

Student Outcome Assessment Plan

California State University, Fresno

Department of Communicative Disorders and Deaf Studies

Graduate Program

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Table of Contents

I.	Introduction & Mission Statement	
	Introduction	3
	Mission Statement	4
II.	Goals and Student Learning Outcomes	5
III.	Curriculum Map	8
IV.	Assessment Methods (Measures)	9
V.	Student Learning Outcomes Corresponding to Assessment Methods	11
VI.	Performance Indicators	14
VII.	Timeline for Implementation	17
VIII.	Closing the Loop	18
IX.	Appendices	21

I. Introduction and Mission Statement

Introduction

The student outcomes assessment plan for the Department of Communicative Disorders and Deaf Studies at California State University, Fresno is intended to measure student outcomes for curriculum and program development. It consists of five components: (1) the departmental *mission statement*, (2) departmental *goals*, (3) *student outcomes* based on the goals, (4) *measures* to assess outcomes, and (5) *performance indicators* that set minimum criteria demonstrating outcomes achievement. Separate SOAPs have been developed for the undergraduate program and the graduate program.

First, this plan provides the Mission Statement for the CSUF Department of Communicative Disorders and Deaf Studies. Second, a set of goals is listed followed by a listing of student outcomes subsumed under each goal. Third, the outcome measures are described. Fourth, the specific measures and performance indicators are described for each goal. The data from the measures will be used to decide if the indicators have been met. Finally, there is a discussion of the implementation of the assessment plan.

The Department of Communicative Disorders and Deaf Studies

This brief summary of the Department of Communicative Disorders and Deaf Studies is provided as background for the assessment plan. The department consists of the professions and disciplines of audiology, deaf studies, and speech-language pathology, which are concerned with human communication development, needs, or disorders. These professions are devoted to providing diagnostic, rehabilitative, and educational services to children and adults with communicative needs. To prepare competent professionals, the department offers both Bachelor of Arts and Master of Arts degrees.

Master of Arts

Education beyond the bachelor's degree is necessary for completion of the academic, credential, and licensure requirements leading to professional employment. Two professional option areas are available to the student:

Deaf Education. The Department's deaf education program gives the student a broad background in bilingual-bicultural education, total communication, and cued speech philosophies along with speech, language, auditory training, deaf culture, and American Sign Language. This program includes all of the essential elements of a good education for deaf and hard-of-hearing children. The program is nationally accredited by the Council of Education of the Deaf (CED) and prepares the student for provisional certification in deaf education by the Council on Education of the Deaf.

Speech-Language Pathology. The Department's speech and language pathology program provides a broad professional background in normal speech and language development, language disorders, voice disorders, articulation disorders, and fluency disorders. The program is nationally accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The undergraduate curriculum plus a master's degree in communicative disorders prepares the student for one or more of the following: (1) state licensure as a speech-language pathologist, (2) national certification in speech-language pathology by the American Speech-Language-Hearing Association, (3) public school special education specialist or clinical rehabilitation credentials, school multiple subject credentials, or both.

Mission Statement for the Department of Communicative Disorders and Deaf Studies

The mission of the Department of Communicative Disorders and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.

II. Goals and Student Learning Outcomes

Student Outcomes Assessment Goals

Below are the goals for the Department's academic and educational/clinical programs. Following this page, are the specific student outcomes expected of successful students.

Upon completion of the *graduate program of study in Speech-Language Pathology or Deaf Education*, the competent student will successfully attain the specific skills necessary to:

1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.
4. Demonstrate professional communication skills.
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
6. Assess an individual's ability or performance and appropriately interpret and apply this information.
7. Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients.
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
10. Appreciate, understand, and productively apply multicultural information.
11. Participate in professional and (as appropriate) research activities that promote lifelong learning.
12. Acquire any appropriate credentials, licenses, or certifications. Although not a learning goal, per se, this is a department goal that students completing our program are eligible to apply for appropriate California state teaching or clinical credentials, and any professional certifications or licensures required within their fields.

Goals and Outcomes

For each goal, several outcomes are expected. These goals and outcomes are the focus of our assessment measures and indicators.

Upon completion of the *graduate program of study in the Speech-Language Pathology or Deaf Education*, the competent student will successfully attain the specific skills necessary to:

- Goal 1.** *Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.*
- Outcome a.* The students evaluate the credibility of sources of information and opinion.
- Outcome b.* The students critically evaluate competing ideas as applicable to their profession.
- Outcome c.* The students develop conclusions from credible evidence and defend those conclusions.

Goal 2. *Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.*

- Outcome a.* The students demonstrate an understanding of the scientific method
- Outcome b.* The students understand major research designs, their applications and limitations.
- Outcome c.* The students understand and apply basic measurement techniques.
- Outcome d.* The students apply research methods in formal projects, or in clinical or education applications.
- Outcome e.* The students appreciate and critically evaluate of the role of and need for research in the fields and practice of deaf education, speech-language pathology, and audiology.
- Outcome f.* The students appreciate the need for research-based practices.
- Outcome g.* The students critically evaluate research in deaf education, speech-language pathology, or audiology.

Goal 3. *Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.*

- Outcome a.* The students generate multiple solutions to assessment or intervention problems.
- Outcome b.* The students evaluate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.

Goal 4. *Demonstrate professional communication skills.*

- Outcome a.* The students make well-organized presentations of information to classes, meetings, or groups.
- Outcome b.* The students write using appropriate spelling and grammar.
- Outcome c.* The students produce well-organized papers using current American Psychological Association guidelines (American Psychological Association, 1994).
- Outcome d.* The deaf-education students communicate effectively with children or adults who are deaf or hard of hearing using American Sign Language, total communication, and aural-oral communication.

