

# Student Outcome Assessment Plan

California State University, Fresno

*Department of Communicative Disorders and Deaf Studies*

*Undergraduate Program*

Last revised: March 18, 2016

## Table of Contents

I.	Introduction & Mission Statement	
	Introduction	3
	Mission Statement	4
II.	Goals and Student Learning Outcomes	5
III.	Curriculum Map	7
IV.	Assessment Methods (Measures)	8
V.	Student Learning Outcomes Corresponding to Assessment Methods	9
VI.	Performance Indicators	10
VII.	Timeline for Implementation	12
VIII.	Closing the Loop	12
IX.	Appendices	14

**Communicative Disorders and Deaf Studies Department: Undergraduate**

**COLLEGE of HEALTH AND HUMAN SERVICES**

**Student Outcomes Assessment Plan (Soap)**

**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.

The Western Association of Schools and Colleges (WASC) identified 5 core competencies that will be evaluated during the accreditation process: written communication, oral communication, quantitative reasoning, information literacy, and critical thinking. Wherever possible, this plan will show how our departmental goals address these 5 core competencies.

**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, speech-language pathology, and sign language interpreting. These professions are devoted to providing diagnostic, rehabilitative, educational and/or interpreting services to children and adults with communicative needs. To prepare competent professionals, the department offers both Bachelor of Arts and Master of Arts degrees.

**Bachelor of Arts**

The Bachelor of Arts degree in Communicative Disorders and Deaf Studies gives the student a liberal arts foundation integrated with courses designed to provide a basic understanding of speech, language, and hearing development, and communicative needs or problems. Students who earn their B.A. in CDDS select one of four options: speech-language pathology, audiology, deaf education, or sign language interpreting. Students who earn a B.A. degree with an emphasis in Deaf Education, Speech-Language Pathology, or Audiology will be prepared to apply to graduate programs in their perspective areas.

Students who earn a B.A. degree with an emphasis in Sign Language Interpreting will be prepared for professional employment in a variety of settings as a sign language interpreter.

### **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

Upon completion of the *undergraduate program of study in Communicative Disorders and Deaf Studies*, the competent student will successfully attain the specific skills necessary to:

1. Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE, INT, SLP). {WASC: critical thinking}
2. Write a professional report within their selected discipline (SLP, DE, AUD, INT). {WASC: written communication}
3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE). {WASC: quantitative reasoning and critical thinking}
4. Assess an individual's speech, language, auditory and communication skills (SLP, AUD, DE, INT). {WASC: quantitative reasoning and critical thinking}.
5. Communicate effectively with potential clients, students, or consumers (DE, INT, AUD, SLP). {WASC: oral communication}
6. Demonstrate professional behavior within their selected discipline (SLP, DE, AUD, INT).

### 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 *undergraduate program of study in Communicative Disorders and Deaf Studies*, the competent student will successfully attain the specific skills necessary to:

**Goal 1.** *Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE, INT, SLP)*

*Outcome a.* The students understand the physical basis for a speech or hearing problem (SLP, AUD, DE).

*Outcome b.* The students understand fundamental disorders and differences of speech, language, and hearing (SLP, AUD, DE).

*Outcome c.* The students apply knowledge related to the physical basis for a speech or hearing problem, and knowledge related to speech and language development during the planning, implementation, and interpretation of a speech-language evaluation. (SLP, AUD, DE).

*Outcome d.* The students understand the social, emotional, linguistic, vocational and intellectual aspects of Deaf culture (DE & INT).

*Outcome e.* The students understand the basic process of teaching academics to deaf and hard-of-hearing children (DE).

*Outcome f.* Students understand theoretical foundations and technical skills needed to interpret in professional settings for deaf and hard-of-hearing children and adults (INT).

**Goal 2.** *Write a professional report within their selected discipline (AUD, DE, INT, SLP).*

*Outcome a.* The students write professional reports using appropriate formats, spelling, and grammar.

**Goal 3.** *Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE).*

*Outcome a.* The students assimilate and apply knowledge regarding normal and abnormal development, implications of hearing loss, curriculum requirements, and treatment procedures.

*Outcome b.* The students establish appropriate and measureable goals and objectives for assigned clients and/or students.

**Goal 4.** *Assess an individual's speech, language, auditory and communication skills (AUD, DE, INT, SLP).*

*Outcome a.* The students assimilate and apply knowledge regarding normal and abnormal development, implications of hearing loss, curriculum requirements, and treatment procedures (AUD, DE, SLP).

