Medium	Draw up contracts with new clients / companies	\$0

### Assessment Measures

Date	Assessment Measure
07/30/2010	Number of new clients / contracts for the academic year
08/31/2009	Number and type of advertisements sent
08/31/2009	Number of local dentists and orthodontists contacted concerning Orofacial Myology Clinic and number of referrals

### Intended Results

Date	Intended Results
08/24/2009	Dr. Hope Reed using various forms of communicate (email, letters, phone calls) will advertise the services provided through the Orofacial Myology Clinic. A maximum number of clients will be enrolled in the Clinic.
08/24/2009	A minimum of 6 new contracts will be drawn up and approved through all University and externship site channels for the 2009-2010 academic year.
08/24/2010	Huntsville and surrounding counties will be informed of services provided by AAMU Clinical students in the Speech and Hearing Clinic via brochures, AAMU website, stakeholder sharing of information and AAMU television channel.

### Status Reports

There are no Status Reports to Display

### Actual Results

Date	Actual Results
08/26/2009	Printed additional brochures to advertise clinic offerings
09/08/2009	Eight new clinic contracts signed and in place for '09-'10 academic year
09/22/2010	Dr. Reed who heads the Orofacial Myology Clinic met with local dentists and orthodontists at the regularly scheduled local meeting to advertise this aspect of the AAMU Speech and Hearing Clinic.

### Use of Results

Date	Use of Results
05/05/2010	Additional contracts and clients add to the variety of clinical experiences for student clinicians and provide resources for providing clinical services

### Gap Analysis

<b>GAP Analysis Date</b>	<i>03/03/2011</i>
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	Huntsville and surrounding counties will be informed of services provided by AAMU Clinical students in the Speech and Hearing Clinic via brochures, AAMU website, stakeholder sharing of information and AAMU television channel.
<b>Actual Result</b>	Eight new clinic contracts signed and in place for '09-'10 academic year
<b>Use of Result</b>	Additional contracts and clients add to the variety of clinical experiences for student clinicians and provide resources for providing clinical services
<b>Gap Analysis</b>	There was a 2 gap between the intended result and the actual results. Two more contracts were signed than anticipated during the 2009-2010 academic year. The Orofacial Myology Clinic now has a waiting list of clients.
<b>Action Plan</b>	Continue advertising strategies for the Speech and Hearing Clinic.

---

#### **SWOT Analysis**

There are no SWOT Analyses Results to Display

#### **Units Impacted**

There are no Units Impacted to Display

#### **Associated Standards**

Standard Number	Standard Description
3.1.5	Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations: Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations: The program must demonstrate how the nature and amount of supervision are determined and adjusted to reflect the competence of each student. The programs written policies must describe the extent to which students are supervised and have access to supervisor or preceptor consultation when providing services to client/patients. Procedures for client/patient safety, confidentiality, and security of client/patient records must also be clearly described in the programs written policies, in accordance with relevant federal and state regulations. Ethical standards must be clearly documented in the programs published materials.
3.1.6	Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty: Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty: The program must provide examples of its written agreements with external facilities, its policies regarding the identification and ongoing evaluation of external facilities, procedures for selecting and placing students in external clinical sites, and evidence that clinical education in external facilities is monitored by the program to ensure that educational objectives are met.
3.1.7	The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the programs stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups: The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the programs stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups: The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds. Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.
4.6	Recruitment materials and presentations accurately represent the institutions practices and policies. (Recruitment materials)

### Associated Outcomes

Obj ID	Objective	Objective Purpose	Objective Status
561	7. Offer Communication Symposiums as part of the QEP	Student Learning Outcomes Assessment	No Status

### Objective Description

As part of the CSD 516 - Advanced Practicum class, CSD faculty and outside consultants will provide several Symposiums each academic year in the areas of communication and communication disorders. These Symposiums will be made available to the University community, to externship supervisors, alumni and other stakeholders free of charge.