Goal 5. *Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.*

- Outcome a.* The students understand and apply knowledge related to anatomy and physiology of speech, language, and audition to the needs of deaf, hard of hearing, or communicatively-disordered individuals.
- Outcome b.* The students demonstrate knowledge of the social and psychological implications of hearing loss or communication disorders.
- Outcome c.* The students understand the physical basis of speech, language and audition.
- Outcome d.* The students understand in the behavioral, linguistic, academic and social aspects of speech and language.
- Outcome e.* The students understand the disorders of speech, language and hearing.

Goal 6. *Assess an individual's ability or performance and appropriately interpret and apply this information.*

- Outcome a.* The students understand and apply psychometric principles in the assessment of individuals.
- Outcome b.* The students assess the physical, intellectual, academic, and social behavior of students and clients, as appropriate.
- Outcome c.* The students use appropriate procedures to assess the speech, language, hearing or other communicative needs of individuals.
- Outcome d.* The students accurately interpret the results of assessment and develop appropriate conclusions.

Outcome e. The students have confidence in their abilities to provide and interpret effective educational or clinical assessments.

Goal 7. *Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.*

Outcome a. The students plan intervention strategies based upon the assessment results.

Outcome b. The students effectively provide clinical or educational services to meet the communicative needs of deaf, hard of hearing, or communicatively-disordered individuals.

Outcome c. The students effectively provide clinical or educational services, within their professional scope of practice, to meet the noncommunicative needs of deaf, hard of hearing, or communicatively-disordered individuals.

Outcome d. The students understand the philosophies underlying current intervention and education methods.

Outcome e. The students critically evaluate various management and educational approaches.

Outcome f. The students competently apply and modify educational or clinical intervention plans.

Outcome g. The students appropriately measure individual progress of clients or students.

Outcome h. The students manage the inclusion of deaf, hard of hearing, or communicatively-disordered students with the regular education population, as appropriate.

Outcome i. The students have confidence in their abilities to provide effective educational or clinical intervention.

Goal 8. *Establish a learning or clinical environment that enhances the maximum growth of students and clients.*

Outcome a. The students establish and maintain a classroom or clinical environment, which enhances the maximum growth of the students in the class.

Outcome b. The students apply appropriate management of student or client behavior.

Goal 9. *Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.*

Outcome a. The students establish and maintain good relationships with students, parents, other professionals, administrators, and school personnel.

Outcome b. The students demonstrate a professional attitude and good personal qualities including honesty, integrity, cooperation, appearance, and good judgment.

Outcome c. The students professionally interview and counsel students, clients, and their care givers or family members.

Outcome d. The students know and apply the legal and ethical standards of their profession that are necessary to assure the provision of quality educational and clinical services.

Goal 10. *Appreciate, understand, and productively apply multicultural information.*

Outcome a. The students understand multicultural, multilingual, and social considerations concerning the practice of deaf education, speech-language pathology, or audiology.

Outcome b. The students use appropriate assessment and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.

Goal 11. *Participate in professional and (as appropriate) research activities that promote lifelong learning.*

Outcome a. The students participate in professional activities and organizations while students.

Outcome b. The students continue to participate in professional activities and organizations after graduation.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

Key: I = Introduced, R = Reinforced, M = Mastered

Course	Graduate Program Goals (1-12)											
	1	2	3	4	5	6	7	8	9	10	11	12
200. Graduate Studies and Research in Communicative Sciences and Disorders (3).	IR	IR		R							IR	N/A
202. Aural Rehabilitation (3).	R		R	R	R	R	R	R		R		
204. Seminar in Stuttering (3).	R	R		R	R		R					
206. Seminar in Phonological Disorders (3).	R	R		R	R		R					
207. Seminar in Neurogenic Language Disorders (3).	R	R		R	R		R					
209. Speech-Hearing in Public School Environment	R		R	R			R	R	R	R		
210. Seminar in Communicative Disorders with Orofacial Anomalies (3)	R			R	R		R					
213. Seminar in Motor Speech Disorders (3).	R	R		R	R		R					
214. Seminar in Language Disorders of Infants and Children (3).	R	R		R	R		R			R		
216. Seminar in Voice Disorders (3)	R	R		R	R	IR	R			R		
218. Autism Spectrum Disorders and AAC (3)	R	R		R	R	R	R	R	R	R		
220. Seminar in Dysphagia and Traumatic Brain Injury (3).	R	R		R	R		R		R			
221. Advanced Methods in the Assessment & Treatment of TBI and Dysphagia (3)	R	R		R	R	R	R			R		
230. Advanced Clinical Practice in Speech and Hearing Therapy (1-6; max total 24).	M		M	M	M	R	R	R	R	M	M	
250. Advanced Clinical Practice: Audiology (1-6; max total 24).	M		M	M	M	R	R	R	R	M	M	
257. Student Teaching: Speech- Language	M		M	M	M	R	R	R	R	M	M	

Pathology (4-9; max total 9).						M	M	M	M		
258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12).	M		M	M	M	R	R	R	R	M	M
						M	M	M	M		
260. Advanced Clinical Practice: Deaf Education (1-6; max total 12).	M		M	M	M	R	R	R	R	M	M
						M	M	M	M		
262. Seminar in Speech for Deaf and Hard-of-Hearing Children (3).	R				R		R			R	
263. Seminar in Language for Deaf and Hard-of-Hearing Children (3).	R	R			R		R			R	
264. Seminar in Elementary School Subjects for Deaf and Hard-of-Hearing Children (3).	R	R					R				
267. Externship in Speech-Language Pathology (1-6; max total 24).	M		M	M	M	R	R	R	R	M	M
						M	M	M	M		
268. Externship with Deaf Children (6).	M		M	M	M	M	M	M	M	M	M
290. Independent Study (1-3; max total 6).					Depends on Topic						
298. Individual or Group Research Project (1-6; max total 6).	M	M		Depends on Topic						M	
299. Thesis (2-6; max total 6).	M	M		M	Depends on Topic						M

IV. Assessment Methods

During the next five years, the Department will administer the following direct and indirect measures to assess student outcomes. Section V (p.11) shows each goal and the measures that will be used to assess the outcomes for that goal. The implementation timeline is described on page 14.