*Outcome b.* The students understand and apply psychometric principles in the assessment of individuals, as appropriate (AUD, DE, SLP).

*Outcome c.* The students use appropriate standardized and informal/authentic procedures to assess the speech, language, hearing, intellectual, academic, and social behaviors of students and clients, as appropriate (AUD, DE, SLP).

*Outcome d.* The students accurately interpret the results of assessment and develop appropriate conclusions (AUD, DE, SLP).

*Outcome e.* Interpreting students will synthesize and evaluate the communication environment and match their language to their clients (INT).

**Goal 5.** *Communicate effectively with potential clients, students, or consumers (AUD, DE, INT, SLP).*

*Outcome a.* The students will effectively conduct a parent or client interview: answer parent, student or client questions; and share assessment results with parents, students, or clients (SLP, DE, AUD).

*Outcome b.* The students communicate effectively with students or clients during the administration of assessment procedures or lessons (SLP, DE, AUD).

*Outcome c.* The deaf-education and interpreting students communicate effectively with adults and children who are deaf or hard of hearing using a variety of communication strategies (DE, INT).

*Outcome d.* The deaf-education and interpreting students demonstrate effective communication using ASL (DE, INT).

**Goal 6.** *Demonstrate professional behavior within their selected discipline (AUD, DE, INT, SLP).*

*Outcome a.* The students demonstrate professional behavior during their interactions with clients, students, and parents.

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

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

Course	Undergraduate Program Goals (1-6)					
	1	2	3	4	5	6
80. Introduction to Human Communication and Disorders (3).	I					
91. American Sign Language I (3).	I					
92. American Sign Language II (3).	R					
93. American Sign Language III (3).	R					
94. American Sign Language IV (3).	M	R		R	M	M
95. Introduction to Speech and Language Development (3).	I					
98. Intro to Hard of Hearing and Deaf People	I					I
101. Phonetics of American English (3).	I					
102. Anatomy and Physiology of the Speech Hearing Mechanisms	I					
103. Speech and Hearing Science (3).	I					
105. Disorders of Articulation (3).	R		I	I		
106. Analysis of Language Acquisition by Deaf Children (3).	R			R		
107. Observation in Communicative Sciences and Disorders: Speech-Language Pathology (1-3; max total 3).	R	R	R	R	R	I
109. Disorders of Language (3).	R	I	I	I		
110. Diagnostic Procedures (3).	R	R	R	R	I	R
114. Education of Exceptional Children (3).	I				I	
115. Disorders of Fluency and Voice (3).	R			I		
116. Treatment Procedures in Communicative Disorders (3).	R	I	I		I	I
117. Behavioral Principles in Assessing and Treating Communicative Disorders (3)	R		R			
121. Cochlear Implants and Deaf Children (3)	I				R	
125. Audiometry & Audiology for School Nurses (3)	I			I	I	R
128. Observation in Audiology (1-3; max total 3).	R		R	R	R	I
131. Principles of Audiology (3).	R				I	
135. Sign Language Variations for Classroom Use (3).	R				R	
136. Sign Language Vocabulary for Professionals (3).	R				R	
138. Linguistics of ASL (3)	R			R		
139. Deaf Culture (3) .	R				R	
141. Education of Deaf Children and Their Parents (3).	R				R	R
150. Clinical Practice in Audiology (1-6; max total 24).	R	R	M	M	R	R
160. Clinical Practice in Deaf Education (1-6; max total 12).	R	M	M	M	R	R
162. Speech for Deaf and Hard-of-Hearing Children (3).	R			R		
163. ASL and English Acquisition by Deaf Children (3).	M					
164. Elementary School Subjects for Deaf and Hard-of-Hearing Children (3).	M	I	R	R	R	R
166. Introduction to Interpreting (3).	I					
168. Practical Experience in Interpreting (2).	M					M
169. Sign Language Interpreting I: Voice-to-Sign	R					
170. Sign Language Interpreting II: Sign-to-Voice	R					

172. Neural Bases of Speech, Language, and Hearing (3).	I					
175. Internship for Interpreting	M	M		M	M	M
188T. Topics in Communicative Sciences and Disorders (1-3; max total 6).						

#### IV. Assessment Methods

During the next five years, the Department will administer the following direct and indirect measures to assess student outcomes. Section V shows each goal and the measures that will be used to assess the outcomes for that goal. The implementation schedule is described on page 12.