**Institutional Goals**

Adequate Programs

Education &amp; Scholarly Environment

Education for Students

Outreach Programs

Research

Technology

**Objective Types**

No Objective Types to Display

**Planning Priorities**

\* 1. Program Viability and Advancement

3. Increased Extramural Funding

6. Enhanced univ. engagement thru expanded outreac

9. Technology Integration

**Tasks**

Due Date	Status	Priority	Task	Budget Amount
08/31/2009	Complete	Medium	Procure speakers/dates/topics of Clinical Symposiums	\$0
09/30/2009	Complete	Medium	Send announcements of Clinical Symposiums to University community, externship supervisors and other stakeholders	\$0
09/30/2009	Complete	Medium	Copy evaluation forms to evaluate speaker/topic and to document number of attendees	\$0

**Assessment Measures**

Date	Assessment Measure
05/03/2010	Number of attendees and likert rating scale summation of evaluation forms
09/30/2009	Speakers procured, dates confirmed and Clinical Symposium topics determined
09/30/2009	Announcements of Clinical Symposiums sent to the University community, to externship supervisors and to other stakeholders

**Intended Results**

Date	Intended Results
05/03/2010	Evaluation forms used in the evaluation of speaker/topic will demonstrate an increase in student's knowledge areas in topics discussed.
08/31/2009	8/28/2009 - Five Speakers/dates/topics of Clinical Symposiums will be procured for Fall, 2009 and Spring, 2010 Symposiums.
10/30/2009	Course objectives sent to ABESPA for continuing education approval will be approved so that faculty and certified/licensed externship supervisors can receive ABESPA credit hours. Announcements of Clinical Symposiums will be successfully sent to University community, externship supervisors and other stakeholders.

**Status Reports**

There are no Status Reports to Display

**Actual Results**

Date	Actual Results
08/28/2009	8/28/2009 - Five Speakers/dates/topics of Clinical Symposiums procured for Fall, 2009 and Spring, 2010 Symposiums.
09/15/2009	9/15/2009 - Evaluation forms to evaluate speaker/topic and to document number of attendees copies
09/30/2009	9/30/09 - Course objectives sent to ABESPA for continuing education approval; Announcements of Clinical Symposiums sent to University community, externship supervisors and other stakeholders.

**Use of Results**

Date	Use of Results
05/05/2010	New information to be incorporated into classes by instructors of record
05/05/2010	Students obtain additional information to add to their knowledge and skills in topic area
05/05/2010	Establish positive public relations with stakeholders - contribute their obtaining free continuing education hours

### Gap Analysis

<b>GAP Analysis Date</b>	<b>03/03/2011</b>
<b>Planning Year</b>	2009-2010
<b>Intended Result</b>	8/28/2009 - Five Speakers/dates/topics of Clinical Symposiums will be procured for Fall, 2009 and Spring, 2010 Symposiums.
<b>Actual Result</b>	8/28/2009 - Five Speakers/dates/topics of Clinical Symposiums procured for Fall, 2009 and Spring, 2010 Symposiums.
<b>Use of Result</b>	Students obtain additional information to add to their knowledge and skills in topic area
<b>Gap Analysis</b>	There was no gap between intended results and actual results.
<b>Action Plan</b>	Continue Clinical Symposiums for students to be exposed to current trends/equipment/treatment and diagnostic procedures.

### SWOT Analysis

There are no SWOT Analyses Results to Display

### Units Impacted

There are no Units Impacted to Display

### Associated Standards

Standard Number	Standard Description
3.1.2	Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum: Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum: The program must provide evidence that the curriculum is regularly and systematically evaluated and updated to reflect current knowledge and scope of practice in the profession. Sensitivity to issues of diversity should be infused throughout the curriculum. Evidence of regular and systematic evaluation may include institutional program evaluations, exit interviews, alumni and employer input, and faculty and administrative review of student performance and outcomes.
3.1.4	The academic and clinical curricula reflect an appropriate sequence of learning experiences: The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements.
2.12	The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan) (Note: This requirement is not addressed by the institution in its Compliance Certification.)

### Associated Outcomes

Obj ID	Objective	Objective Purpose	Objective Status
562	8. Present Student Generated / Faculty Guided Research Forum	Student Learning Outcomes Assessment	No Status

### Objective Description

Second or third year graduate students will present their individual research findings at the annual CSD Research Forum held in December.