Graduate Level

1. *Exit Survey.* Graduate students in their final semester will be asked to complete an online *Graduate Student Exit Survey*. (See Appendix A: *Graduate Student Exit Survey*)
2. *Clinic and Student Teaching Evaluation.* Each semester, Supervisors and Master Teachers complete an evaluation of students under their supervision. Those items reflecting on student performances will be averaged (per item) and tracked across semesters. (See Appendix B: *Student Practicum Evaluation* and *Evaluation of Student*

Teacher.)

3. *Employer Survey.* An online employer survey will be sent to private companies, hospitals, school districts, and other entities that are known to employ our graduates. We will reach out to them using our department database, as well as social media contacts. (See Appendix C: *Employer Survey*)
4. *Alumni Survey.* Alumni will be sent an online survey. We will reach out to them using our department database, as well as social media contacts. (See Appendix D: *Alumni Survey*)
5. *Minutes of Advisory Committees.* Selected professionals from Fresno County are members of the Deaf Education and Speech Pathology Advisory Committees. These committees meet to provide feedback regarding program development in the Department. The minutes of these committees' meetings will be analyzed and areas of strength or needed change will be noted and summarized. (See Appendix E for a list of questions that will be proposed during the Advisory Committee Meeting).
6. *PRAXIS Results (SLP Only).* The number of graduate students passing or not passing the *PRAXIS Examination in Speech Pathology and Audiology (PRAXIS)* will be summed for the academic year.
7. *Graduate Writing Requirement Results.* The percent of students passing the graduate level writing requirement each year. Major reasons for fails will be noted for program review.
8. *Comprehensive Examination Results.* Percent of student passing, passing in oral examinations, and failing the comprehensive examination per academic year.

V. Student Learning Outcomes X Assessment Methods Matrix

GOALS	Measures							
<p>Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:</p>	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
<p>1. Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.</p>		X	X	X			X	X
<p>2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.</p>	X						X	X
<p>3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.</p>	X	X	X	X				
<p>4. Demonstrate professional communication skills.</p>	X	X	X	X			X	

GOALS	Measures							
Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.	X				X	X		X
6. Assess an individual's ability or performance and appropriately interpret and apply this information.	X	X	X	X	X	X		X
7. Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.	X	X	X	X	X	X		X
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients.		X						
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.	X	X	X		X			

GOALS	Measures							
Upon completion of the graduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:	Exit Survey	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
10. Appreciate, understand, and productively apply multicultural information.	X	X	X	X	X			
11. Participate in professional and (as appropriate) research activities that promote lifelong learning.	X			X				
12. Acquire any appropriate credentials, licenses, or certifications.				X				

VI. Performance Indicators

To aid in the measurement of student outcomes, each goal and its related outcomes has several performance indicators. The indicators are used to determine if the goals and their related outcomes have or have not been achieved. These indicators are based on performance in one or more of the measures previously described.

Upon completion of the *graduate program of study in the Speech-Language Pathology or Deaf Education*, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Analyze ideas, make critical evaluations and come to well reasoned (defensible) decisions or conclusions.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. Each year, at least 80% of students will pass the graduate-level writing requirement on their first attempt.
- iii. At least an average rating of “good” on applicable items (questions 1, 3, & 4) of the employer survey.
- iv. At least an average rating of “good” on applicable items (questions 1, 3, & 4) of the alumni survey.
- v. Each year, at least 80% of students will pass the comprehensive examinations in each area.

Goal 2. *Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.*

Indicators:

- i. Each year, at least 80% of students will pass the writing graduate-level writing requirement on their first attempt.
- ii. Each year, at least 80% of students will pass the comprehensive examinations in each area.
- iii. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #7 on the Graduate Exit Survey.

Goal 3. *Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the alumni survey.

- iv. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #6 on the Graduate Exit Survey.

Goal 4. *Demonstrate professional communication skills.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. Each year, at least 80% of students will pass the graduate-level writing requirement on their first attempt.
- iii. At least an average rating of “good” on applicable items (questions 8, 9, & 10) of the employer survey.
- iv. At least an average rating of “good” on applicable items (questions 8, 9, & 10) of the alumni survey.
- v. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #4 on the Graduate Exit Survey.

Goal 5. *Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.*

Indicators:

- i. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
- ii. At least 80% of graduates taking the PRAXIS will pass.
- iii. Each year, at least 80% of students will pass the comprehensive examinations in each area.
- iv. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #3 on the Graduate Exit Survey.

Goal 6. *Assess an individual’s ability or performance and appropriately interpret and apply this information.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations when their scores on applicable items are averaged; or “adequate (3)” for an average of the ten items listed in the “Diagnostic Skills” portion of the clinical practicum evaluations
- ii. At least an average rating of “good” on applicable items (questions 3 & 4) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 3 & 4) of the alumni survey.
- iv. At least 80% of graduates taking the PRAXIS will pass.
- v. Each year, at least 80% of students will pass the comprehensive examinations in area III.
- vi. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #5 on the Graduate Exit Survey.
- vii. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

Goal 7. *Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations when their scores on applicable items are averaged; or “adequate (3)” for an

- average of the ten items listed in the “Treatment Skills” portion of the clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items (questions 1 & 2) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 1 & 2) of the alumni survey.
- iv. At least 80% of graduates taking the PRAXIS will pass.
- v. Each year, at least 80% of students will pass the comprehensive examinations in area IV.
- vi. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #6 on the Graduate Exit Survey.
- vii. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

Goal 8. *Establish a learning or clinical environment that enhances the maximum growth of students and clients.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.