1. *Exit Questionnaire.* Undergraduate students in their final semester will be asked to complete an exit questionnaire. (See Appendix A: *CDDS Undergraduate Exit Survey*)

2. *Final Practicum Evaluations (See Appendix B: Departmental Evaluation Forms for Final Practicum Experiences).*

(1) SLP and AUD students are required to successfully plan, implement, and interpret a speech and language assessment of an assigned client in CDDS 110/107. The assessment includes the following components: case history review, client/parent interview, hearing screening, oral-peripheral examination, standardized tests, a speech-language sample, alternative assessment procedures, a summary and prognostic statement, and recommendations. The students are evaluated on their administration of the various components, the interpretation of observations and test results, communication skills, professional behavior, and professional writing skills.

(2) Deaf Education Students are required to complete a practicum in CDDS 164. Each student is assigned to a school site one day a week for the semester where he or she will develop a weekly lesson plan, teach a lesson, and evaluate their own performance. Their supervisor will evaluate them based on teaching effectiveness, communication skills, quality of lesson plans and materials, implementation of suggestions, punctuality, and the ability to self-evaluate.

(3) Interpreting students are required to complete an interpreting internship in CDDS 175. It requires the students to provide supervised interpreting services in a variety of professional settings. The students are evaluated on their professionalism, dependability, professional appearance, ability to work with others, ability to accept feedback, adherence to the RID's professional code of conduct, ability to synthesize and evaluate situations, and their interpretation and transliteration skills.

3. *Employer Survey and Alumni Survey.* Interpreting students will be asked to complete (See Appendix C and D, respectively).



**V. Student Learning Outcomes X Assessment Methods Matrix**

GOALS	Measures			
	Exit Questionnaire	Final Practicum Evaluations	Alumni Survey (INT)	Employer Survey (INT)
Upon completion of the undergraduate program of study in Speech-Language Pathology or Deaf Education, the competent student will successfully attain the specific skills necessary to:				
1. Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE, INT, SLP)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
2. Write a professional report within their selected discipline (SLP, DE, AUD, INT)	<b>X</b>	<b>X</b>		
3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE).		<b>X</b>		
4. Assess an individual's speech, language, auditory, and communication skills (SLP, AUD, DE, INT).	<b>X</b>	<b>X</b>		
5. Communicate effectively with potential clients, students, or consumers (DE, INT, AUD, INT).	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
6. Demonstrate professional behavior within their selected discipline (SLP, DE, AUD, INT).		<b>X</b>		<b>X</b>

## 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. The implementation schedule is described on page 10.

**Upon completion of the *undergraduate program of study in Communicative Disorders and Deaf Studies, the competent student will successfully attain the specific skills necessary to:***

**Goal 1.** *Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE, INT, SLP)*

*Indicators:*

- i. At least 80% of the students will demonstrate satisfactory performance in the application of knowledge gained in their undergraduate coursework, as indicated in their final practicum evaluation .
- ii. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicated that they have been provided with the basic knowledge required within their discipline .
- iii. Utilizing the alumni survey, at least 80% of Interpreting alumni will indicate that they were provided with the basic knowledge required within their discipline .
- iv. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate the basic knowledge required to perform satisfactorily.

**Goal 2.** *Write a professional report within their selected discipline (AUD, DE, INT, SLP).*

*Indicators:*

- i. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicated that they have been provided with the basic skills needed to write a professional document within their discipline. .
- ii. As part of their final practicum, at least 80% of the students will produce a satisfactory professional report within their selected discipline (SLP, DE, INT, & AUD).

**Goal 3.** *Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE).*

*Indicators:*

- i. At least 80% of the SLP, DE, and AUD students will demonstrate the ability to establish appropriate goals and recommendations for their assigned clients or students during their final practicum experience, as indicated in their final practicum evaluation.

**Goal 4** *Assess an individual's speech, language, auditory and communication skills (AUD, DE, INT, SLP).*

*Indicators:*

- i. Utilizing the undergraduate exit questionnaire, at least 80% of students will indicate that they have been provided with the skills needed to effectively evaluate communication.
- ii. At least 80% of the SLP, and AUD students will demonstrate satisfactory performance in the planning, administration, and interpretation of a speech-language assessment as indicated by their final practicum evaluations.
- iii. At least 80% of deaf education students will demonstrate the ability to evaluate communication and teaching effectiveness with their student as indicated by satisfactory performance on the final practicum evaluation.
- iv. At least 80% of interpreting students will demonstrate the ability to successfully synthesize and evaluate the communication environment and match their language to their clients as indicated on their final practicum evaluation.