Institutional Goals	Objective Types	Planning Priorities
Adequate Programs	No Objective Types to Display	* 1. Program Viability and Advancement
Education & Scholarly Environment		3. Increased Extramural Funding
Education for Students		6. Enhanced univ. engagement thru expanded outreac
Outreach Programs		9. Technology Integration
Research		
Technology		

Tasks				
Due Date	Status	Priority	Task	Budget Amount
08/31/2009	Complete	Medium	All second/third year graduate students assigned research projects by instructor of record for CSD 598 – Research in CSD class	\$0
08/31/2009	Complete	Medium	Arrange date for students to present at Research Forum in December of each year	\$0
11/02/2009	Complete	Medium	Arrange reception to honor research students following presentations	\$0
11/16/2009	Complete	Medium	Send announcements of CSD Research Forum to University community, externship supervisors and other stakeholders	\$0
11/30/2009	Complete	Medium	Copy evaluation forms for judges to rate research projects	\$0

### Assessment Measures

Date	Assessment Measure
08/31/2009	Assignment of research topics to all second/third year graduate students assigned research projects by instructor of record for CSD 598 – Research in CSD class; research products completed and ready for display
08/31/2009	Date procured for students to present at Research Forum in December of each year
11/16/2009	Arrangements for reception honoring research students finalized and in place
11/16/2009	Announcements of CSD Research Forum sent to University community, externship supervisors and other stakeholders; number of attendees
12/08/2009	Evaluation forms copied and distributed to judges to rate research projects; final ratings of research projects and projects presented at the state or national level.

### Intended Results

Date	Intended Results
08/31/2009	As part of the University Quality Enhancement Plan (QEP), second or third year graduate students in the CSD Program will present their individual research findings at the annual CSD Research Forum held in December. Dr. Barbara Cady, Professor of record for CSD 598 will assign research topics/projects to students.
08/31/2009	The date of December 8th will be procured for the Research Forum to be held.
11/02/2009	Dr. Vinson will reserve the Dean's Board room for the reception that follows Forum presentations and will preside over reception menu details with NSSLHA students who are serving.
11/16/2009	Announcements of the CSD Research Forum will be sent to University community, externship supervisors and other stakeholders. A flyer will be sent to Mr. SaintJones for placement on the AAMU website.

### Status Reports

There are no Status Reports to Display

### Actual Results

Date	Actual Results
08/31/2009	8/31/09 - Procured date of Dec. 8th for Research Forum
08/31/2009	8/31/2009 - Second and Third Year graduate student assigned research project by Dr. Cady
11/02/2009	11/2/2009 - Reception to honor research students following presentations - procured Dean's conference room for reception - planned menu with NSSLHA students who are serving
11/16/2009	11/16/2009 Sent announcement of CSD Research Forum to University community, externship supervisors and other stakeholders. Created flyer and sent to Mr. Saint Jones to place on AAMU website.
12/04/2009	12/4/2009 - Copied evaluation forms for judges to rate research projects

### Use of Results

Date	Use of Results
12/09/2009	Student generated research to be further analyzed by faculty and students for suggestions in presenting materials

### Gap Analysis

**GAP Analysis Date** 03/03/2011

**Planning Year** 2009-2010

**Intended Result** As part of the University Quality Enhancement Plan (QEP), second or third year graduate students in the CSD Program will present their individual research findings at the annual CSD Research Forum held in December. Dr. Barbara Cady, Professor of record for CSD 598 will assign research topics/projects to students.

**Actual Result** 11/16/2009 Sent announcement of CSD Research Forum to University community, externship supervisors and other stakeholders. Created flyer and sent to Mr. Saint Jones to place on AAMU website.

**Use of Result** Student generated research to be further analyzed by faculty and students for suggestions in presenting materials

**Gap Analysis** There was no gap between intended results and actual results. All 2nd year graduate students successfully presented research findings via poster session at the scheduled Research Forum.

**Action Plan** Look at modifying curriculum to have CSD 598 divided into two (2) hour classes to increase student's time in conducting research.

### SWOT Analysis



There are no SWOT Analyses Results to Display

### Units Impacted

There are no Units Impacted to Display

### Associated Standards

Standard Number	Standard Description
3.1.3	The scientific and research foundations of the profession are evident in the curriculum: The program must demonstrate how it verifies that students obtain knowledge in the basic sciences (e.g. biological, behavioral, physical science, and mathematics), basic science skills (e.g., scientific methods and critical thinking), and the basic communication sciences (e.g., acoustics; physiological and neurological processes of speech, language, and hearing; linguistics). The curriculum must provide opportunities for students to become knowledgeable consumers of research literature. The curriculum must reflect the scientific bases of the professions and include research methodology, research literature, and opportunities to participate in research and scholarship activities, consistent with the mission and goals of the program and institutional expectations.
2.7.2	The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.8	The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. (Faculty)
2.12	The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan) (Note: This requirement is not addressed by the institution in its Compliance Certification.)
4.1	The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)
4.2	The institutions curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. (Program curriculum)

### Associated Outcomes

---