

Institutional Effectiveness Report

Name of Program:	Masters of Science in Speech-Language Pathology
Year:	2017-2018
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Program Mission Statement

The mission of the proposed Masters Degree in Speech-Language Pathology, is to produce qualified speech-language pathologists to serve the needs of persons with communication and swallowing challenges in the state of South Carolina, the Pee Dee Region and the United States of America. To achieve this mission, the MSLP Program will:

1. Provide comprehensive and rigorous academic coursework, combined with ASHA prescribed clinical education experiences in a variety of settings, e.g. medical, rehabilitation facilities, schools, universities and other health care environments, that prepare graduates to provide the highest quality services for persons with speech-language and communication disorders.
2. Aim to provide students with and without bachelor's degrees in Speech-Language Pathology, with an innovative, medically focused educational experience, grounded in the fundamental processes and mechanisms involved in human communication and its disorders.
3. Facilitate a unique application of communication sciences, research and service delivery, along with a comprehensive rural and community based clinical education.

Program Learning Outcomes (PLOs)

The learning outcomes of the proposed program are as follows:

1. Enhancement of standard speech-language pathology curriculum with greater emphasis on relevant, medical and community-based clinical education.
2. Emphasis on the establishment of a medical foundation in the diagnosis and treatment of speech, language, cognitive-communication, feeding and swallowing disorders as well as myofunctional problems across the life span.
3. Participation in multiple and comprehensive medically based practicums, in addition to educational and rehabilitative practicums.
4. Facilitating students' clinical skills development through the evaluation and treatment of infant, pediatric, adult and geriatric persons.
5. Theoretical and clinical education that reflects a medical service delivery model, which promotes greater service delivery to rural, remote, underserved and communities struggling to ameliorate health care disparities.

Executive Summary of Report

The proposed FMU-MSLP Program has actively pursued and successfully achieved the required tenets that the ASHA-CAA requires for the establishment of the entry level graduate degree program in Speech-Language Pathology.

The FMU-MSLP Program document, submitted March 6, 2017 was approved August 24, 2017 without any recommendations for revisions. In fact, the March 6, 2017 CAA application was accelerated and well received.

Presently, our FMU-MSLP Team awaits the results of our April 2-3, 2018 Site Visit with the expectation to start our first cohort Fall 2018. The overall results of our Exit Report for the April 2-3, 2018 Site Visit, were positive. However, it was recommended that we adhere the ASHA-CAA guidelines for faculty and clinical educators, which means we needed to increase our faculty lines to 6.0 (4.0 Permanent and 2.0 Contract Hires) for the 2018-2019 academic year.

This recommendation was acknowledged by our executive administration and the funding for those lines have been budgeted, thus bringing our MSL Program Projections more in line with the required SLP academic and Clinical Education paradigms i.e. student to faculty clinical education paradigm of 1:1; 1:2; 1:3 and 1:4 (first number- faculty clinical educator, and second number = students).

Overall, our FMU MSLP Program has made significant progress over the past calendar year. Presently, we have 1.0 FTE (MSLP Program Director) and 1.0 FTE MSLP Program Administrative Assistant on board, .50 Clinical Services Coordinator and .25 Contract Hire Faculty, along with the equivalent of an average of 1.0 student assistance. This team has created and developed all curriculum resources (syllabi, modules etc.), all infrastructure, handbooks, clinical materials, set up the clinic and performed all other duties as required.

Currently, the MSLP Team is preparing for the opening of the proposed MSLP Program in August 2018.

Student Learning Outcomes (SLOs)

Students who graduate from the proposed program will demonstrate:

1. knowledge of human communication disorders (speech, language and hearing) across the lifespan.
2. an understanding of different linguistic and cultural communication norms and disorders.
3. the ability to assimilate academic material into evidence-based clinical practice
4. the ability to think critically and evaluate research relevant to the field of speech-language pathology.
5. knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures.
6. behavior in accordance with ethical standards of the profession in academic research and clinical environs.
7. the ability to work with other professionals to benefit the care of individuals with communication disorders.
8. knowledge of regulations and record keeping in a variety of clinical settings
9. Medical knowledge and clinical skills essential to Speech-Language Pathology service delivery in acute health care settings.

10. the ability to deliver Speech-Language Pathology services to patients with medically-based communication problems as private practitioners.

Assessment Methods

At the end of the first full academic calendar year of the proposed FMU-MSLP Program, the Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) will be evaluated by the MSLP Director and faculty, in conjunction with the Dean of the School of Health Sciences and the Associate Provost of Graduate Programs.

The MSLP Program Strategic Plan submitted to, and approved by, the ASHA-CAA will be used as the benchmark for determination of the program’s first cohort outcomes. Specifically, PLO and SLO outcomes will be evaluated by the ASHA-CAA guidelines for new start program development.

Self-evaluation, ASHA inspired and/or adapted Survey, Protocols, and Compliance appraisals will be utilized to assess and evaluate the MSLP Programs first calendar year, across and within the domains, of administrative structure and governance (CAA Standard 1.0), faculty (CAA Standard 2.0), Academic and Clinical Curriculum (CAA Standard 3.0), Students (CAA Standard 4.0), Assessment (CAA Standard 5.0) and Program Resources (CAA Standard 6.0).