**Goal 5.** *Communicate effectively with potential clients, students, or consumers (AUD, DE, INT, SLP).*

*Indicators:*

- i. At least 80% of the students will demonstrate effective communication with clients, students, or consumers, as indicated in their final practicum evaluation.
- ii. Utilizing the undergraduate exit questionnaire, at least 80% of DE and INT students will indicate that they feel confident in their ability to communicate effectively using ASL as required within their discipline.
- iii. Utilizing the alumni survey, at least 80% of Interpreting alumni will indicate that they are able to communicate effectively with consumers.
- iv. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate effective communication with consumers.

**Goal 6.** *Demonstrate professional behavior within their selected discipline (AUD, DE, INT, SLP).*

*Indicators:*

- i. At least 80% of the students will demonstrate satisfactory professional behavior on their Final Practicum Evaluations.
- ii. Utilizing the employer survey, at least 80% of respondents will indicate that Interpreting alumni in their employ demonstrate satisfactory professional behavior.

### 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
Employer Survey (Undergrad/Interpreting)			X		
Alumni Survey (Undergrad/Interpreting)			X		
Undergraduate Exit Survey [every other year]		X		X	
Undergraduate Final Practicum Evaluations (110/107, 164, 175) [every other year]	X		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. Advisory Committee Minutes are a measure used in our Graduate SOAP; however, comments regarding our undergrad program do occur and are noted for discussion as part of our SOAP discussion at the faculty meeting. Although not a formal measure for our undergrad program, the information gathered is still considered and taken seriously. In 2005-2006 our Advisory Committee made a specific suggestion regarding the Interpreting Program (undergraduate), in that students should be regularly scheduled at a facility with a mentor. This was initiated the following year. At a subsequent Advisory Committee meeting held in 2010, a specific comment made was “ Significant improvements have been noted since the students are regularly scheduled at a facility with a mentor.”
2. In 2014-2015, identified the need to develop a separate Employer Survey for our Interpreting Graduates. Fran consulted with Dr. Peter Crume who then developed and implemented this measure during the 2015-2016 academic year.
3. In 2014-2015, several comments were received on the Undergraduate Exit Survey indicating the desire for an SLPA program to be offered as an option for SLP students who cannot get into Grad school. Dr. Maul researched this option and brought it back to the faculty. The decision was made not to pursue this at Fresno State at this time, but to collaborate and support local programs being developed at the Junior College level. The possibility of offering an Oral Education option in the DE program as an alternative for these students was also proposed. This issue was also been raised by a local community organization and was explored during the 2015-2016 academic year. The following steps were taken: 1) the faculty worked with our NSSHLA organization to offer an informational panel for undergrads interested in learning more about Oral Deaf Education, 2) after much discussion it was decided not to create or offer a new “option”, but to educate our undergrad students regarding an existing path by which they can transition from the undergrad SLP program to the graduate DE program. We will attempt to track the number of students who select this option in the future.

Appendix A

CDDS Undergraduate Exit Survey

Default Question Block

CDDS Undergraduate Exit Survey

Hello CDDS Students,

If you received this request then it means that you are enrolled in one of our senior-level classes and will soon be finishing your Bachelor's degree in Communicative Disorders and Deaf Studies. As part of our Student Outcomes Assessment process, we would like your feedback regarding several aspects of the program. If you are planning to graduate this semester, please take a few minutes to respond to this survey. It should take less than 5 minutes and your feedback is important to us. If you receive more than one of these requests, please respond only one time. Please answer the questions below candidly and honestly. Thank you in advance for your input.