Goal 9. *Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. At least an average rating of “good” on applicable items (questions 8, 9, & 10) of the employer survey.
- iii. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
- iv. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #4 on the Graduate Exit Survey.

Goal 10. *Appreciate, understand, and productively apply multicultural information.*

Indicators:

- i. At least 80% of students will score at or above “proficient (3)” for student teaching evaluations or “adequate (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. At least an average rating of “good” on applicable items (question #5) of the alumni survey.
- iii. At least an average rating of “good” on applicable items (question #5) of the employer survey.
- iv. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
- v. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #8 on the Graduate Exit Survey.

Goal 11. *Participate in professional and (as appropriate) research activities that promote lifelong learning.*

Indicators:

- i. At least 80% of alumni will indicate membership in an appropriate professional association, attendance of at least one continuing education activity per year, or both on the alumni survey (questions 13 & 14).
- ii. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #7 on the Graduate Exit Survey.

Goal 12. *Acquire any appropriate credentials, licenses, or certifications.*

Indicators:

- i. Alumni Surveys show at least 80% of students will have successfully received one or more of the applicable authorizations (Question #12).

VII. Timeline for Implementation of Assessment Methods and Summary Evaluations

MEASURE	YEAR				
	1	2	3	4	5
	'14-'15	'15-'16	'16-'17	'17-'18	'18-'19
Clinic/Student Teaching Evaluation	X			X	
Employer Survey			X		
Alumni Survey			X		
Advisory Comm. Minutes		X			X
PRAXIS Results			X		
Graduate students exit survey		X		X	
Graduate Writing Requirement		X			X
Comprehensive Examination	X			X	

VIII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, "Summary of Outcome Assessment Results", for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of "Summary Assessment Results" Reports will clearly identify actions that have been taken and are available upon request. Several specific examples of "Closing the Loop" are provided below.

Examples of "Closing the Loop":

1. In 2005-2006 our Advisory Committee expressed a need to show students how to incorporate school classroom curriculum into our therapy lessons. It was decided to incorporate this into our CDDS 215 class. Since incorporating this into the class, it has not come up again as a specific concern. At a subsequent Advisory Committee meeting held in 2010, this was no longer identified as a problem/concern.
2. Over a series of several years since 2003-2004, there was a repeated trend in student comments, alumni surveys, employer surveys, and advisory committee comments regarding the need for our SLP students to have more information in working with "severely disabled" and autistic children, and children using AAC. We also noted a trend in that SLP students did not find value in the counseling class and felt the information from that class was being covered elsewhere in the curriculum. Therefore, in 2009, we implemented a change in the curriculum which resulted in the development of a new class: *CDDS 218 – Autism Spectrum Disorders and AAC*. SLP students now take this class as a replacement for the Counseling class.
3. In 2005-2006, students and the advisory committee expressed a need for our SLP students to have increased training in the area of Tracheostomized patients. This trend continued in 2006-2007 with info collected from students, alumni, and employers. Therefore, it was decided to add this to our curriculum. In order to do so quickly, it was added as a "topic" in our Advanced Clinical Methods class (CDDS 292) the next year. In Fall 2010, it was added as a permanent unit in the CDDS 221 (Advanced method in the assessment and treatment of dysphagia and TBI) class, as it was decided that this was the most appropriate place for it. In the course evaluations for this class collected during the 2014-2015 school year, twelve students wrote comments that specifically mentioned how much they benefitted from having this unit in the class.
4. In 2006-2007 we noted a decrease in our passage rate for the Graduate Writing requirement, and in 2008-2009 we did not meet our passing criteria rate for the first time (below 80%). Therefore, the following actions were taken:
 - (a) A Grad writing assistant was hired and made available to help our students
 - (b) We required all grad students to use the new APA 5th edition manual

(c) DE students added instruction in APA in CDDS 114

This outcome measure was targeted again for the 2010-2011 academic year and we tracked any changes/improvements at that time to see if these measures have improved student outcomes in this area. In Fall 2010, the Pass rate was 95.8%, showing significant improvement. For the 2011-2012 AY, the pass rate was 92%, for Spring 2013 the pass rate was 90%, and for Fall 2013, the pass rate was 100%. We will track for one more year in 2015-2016, then consider our actions to be successful if an acceptable pass rate continues.