The FMU-MSLP Preparation Program (Pre-Requisite Courses) and students’ performance in the courses will be compared to state and regional bridge program data. In addition, student, faculty, clinical educators, and community stakeholders will be surveyed to determine the FMU SLP Program’s strengths and opportunities for improvement.

Assessment Results

MSLP Administrative and Faculty Self-Evaluation

Based on empirical evidence per item

- **Planned (P)** – Clear evidence of planning related to this standard is present
- **Implemented (I)** – Clear evidence that the plan has been implemented
- **Maintaining (M)** – there is evidence that the program is in compliance with the standard and the FMU-MSLP Team is able to evaluate this element of the program for continued improvement.

Standard	Progress towards Compliance			Done	Needs Improvement (describe)
	P	I	M		
1.0 Administrative Structure and Governance					
1.1 Regional Accreditation	P		M	✓	
1.2 Degree Granting Authority	P		M	✓	
1.3 Mission, Goals, and Objectives	P	I	M	✓	
1.4 Evaluation of Mission and Goals	P	I	M	✓	

1.5 Program Strategic Plan	P	I	M	✓	
1.6 Program Authority and Responsibility	P	I	M	✓	
1.7 Program Director	P	I	M	✓	
1.8 Equitable Treatment	P	I	M	✓	
1.9 Public Information	P	I	M	✓	
2.0 Faculty					
2.1 Faculty Sufficiency – Overall Program	P	I	M*	✓	
2.2 Faculty Sufficiency – Institutional Expectations	P	I	M*	✓	
2.3 Faculty Qualifications	P	I	M*	✓	
2.4 Faculty Continuing Competence	P	I	M*	✓	
3.0 Curriculum (Academic and Clinical)					
3.1 Overall Curriculum Sufficiency	P	I	M*	✓	
3.2 Curriculum Currency	P	I	M	✓	
3.3 Sequence of Learning	P	I	M	✓	
3.4 Diversity Reflected in the Curriculum	P	I	M	✓	
3.5 Scientific and Research Foundations	P	I	M*	✓	
3.6 Clinical Settings/Populations	P	I	M*	✓	
3.7 Clinical Education - Students	P	I	M*	✓	
3.8 Clinical Education – Client Welfare	P	I	M	✓	
3.8 External Placements	P	I	M*	✓	
3.10 Student Conduct	P	I	M	✓	
4.0 Students					
4.1 Admission Criteria	P	I	M*	✓	
4.2 Student Adaptations	P	I	M	✓	
4.3 Student Intervention	P	I	M	✓	
4.4 Student Information	P	I	M	✓	
4.5 Student Complaints	P	I	M*	✓	
4.6 Student Advising	P	I	M	✓	
4.7 Student Progress Documentation	P	I	M*	✓	
4.8 Availability of Student Records	P	I	M	✓	
4.9 Student Support Services	P	I	M*	✓	
4.10 Verification of Student Identity for Distance Education	NA	NA	NA	X	

5.0 Assessment					
5.1 Assessment of Student Learning	P	I	M	✓	
5.2 Program Assessment of Students	P	I	M*	✓	
5.3 Ongoing Program Assessment	P	I	M*	✓	
5.4 Ongoing Program Improvement	P	I	M*	✓	
5.5 Program Completion Rate	P	I	NA	TBA	
5.6 <i>Praxis</i> [®] Examination Pass Rate	P	I	NA	TBA	
5.7 Employment Rate	P	I	NA	TBA	
5.8 Program Improvement – Student Outcomes	P	I	M*	✓	
5.9 Evaluation of Faculty	P	I	M*	✓	
5.10 Faculty Improvement	P	I	M*	✓	
5.11 Effective Leadership	P	I	M	✓	
6.0 Program Resources					
6.1 Institutional Financial Support	P	I	M*	✓	
6.2 Support for Faculty Continuing Competence	P	I	M*	✓	
6.3 Physical Facilities	P	I	M	✓	
6.4 Program Equipment and Materials	P	I	M*	✓	
6.5 Technical Infrastructure	P	I	M*	✓	
6.6 Clerical and Technical Staff Support	P	I	M*	✓	

Note: * = Opportunities for further enhancement warranted over the next calendar year, or during a designated timeline.

Action Statements:

The following MSLP Program Adjustments will be made between August and December 2018.

1. Reorganization of SLP Preparation Courses to be offered Fall 2018, Spring 2019, Maymester 2019 and Summer I and Summer II 2019 because it makes the coursework map better coordinated per both academic and clinical education
2. Processing request for Thesis Option. Stronger students, considering a Ph.D. or ED.D., prefer to do a “Thesis” versus Capstone project.
3. Refinement of internship and externship processes where possible to allow MSLP graduates the opportunity to enroll in FMU ABA Certification Coursework, Education Learning Disabilities Certification Coursework, and Instructional Accommodations Coursework.

These three action statements will facilitate advance academic and clinical education, as well as, help students with the SLP Praxis Exam.

Disclaimer:

An adapted Institutional Effectiveness Report was developed in accordance to the MSLP Program's current status.

Effective May 2019, we will have completed one year of operations, and then we will be able to complete the Institutional Effectiveness Report without accommodations.

Appendix:

- Candidacy Readiness Letter from ASHA-CAA
- CAA Site Visit Agenda
- Recent MSLP Faculty Table