Please select your emphasis:

- Speech-Language Pathology
- Deaf Education
- Audiology
- Interpreting

Please indicate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
The program provided me with the skills needed to write a professional report within my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to assess an individual's speech, language, auditory, and communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to communicate effectively with potential clients, students, or consumers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to demonstrate professional behavior within my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I completed the requirements needed to apply to a graduate program in my selected field (SLP, AUD or DE ), or to obtain a professional position as a sign language interpreter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with the skills needed to establish an appropriate treatment plan or educational plan for potential clients or students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with an understanding of the physical basis for a speech or hearing problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to explain or comment on any areas in the curriculum which affected your level of satisfaction with the program:

## Appendix B

### Departmental Evaluation Forms for Final Practicum Experiences



## Undergraduate Final Practicum Evaluation: CDDS 110/107 (SLP & AUD)

### Grading Rubric for Final practicum in CDDS 110/107

Name: \_\_\_\_\_

	1 Failed	2 Poor	3 Good	4 Excellent
<b>Administration of oral-periph &amp;/OR hearing screening</b>	Not prepared. Did not have necessary materials/protocols. Max. assistance needed with 3 or more of the following: positioning, administration, instructions/explanations, or documentation.	Inadequately prepared. Did not have necessary materials/protocols OR Assistance needed with 2 of the following: positioning, administration, instructions/explanation or documentation.	Adequately prepared. All necessary materials. Minimal assistance needed with one of the following: positioning, administration, instructions/explanations, or documentation.	Well prepared. All necessary materials. Good positioning.  Correct, independent administration. Clear instructions/explanat. Appropriate documentation.
<b>Administration of speech-language sample &amp;/OR parent/client interview</b>	Not prepared. Did not have necessary/approp. materials AND required assistance from grad assistant or supervisor.	Inadequately prepared. Did not have necessary/appropriate materials OR required moderate assistance from partner, grad assistant or supervisor.	Adequately prepared. Some necessary/age-approp materials. Adequate use of open-ended questions  May require minimal assistance/input from partner, supervisor or grad assist.	Well prepared. All necessary/age-approp materials. Approp. open-ended questions  Correct, independent administration.
<b>Administration of standardized test &amp;/OR authentic procedures</b>	Not prepared. Did not have necessary materials/protocols, poor positioning or documentation. AND Max. assistance needed for administration.	Inadequately prepared. Did not have necessary materials/ protocols, OR Moderate assistance from grad assistant or supervisor needed for admin. &/or documentation of results.	Adequately prepared. All necessary materials. Appropriate positioning, & test/procedure selection. Minimal assistance needed for administration &/or documentation of results.	Well prepared. All necessary materials. Good positioning & test procedure. Correct, indep. administration. Clear instructions/explanations.  Appropriate documentation.
<b>Interpretation of observations &amp; test results</b>	Not prepared to score test results. Max. assist with interpretation of results. Unable to develop an appropriate prognosis or recommendations.	Assistance needed with test scoring. Moderate assistance needed with test interpretation & establishment of approp prognosis and recommendations.	Accurately & independently scores test results. Minimal assistance needed with test interpretation or establishment of approp prognosis/recommendations.	Accurately & independently scores & interprets test results. Establishes approp prognosis & recommendations.
<b>Overall communication and ability to establish rapport with client &amp; parent. Behavior Management.</b>	Does not communicate effectively. Poor eye-contact or body language. Inappropriate language. Unable to share test results or answer questions. Unable to manage behavior affectively, even with assistance.	Does not communicate effectively. Poor language use, eye contact or body language interferes with adequate communication. Unable to share test results. Moderate assist needed with behavior management.	Communication is adequate during the assessment although some areas need to be addressed in follow-up. Needs assistance sharing test results & answering questions. Minimal assistance/input needed to manages behavior.	Communicates effectively with client & parent using language that is approp, good eye contact/ body language. Defines professional terms. Shares test results. Answers quest appropriately. Manages behavior adequately.
<b>Demonstration of professional behavior.</b>	Three or more of the following: unprofessional attire or appear; unprofessional behavior during the assessment; did not work well with others; was defensive or critical when provided with	Two of the following: unprofessional attire or appear; unprofessional behavior during the assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	Professional attire or appearance. Overall behavior was professional, but may need to work on some minor issues. Works adequately with others & takes direction well.	Appropriate/professional attire and appearance. Demonstrates professional behavior throughout the assessment. Works well with others & takes direction well.

	direction/feedback.			
<b>Prep./Room set-up.</b>	Add 1 point if room set-up and preparation were adequate.	<b>Total Score =        /25</b>		