5. For the first time, in 2008-2009, we did not meet our passing criterion for Comprehensive Examinations. The indicator is set for 80%, but our pass rate was 75%. In addition, it was noted that a significant contributor to the Fail rate was students having difficulty writing measurable goals and objectives. Problems in this area were also identified on clinical evaluations completed over previous semesters. Therefore, the following actions were taken in regards to comprehensive exams, in general:
 - (a) We added a required “comps social” to better prepare students
 - (b) Pass/Fail criteria were reviewed and agreed on by faculty to make sure “we were all on the same page” regarding grading

In addition, the following actions were taken in regards to improving student outcomes in the area of writing measureable goals and objectives (MGO):

- (a) faculty agreed on “key components” of a MGO
- (b) Extra assignment on this were given to students who did not pass this area on comps
- (c) Several classes will add info & exam questions that deal specifically with this: 220, 116, 213, 215
- (d) New resources were identified and purchased for students/faculty to utilize that should help with writing measureable goals & objectives

We are continuing to track these areas: 1) Passage rate for Comps, and 2) student abilities for writing measurable goals and objectives. So far, improvements have been noted. The following results have been obtained:

- Spring 2010 = COMPS pass rate = 95%; Pass rate for comps question specific to writing measurable goals and objectives = 100%
- Fall 2010 = COMPS = 97%; Pass rate for comps question specific to writing measurable goals and objectives = 87%
- Spring 2011 = COMPS = 98%
- Fall 2011 = COMPS 95.5%
- Spring 2012= COMPS = 100%; Pass rate for comps question specific to writing measurable goals and objectives = 100%
- Fall 2014= COMPS = 91%
- Spring 2015= COMPS = 85.7%

6. Over the past several years, the level of participation in our Graduate Exit Interviews, as well as our Alumni Surveys and Employer Surveys was VERY POOR. The faculty met to discuss this and decided on the following actions:
- (a) Pilot an online exit interview with our undergraduate students. This was done in Spring 2011 with a very good result.
 - (b) Based on the positive results obtained in (a), it was decided to convert our Graduate Exit Interview into an online questionnaire. This was piloted.
 - (c) We have also converted our Alumni Surveys and Employer Surveys into online formats. We are also hoping, for the first time, to take advantage of the social networking sites in order to “connect” with more alumni.
 - (d) Fran worked with Chris Hernandez to have both put on-line using Qualtrics, and brainstormed several ideas for increasing “student motivation” to participate in the surveys. We decided it would be beneficial to have them completed as part of several target courses. Fran discussed this idea with the faculty and several classes were selected. We will also discuss sending them out more frequently in hopes of gathering more data prior to submitting our reports on these measurement instruments. We used this procedure for our undergraduate exit survey for the first time during the 2014-15 school year and had a 79% return rate.

Appendices

- A** Exit Survey
- B** Student Practicum Evaluation **and** Evaluation of Student Teacher Protocol
- C** Employer Survey
- D** Alumni Survey
- E** Questions to be Presented at the Advisory Committee Meeting

Appendix A

Exit Survey

Identify your major: Deaf Education
Speech-Language Pathology

Rate each of the following statements:

- 0 = no opinion
- 1 = strongly disagree
- 2 = disagree
- 3 = agree
- 4 = strongly agree

1. Advising was helpful.
2. My undergraduate studies and learning experiences at CSUF prepared me for graduate school.
➤ *If you did not attend CSUF for your undergraduate studies, please select "0"*
3. My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.
4. I feel prepared to communicate with parents, clients, students, and other professionals.
5. I am confident in my abilities to assess a client's or student's communication abilities.
6. I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.
7. I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.
8. I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.
9. I am planning to pursue a doctoral degree.

Narrative Questions:

1. For which areas of your field do you feel most prepared?
2. In which areas of your field do you feel you are lacking skills?
3. What type of setting are you planning to work in now that you have completed the program?

Appendix B

Student Practicum Evaluation

and

Evaluation of Student Teacher Protocol

Student Practicum Evaluation

Clinician: _____

Semester: _____

Supervisor: _____

Course: _____

When considering the student's current academic and clinical experience:

Rating Scale : N/A = Not Applicable / Not Addressed yet

- 1 = Needs 100 % Assistance/ Feedback: Inadequate (inability to make changes)
- 2 = Needs 75% Assistance/ Feedback: Nominal (regularly needs specific direction/demonstration)
- 3 = Needs 50% Assistance/ Feedback: Adequate (often needs some general direction/ demonstration)
- 4 = Needs 25% Assistance/ Feedback: Good (needs occasional direction/demonstration)
- 5 = Independent with Minimal Assistance/ Feedback Needed: Excellent (takes initiative and performs effectively)

Academic and Clinical Knowledge Base (10 %)

	1 st 3 weeks	Midterm	Final
1. Applies current course work in the clinical setting.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Understands nature of disorders.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Seeks to add to academic knowledge in order to develop an effective treatment program.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Demonstrates increased clinical insight.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Comments: _____

Diagnostic Skills (10%)

	1 st 3 weeks	Midterm	Final
1. Conducts a thorough file review and client interview	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Utilizes appropriate diagnostic instruments.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Effectively administers and records tests according to published guidelines.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Accurately interprets test results.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
5. Makes appropriate prognosis and recommendations based on diagnostic results.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
6. Effectively shares results and recommendations and answers questions appropriately.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
7. Administers informal diagnostic instrument if published tests are not appropriate.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
8. Incorporate multiple measures to establish reliability of results.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
9. Quickly learns and incorporates new tests or procedures suggested by the supervisor.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
10. Demonstrates on-going evaluation of client's skills, task and materials.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Comments: _____

Treatment Skills (30%)

	1 st 3 weeks	Midterm	Final
1. Develops and writes appropriate short-and long-term objectives.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Sequences treatment to meet the client's needs and the client's performances.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Utilizes a variety of appropriate materials.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Utilizes a variety of appropriate treatment techniques and tasks that are clearly related to goals.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
5. Effectively manages treatment contingencies (e.g., reinforcement) and behavior.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
6. Accurately and appropriately uses data collection methods.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
7. Provides consistent and appropriate feedback to clients regarding results of treatment session and overall programs.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
8. Actively involves client in treatment by training self-charting, providing regular home assignments, etc.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
9. Adapts treatment methods based on ongoing assessment of client's needs and adjusts pacing when needed.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
10. Respects scheduling restrictions by beginning and ending treatment on time.		<u>N/A</u>	<u>N/A</u> <u>N/A</u>