**Grading Rubric for Final Written Report in CDDS 110/107**

**Name:** \_\_\_\_\_

	<b>1 Failed</b>	<b>2 Poor</b>	<b>3 Good</b>	<b>4 Excellent</b>
<b>Format &amp; writing mechanics (indentation, grammar, spelling, etc.)</b>	1) More than one of the following: Not double spaced; did not use block style; incorrect headings. AND 2) More than 5 grammar, typo, spelling, or phonetic symbol errors	1) Any one of the following: Not double spaced; did not use block style; incorrect/missing headings. AND 2) Up to 5 grammar, typo, spelling, or phonetic symbol errors.	1) Correct headings & use of block style (no indent). 2) All phonetic symbols are written in correctly. 3) Up to 5 grammar, "typo" or spelling errors. 4) Double spaced.	Complete and well organized. Correct headings & use of block style (no indent). Fewer than 2 grammar, "typo" or spelling errors. Double spaced. All phonetic symbols are written in correctly.
<b>Background and Presenting Complaint AND History (birth/dev., med., family/soc.)</b>	1) More than 3 of the following are missing or incorrect: client's name, CA, date, location, presenting complaint; birth Hx, dev, Hx/ milestones, med. Hx, family/social Hx, as appropriate; information under incorrect heading.	1) Up to 3 of the following are missing or incorrect: client's name, CA, date, location; presenting complaint, birth Hx, dev, Hx/milestones, med. Hx, family/social Hx, as appropriate. OR 2) any of the above information is under the wrong heading.	1) One of the following is missing/incorrect: client's name, CA, date, location, presenting complaint, referred/ accompanied by; AND/OR 2) One of the following is missing/incorrect: birth Hx, dev, Hx/ milestones, med. Hx, family/social Hx, as appropriate.	<b>BPC Contains:</b> client's name, correct CA, date, location, & presenting complaint. Includes: accompanied/referred by & Dx/Tx Hx, as appropriate. <b>History Contains:</b> birth Hx, dev, Hx/milestones, med. Hx, family/social Hx, as appropriate. Everything under the correct heading.
<b>Obs. &amp; Assess. Results: Oral Periph. &amp; Hearing Screening</b>	Two of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	One of the following: 1) incomplete/inaccurate oral periph, 2) incomplete/inaccurate hearing screening, 3) incomplete/inaccurate DDK rates.	Oral periph and hearing results are complete and accurate, but not interpreted properly or written in an organized manner.	Oral peripheral results are complete and well organized, including DDK results; AND Hearing screening results are complete and accurate.
<b>Obs. &amp; Assess. Results: Speech Production &amp;/or Voice &amp;/or Fluency</b>	Significant concerns regarding the accuracy and/or completeness of the stand test results and/or the spontaneous speech sample including voice and fluency analysis	1) Two of the following are incorrect: phoneme errors table, % intelligibility, fluency analysis/table, voice analysis; OR 2) fluency &/or voice are not addressed; OR 3) info. is under the wrong heading.	Information from stand. test and sample is complete and correct, including voice & fluency, but phoneme error table is in wrong format, &/OR fluency table is incorrect. Everything is under the correct heading(s).	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes phoneme error table and % intellig., and voice/fluency info. as appropriate. Everything is under the correct heading(s).
	Significant concerns regarding the accuracy	Two of the following: 1) Results of standardized	Contains: complete and accurate results from	Contains: complete and accurate results from

<b>Obs. &amp; Assess. Results:</b>  <b>Receptive &amp; Expressive Language</b>	and/or completeness of the stand test results and the spontaneous language sample including MLU, receptive behaviors & expressive behaviors.	tests are missing or incorrect, 2) MLU is missing or incorrect, 3) receptive & expressive observations are incomplete or inaccurate, 4) info. is under the wrong heading	standardized test and correct MLU, but receptive & expressive observations are incomplete or inaccurate (re: syntax, morphology, pragmatics, etc.)	standardized test AND spontaneous sample. Includes discussion of receptive & expressive language, including MLU. Everything is under the correct heading(s).
<b>Summary &amp; Prognosis AND Recommendations</b>	Any of the following are missing completely: 1) summary statement, 2) prognostic statement, 3) recommendations	Two of the following: 1) summary statement is unclear or incomplete; 2) prognostic stmt is inaccurate or not well-supported; 3) recom. are incomplete or inappropriate; 4) info. is under wrong heading.	One of the following: 1) summary statement is unclear or incomplete; 2) prognostic statement is not well-supported; 3) recommendations are incomplete.	1) Results synthesized into an accurate & clear summary statement. 2) Prognostic statement is accurate & supported. 3) Recommendations are complete & appropriate. 4) Everything is under correct heading(s).
<b>Final Draft (single-spaced)</b>	Add 1 point if final draft is "perfect".			
		<b>Total Score =            /25</b>		

## Undergraduate Final Practicum Evaluation: CDDS 164 (DE)

**Grading Rubric for practicum in CDDS 164** Name: \_\_\_\_\_

	1 Unacceptable	2 Needs improvement	3 Proficient	4 Exemplary
<b>Teaching effectiveness – Presentation of lesson</b>	Instruction does not lead to student response	Instruction provided and materials presented. Student success is not documented	Instruction leads to measurable student learning. Student teacher documents student responses.	Clear instruction leads to student learning that meets behavioral objective. Clinician modifies instruction to meet students' needs.
<b>Teaching effectiveness – Rapport with student</b>	Student teacher does not gain attention of student.	Student shows mild interest in material presented by student teacher.	Student is engaged in some aspects of the lesson.	Student is actively engaged in lesson and fully participates.
<b>Communication – Sign language model</b>	Student clinician uses spoken language and gestures to communicate	Student clinician uses basic signs and gestures to communicate.	Student clinician uses advanced vocabulary and additional features of sign language and provides ASL model of printed English during literacy lessons.	Student clinician provides sign language model appropriate to the student's language level, with advanced vocabulary and features of sign language. Clinician models process of moving across the ASL to English continuum.
<b>Communication – Responses to student</b>	Student clinician does not respond to student's spontaneous communication.	Student clinician understands some of the student's spontaneous communication and responds to what is understood.	Student clinician understands most of student's spontaneous communication and responds to each student comment.	Student clinician understands student's spontaneous communication and responds to student with language slightly above student's response.
<b>Quality of lesson plans.</b> Lesson cycle: anticipatory set, instruction, check for understanding, guided practice, assessment, and additional practice	Student clinician writes lesson plans that do not include specific instruction.	Student clinician writes lesson plans with some components of the lesson cycle.	Student clinician designs lesson plans with all components of the lesson cycle, including visual supports that facilitate some specific student learning	Student clinician designs detailed lessons with all components of the learning cycle and creates additional materials to facilitate specific student learning.
<b>Quality of materials prepared for lesson</b>	Student clinician does not bring additional materials support or materials brought do not support concepts taught.	Student clinician brings additional materials that are not visually clear.	Student clinician creates or collects some materials to support concepts taught.	Student clinician creates or collects materials to support all aspects of the learning objective of the lesson. Materials clearly demonstrate concepts presented.
<b>Self-evaluation of</b>	Student clinician does not	Student clinician does not	Student clinician can	Student clinician can

<b>lesson success</b>	measure student learning and cannot identify any changes needed in future lessons.	measure student learning, but can identify one change needed in future lessons.	effectively evaluate each component of the lesson and measure student learning.	effectively evaluate each component of the lesson, measures student learning, and incorporates changes in future lessons.
<b>Implementation of suggestions</b>	Student clinician does not respond to suggestions from supervisor.	Student clinician seeks additional information in understanding suggestions from supervisor.	Student clinician incorporates suggestions into lesson plans when requested.	Student clinician understands supervisor's suggestions and changes are reflected in later lesson plans.
<b>Punctuality – practicum sessions</b>	Student clinician is late or misses three or more practicum sessions.	Student clinician is late or misses one or two practicum sessions.	Student clinician arrives on time and is prepared for each practicum session with student.	Student clinician arrives early and is prepared for each practicum session with student.
<b>Punctuality – Lesson plans</b>	Student clinician does not submit a lesson plan for each practicum session	Student clinician completes all lesson plans but does not submit them on time.	Student clinician completes and submits lesson plans for each practicum session on time except for one lesson.	Student clinician completes and submits all lesson plans on time

Total points \_\_\_\_\_/40

## CDDS 164 Grading Rubric for Practicum Journals

Name: \_\_\_\_\_

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Reflections</b>	Basic summary of practicum session.	Reflections about the planning process, preparations, and interactions with student.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons.	Reflections about the planning process, preparations, and interactions with student. Comments about ideas for future lessons. Suggestions of what would improve this lesson.
	0 points	4 points	5 points	6 points
<b>Evaluation</b>	Journal entries are observations only. No suggestions for change noted.	One or two changes needed in future lessons are identified in journal entries.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson.	Each component of the lesson is effectively evaluated. Written entry has changes needed and successes from the lesson.  Journal entry includes data