Comments: _____

Writing Skills (20%)

	1 st 3 weeks	Midterm	Final
1. Maintains accurate and appropriate progress notes.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Prepares complete, well-organized reports.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Submits written assignments in a timely manner.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Uses correct and appropriate grammar, form, style, and spelling in written reports.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
5. Uses language that is understood by client and family.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Comments: _____

Practicum as a Learning Experience (20%)

	1 st 3 weeks	Midterm	Final
1. Implements recommendations quickly.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Seeks clarification when in doubt.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Develops original and/or appropriate solutions to clinical problems.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Generalizes information to other clients and situations.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
5. Improves and learns as a result of experience and from supervisory suggestions.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
6. Demonstrates careful planning & consideration of consequences.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
7. Receives constructive suggestions without resistance.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
8. Conducts on-going self-analysis to meet personal goals.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
9. Demonstrates appropriate organizational skills.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
10. Identifies areas of competencies and areas that need improvement (i.g., self-awareness).	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Comments: _____

Professionalism & Ethics (10%)

	1 st 3 weeks	Midterm	Final
1. Communication effectively using appropriate levels with a variety of individuals (e.g., parents, clients/patients, supervisors).	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
2. Establishes and maintains rapport with clients and professionals.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
3. Complies with established clinic or on-site procedures.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
4. Demonstrates knowledge of ASHA’s Code of Ethics by applying ethical standard in all professional relationships.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
5. Maintains a professional appearance.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
6. Attends and is on time for all meetings.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
7. Treats all people with respect & safeguards confidentiality.		<u>N/A</u>	<u>N/A</u> <u>N/A</u>
8. Conducts sessions effectively with confidence.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
9. Demonstrates careful planning & consideration of consequences.	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
10. Maintains professional focus on client’s needs (including physical, psychological and spiritual).	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Comments: _____

Supervisor’s Signature: _____ Date: _____

Adapted from the American Speech-Language-Hearing Association’s “Clinical Fellowship Year Performance Rating Observation Scale” and “Handbook for Student Interns & Instructors in Speech Pathology and Audiology.”

Appendix B (Continued)

California State University, Fresno
 Department of Communication Disorders and Deaf Studies
Student Teaching Evaluation

Mid-term(blue/black ink) Final Evaluation (red ink)

Student Teacher _____ Date _____

Location _____ Grade Level/Subject _____

Master Teacher _____ University Supervisor _____

Person Completing Form: Master Teacher University Supervisor Student Teacher (self-evaluation)

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
1. Communication				
Uses acceptable written, oral, and nonverbal communication with students	Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent <input type="checkbox"/>	Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited <input type="checkbox"/>	Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate. <input type="checkbox"/>	Consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate. <input type="checkbox"/>
Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Does not involve the students in any type of interactive activities. <input type="checkbox"/>	Provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the Candidate. <input type="checkbox"/>	Students usually work together, not only on Candidate-planned activities, but also on self selected projects. <input type="checkbox"/>
Listens to students and demonstrates interest in what they are saying by responding appropriately	Does not respond to student comments <input type="checkbox"/>	Inconsistent in responding to what students are saying. <input type="checkbox"/>	Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing <input type="checkbox"/>	Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared <input type="checkbox"/>
Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking	Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning <input type="checkbox"/>	Establishes rapport with students, or develops an atmosphere of limited inquiry <input type="checkbox"/>	Establishes rapport with students and often encourages inquiry. <input type="checkbox"/>	In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking. <input type="checkbox"/>

	<input type="checkbox"/>			
Demonstrates communication skills which show sensitivity to diversity differences.	Candidate seldom recognizes diversity differences within the Classroom <input type="checkbox"/>	Candidate is aware of diversity differences within the class room, but seldom adjusts communications and actions. <input type="checkbox"/>	Candidate is often adjusts communications and actions to demonstrate sensitivity to various cultures. <input type="checkbox"/>	Candidate demonstrates sensitivity to diversity differences through communications and actions. <input type="checkbox"/>
Adapts to the various communication needs of students with multiple handicaps	Does not recognize or respond to the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is aware of the communication attempts of students with multiple handicaps but does not respond appropriately <input type="checkbox"/>	Frequently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>	Is sensitive to, and consistently responds appropriately to of the communication attempts of students with multiple handicaps <input type="checkbox"/>

Comments on Communication Skills

2. Planning and Preparation

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.	Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment. <input type="checkbox"/>	Goals are oderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities <input type="checkbox"/>	Goals are valuable in their level of expectation, onceptual understanding, critical thinking, and importance; most goals are clear and permit assessment <input type="checkbox"/>	Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment. <input type="checkbox"/>
Demonstrates knowledge of content areas and their integration in planning.	Makes content errors or does not correct content errors students make.	Shows basic content knowledge but cannot articulate connections with other disciplines	Shows solid content knowledge and makes connections between the content and other disciplines	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans using knowledge about characteristics of age group, knowledge of students' varied approaches to learning; knowledge of students' interests and cultural heritage; and knowledge of students' skills and knowledge.	Shows : minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or "intelligences"); little knowledge of students skills and knowledge, interests or cultural heritage. <input type="checkbox"/>	Shows: generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students' skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole <input type="checkbox"/>	Shows thorough understanding of typical developmental characteristics of age groups, as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students' skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>	Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students. <input type="checkbox"/>
Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.	There is no mention of diversity in any lesson planning. <input type="checkbox"/>	Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like "Mexicans eat tortillas." <input type="checkbox"/>	Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives. <input type="checkbox"/>	Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work. <input type="checkbox"/>
Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology.	Plans incorporate very few resources beyond the Candidate's Editions and input from the classroom teacher. <input type="checkbox"/>	Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used. <input type="checkbox"/>	Plans incorporate materials and resources from school and the community; technology is used periodically. <input type="checkbox"/>	Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson. <input type="checkbox"/>
Plans lessons to meet the needs of students who have multiple handicaps or varying levels of academic achievement (Differentiated Instruction)	No provisions in the plans for multiply handicapped or varying levels of academic achievement <input type="checkbox"/>	Plans for the varied needs of students in a superficial way. (e.g. Giving "busy work" while other students are given grade level work) <input type="checkbox"/>	Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement <input type="checkbox"/>	Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels <input type="checkbox"/>

Comments on Planning and Preparation Skills

3. Formal Assessment

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Uses varied assessment and evaluation tools.	Uses no evaluation tools. <input type="checkbox"/>	Uses only the evaluation tools provided by cooperating teacher. <input type="checkbox"/>	Develops and uses a variety of evaluation tools. <input type="checkbox"/>	Develops and uses a variety of evaluation tools including performance assessment and observation. <input type="checkbox"/>
Uses assessment results.	Assessment results are not used by the candidate. <input type="checkbox"/>	Instructional decisions or are sometimes made based on assessment results. <input type="checkbox"/>	Assessment results are consistently used to plan instruction, but the instruction is not differentiated. <input type="checkbox"/>	Assessment results are consistently to plan instruction that responds to the strengths/ needs of varying learners. Results also used to make instructional decisions (grouping, content). <input type="checkbox"/>
Uses congruent assessments and clear standards	Assessments do not match instructional goals and/or criteria is not clear. <input type="checkbox"/>	Most assessments match goals/objectives; criteria are developed but not always clear. <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are developed <input type="checkbox"/>	Assessments consistently match goals and objectives; criteria for evaluation are clear and effective. <input type="checkbox"/>
Incorporates varied sources of assessment information.	All assessment information comes from student candidate. <input type="checkbox"/>	Assessment information comes from student and cooperating teacher. <input type="checkbox"/>	Incorporates assessment information from at least one source other than classroom and student Candidate. <input type="checkbox"/>	Incorporates assessment information from a variety of sources (e.g., parents, peers, cooperating teacher, other personnel). <input type="checkbox"/>

			<input type="checkbox"/>	
Maintains systematic record keeping and communicates assessment results.	Maintains no records <input type="checkbox"/>	Maintains records, but they are not systematic. Does not share assessment information with anyone else. <input type="checkbox"/>	Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic <input type="checkbox"/>	Maintains systematic records of student work and performance and communicates progress to partners, and, where developmentally appropriate, students. <input type="checkbox"/>

Comments on Assessment Skills

4. Creates and Maintains a Learning Environment

Establishes and maintains standards of classroom behavior	Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior. <input type="checkbox"/>	Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students <input type="checkbox"/>	Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students. <input type="checkbox"/>	Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students <input type="checkbox"/>
Facilitates development of student responsibility	Does not encourage student responsibility for personal and community behavior and learning. <input type="checkbox"/>	Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning. <input type="checkbox"/>	Consistently encourages and supports student responsibility for personal and community behavior. <input type="checkbox"/>
Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost	Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic	Often unprepared for class. occasionally begins late, students are engaged in learning activities more often than not. <input type="checkbox"/>	Usually comes to class prepared. Class generally begins on time, Students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities	Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic <input type="checkbox"/>

	<input type="checkbox"/>		<input type="checkbox"/>	
Monitors students' participation and interpersonal interactions in learning activities	<p>Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques.</p> <input type="checkbox"/>	<p>Often needs to intervene to control behaviors. Has limited repertoire of management techniques.</p> <input type="checkbox"/>	<p>Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions</p> <input type="checkbox"/>	<p>Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise</p> <input type="checkbox"/>
Establishes efficient outlines for procedural tasks and delegates to students	<p>Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks.</p> <input type="checkbox"/>	<p>Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed.</p> <input type="checkbox"/>	<p>Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized</p> <input type="checkbox"/>	<p>Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized.</p> <input type="checkbox"/>
Comments on Learning Environment				
5. Teaching for Student Learning				
Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4

Uses a variety of instructional strategies	Uses no variety of teaching strategies. <input type="checkbox"/>	Uses limited teaching strategies and has little awareness of the fit between strategies and learners' styles, strengths, and needs <input type="checkbox"/>	Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners' styles, strengths, and needs. <input type="checkbox"/>	Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs <input type="checkbox"/>
Teaches with structure and pacing, yet flexible enough to respond to students	Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment <input type="checkbox"/>	Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment. <input type="checkbox"/>	Teaches content with clarity and structure. Pacing is inconsistent. Attempts to adjust lessons for students' interests and needs. <input type="checkbox"/>	Teaches content clearly and consistently in a cohesive manner with appropriate pacing. Adjusts responsively to student interests and needs. <input type="checkbox"/>
Asks questions	Few questions are asked or questions do not stimulate students' analytical or creative thinking; questions encourage yes/no student response. <input type="checkbox"/>	Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited. <input type="checkbox"/>	Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality. <input type="checkbox"/>
Uses a variety of media communication tools to enrich learning.	Teacher does not use media communication tools in the Instructional environment and teaching-learning process <input type="checkbox"/>	Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process. <input type="checkbox"/>	Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered. <input type="checkbox"/>	Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student's use of the mediums. <input type="checkbox"/>
Facilitates opportunities for students to cooperate, communicate, and interact with each other to	Teacher does not involve the students in any type of interactive	Teacher provides occasional opportunities for student-to-student	Students regularly participate in interactive activities planned by the	Facilitates high level of student interactions; students initiate topics, pose questions. Students

enhance learning.	activities. Interaction is teacher dominated. Little student active participation. <input type="checkbox"/>	communication. <input type="checkbox"/>	teacher. Attempt to engage all students but uneven results. <input type="checkbox"/>	frequently work together, not only on teacher-planned activities, but also on self-selected projects. <input type="checkbox"/>
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Comments on Teaching for Learning