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>Exemplary</b>
				collected during session that shows student learning.
	0 points	4 points	5 points	6 points
<b>Grammar, spelling, typing</b>	More than 5 errors in spelling, typing, or grammar.	No more than 4 spelling, typing or grammar errors.	No more than 2 spelling, typing or grammar errors.	No spelling, typing, or grammar errors
	0 points	2 points	3 points	4 points
<b>Organization/presentation</b>	Journal does not have entries for each day of practicum.	One journal entry for each day of practicum.	Complete journal entries for each day of practicum.  Typed with dates clearly visible.  Compiled with a cover sheet in a folder of some kind.	Complete descriptive journal entries for each day of practicum. Smooth flow between ideas presented.  Typed with dates clearly visible.  Compiled with a cover sheet in a folder of some kind.
	0 points	2 points	3 points	4 points

Total points \_\_\_\_\_ (20 points possible)

### Guided thinking for Practicum Journal

- How well did I plan my lesson?
- How well did my plans work?
- How well prepared was I?
- How did my student respond to my lesson?
- How well did I adjust my lesson while teaching?
- How well did I communicate the content of the lesson?
- How well did I understand my student's responses?
- How many times did I practice signing my story?

## Undergraduate Final Practicum Evaluation: CDDS 175 (INT)

CDDS 175

Name \_\_\_\_\_

1<sup>st</sup> Semester

Grading Rubric

Rater \_\_\_\_\_

2<sup>nd</sup> Semester

<b>Overall Appearance -</b>			
<b>Ethical Scenario = I II III IV</b>	<p>Conflict(s)</p> <p>Perspective(s) = Terp D/d/HH H Agency</p> <p>Solution = Short Term Long Term</p> <p>Solution = Short Term Long Term</p>		<p><b>Ethical Scenario = I II III IV</b></p> <p>Conflict(s)</p> <p>Perspective(s) = Terp D/d/HH H Agency</p> <p>Solution = Short Term Long Term</p> <p>Solution = Short Term Long Term</p>
<b>Performance</b>	<b>Sign to Voice</b>	<b>Voice to Sign</b>	<b>Comments</b>
<b>Articulation</b> – Refers to the production quality of signing and the production quality of speech that is displayed during the interpretation.	Poor  Moderate  Acceptable	Poor  Moderate  Acceptable	
<b>Affect</b> – measures the extent to which the interpretation accurately conveys the speakers effect. Effect is the emotive tone used by the speaker and is demonstrated by the speakers use of intonation, rhythm, and stress. Sign size and non-manual behaviors.	Poor  Moderate  Acceptable	Poor  Moderate  Acceptable	
<b>Grammatical Structure</b> – measures the degree to which the information in an interpretation is grammatically moderate in the language choice made.	Poor  Moderate  Acceptable	Poor  Moderate  Acceptable	
<b>Intent</b> – measures the extent to which the goal of the source language is represented in the target language. It includes message equivalents and neutrality of the interpretation.	Poor  Moderate  Acceptable	Poor  Moderate  Acceptable	

<b>Performance</b>	<b>Sign to Voice</b>	<b>Voice to Sign</b>	<b>Comments</b>
<p><b>Content</b> – measures the accurate and consistent interpretation of equivalent information from the source language to the target language. Effective conveyance of information is dependant upon information being conveyed in connect.</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	
<p><b>Constructed Action / Dialogue</b> - The identification of who is acting and their actions or who is speaking and their speech. In ASL, this is commonly done with the use of body shifting, eye gaze, facial expressions, sign size and style, head movement, and body postures and pauses. In English, this is commonly done through the use of vocal inflection and other modulations, such as speed, style, volume, and pausing.</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	
<p><b>Language Match</b> – Is influenced by the consumer and includes lexical preferences. In the case of multiple consumers of the same language, the language match may also be influenced by multiple lexical and grammatical preferences of the consumers.</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	
<p><b>Use of Space</b> – General category of devices that are used to demonstrate physical and or grammatical relationships. These devices are frequently influenced by the actual surroundings or the manipulation of imaginary items in the signers environment. Examples of use of space in sign language include: pointing for pronominal reference, movement of the verb to identify the subject and object, and various uses of classifiers. Also, included in this category is the use of various strategies for listing items in the possible subsequent comparison or grouping of those items.</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	<p>Poor</p> <p>Moderate</p> <p>Acceptable</p>	
<p><b>Overall Score</b></p>			



Appendix C  
Interpreting, Employer Survey

## Appendix D

### Interpreting, Alumni Survey