6. Teacher Professionalism

Performance Category	Does not meet standard 1	Basic 2	Proficient 3	Exemplary 4
Projects enthusiasm for teaching and learning	Often appears bored in the school setting. <input type="checkbox"/>	Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient. <input type="checkbox"/>	Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities. <input type="checkbox"/>	Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development enhance content and pedagogical skills <input type="checkbox"/>
Establishes and maintains effective working relationships with colleagues and other individuals in professional situations.	Working relationships are not initiated or maintained with other adults and professionals. <input type="checkbox"/>	Interacts appropriately with other adults when they initiate contact, Seldom initiates contacts. <input type="checkbox"/>	Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. <input type="checkbox"/>	Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals. <input type="checkbox"/>
Reflects on teaching	Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching. <input type="checkbox"/>	Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggestions for future improvement. <input type="checkbox"/>	Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved. <input type="checkbox"/>	Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. specific suggestions for improvement. <input type="checkbox"/>
Demonstrates	Appears unaware	Limited	Usually	Consistently

professional judgment, integrity, and ethical standards.	of professional and ethical standards. <input type="checkbox"/>	demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role. <input type="checkbox"/>	demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role. <input type="checkbox"/>	demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student. <input type="checkbox"/>
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Overall Comments:

Both of the undersigned have discussed the results of this student teaching evaluation.

University Supervisor or Master Teacher Signature

_____ Date _____

Student Teacher Signature

_____ Date _____

Appendix C

Employer Evaluation of Program

Department of Communicative Disorders and Deaf Studies
California State University, Fresno

Dear Employer:

Our records show that your employee, _____, took courses in the Dept. of Communicative Disorders and Deaf Studies. As a requirement of our accreditation process, this evaluation is being sent to employers of our graduates to secure data which will help us evaluate and improve our program. The results will be confidential, and in any reporting of data, your employee's name will not be used. Please rate on the scale below. Thank you in advance for your assistance.

	Excellent	Good	Fair	Poor	N/A
1. Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.	<input type="checkbox"/>				
2. Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>				
3. Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.	<input type="checkbox"/>				
a. Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>				
b. Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>				
4. Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>				
5. Organizational Skills	<input type="checkbox"/>				
6. Ability to communicate with families.	<input type="checkbox"/>				
7. Ability to communicate with colleagues and other disciplines on a professional level.	<input type="checkbox"/>				
8. Ability to communicate with clients or students.	<input type="checkbox"/>				
Overall, how would you rate the quality of service rendered by this person?	<input type="checkbox"/>				

What is the number of clients or students presently served by this person? _____

Appendix D

Alumni Survey

Alumni Survey

Department of Communicative Disorders and Deaf Studies
California State University, Fresno

Dear Graduate:

As an alumnus of the Communicative disorders and deaf studies department, would like you to look back and evaluate the preparation you received while a student in the department. Please evaluate the education you received in the Dept. of Communicative Disorders and Deaf Studies by checking either "excellent," "good," "fair," "poor," or "N/A." You may return this form in the enclosed envelope.

Check all that you have completed: B.A. M.A. Credential

Check your option: Deaf Education Speech-Language Pathology

	Excellent	Good	Fair	Poor	N/A
Professional/Technical:					
1. Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.	<input type="checkbox"/>				
2. Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>				
3. Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.)	<input type="checkbox"/>				
a. Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>				
b. Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>				
4. Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>				
5. Organizational Skills.	<input type="checkbox"/>				

Interpersonal Communication:

9. Ability to communicate with families.

10. Ability to communicate with colleagues and other disciplines on a professional level.

11. Ability to communicate with clients or students.

Overall, How would you rate the quality of your education in the Department?

Check () if you currently have completed or have been granted

_____ Certificate of Clinical Competence in Speech-Language Pathology

_____ California License in Speech-Language Pathology

_____ Certification by Council on Education of the Deaf

_____ California Teaching/Clinical Credentials for the practice of Speech-Language Pathology

_____ California Teaching/Clinical Credentials for Education of the Deaf

_____ Other California Teaching/Clinical Credentials (Specify _____)

_____ Other professional authorizations (Specify _____)

How many times you have attended or completed activities for continuing education (e.g., conferences, workshops, seminars, courses, etc.) in the past year? _____

Of these activities, for how many were you granted continuing education units, units to advance on your salary schedule, or both? _____

Appendix E

Questions to be Presented at the Advisory Committee Meeting

Please take minutes during the Advisory Committee Meeting.

The advisory committee meeting is meant to be an opportunity for open discussion regarding the strengths and limitations of our graduate program in Speech-Language Pathology, the quality of services being performed by our graduates, and the degree to which we are able to meet the needs of our community. Please feel free to comment on any areas that you feel are important. In addition, at some point during the meeting, please propose the following questions for discussion:

1. How do you feel about our past students' understanding and ability to apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication?
2. What do you feel are the strengths and/or weaknesses regarding the assessment and treatment skills being performed by our alumni out in the community? Do you feel they are prepared to work with a wide range of students and/or clients?
3. How well do our past students develop professional relationships with clients/students, caregivers, family members, and other professionals?
4. Do our past students appreciate, understand, and productively apply multicultural information?