

Student Outcome Assessment Plan

California State University, Fresno

Department of Communicative Disorders and Deaf Studies

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Communicative Disorders and Deaf Studies Department

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 eight components: (1) the departmental *mission statement*, (2) departmental *assessment goals*, (3) a *curriculum map*, (4) a description of our *assessment methods/measures*, (5) *student outcomes corresponding with assessment methods/measures*, (6) *performance indicators* that set minimum criteria demonstrating outcomes achievement, (7) a *timeline* for implementation, and (8) examples of how assessment information has been used to “close the loop” in our department.

Our original plan, first implemented in 2000, was designed around the graduate program only. In 2009-2010, we began revising the plan to include our undergraduate program, and our first undergraduate measures were piloted in Spring 2010.

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, sign language interpreting, 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 in Speech-Language Pathology (SLP) and Deaf Education (DE); and Bachelor of Arts degrees in Audiology (AUD) and Sign Language Interpreting (INT).

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 majoring in deaf education and speech-language pathology can continue their specialization in our graduate program.

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. *The curriculum map* shows the relationship of the Department's courses to these goals.

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.

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)
2. Write a professional report within their selected discipline (SLP, DE, AUD, INT)
3. Establish appropriate and measurable goals for potential clients or students (SLP, AUD, DE).
4. Assess an individual's speech, language, auditory and communication skills (SLP, AUD, DE, INT).
5. Communicate effectively with potential clients, students, or consumers (DE, INT, AUD, SLP).
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 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 (APA, 6th edition).
- 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.

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

Outcome a. The students are eligible to apply for appropriate California state teaching or clinical credentials.

Outcome b. The students are eligible to apply for professional licenses that apply to their profession.

Outcome c. The students are eligible to apply for professional certifications that apply to their profession.

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)

Table 1. Begins on next page.

I = Introduced

R = Reinforced or Emphasized

M = Mastered

Table 1. Curriculum Map

Course	Goals																		
	Graduate Program (1-12)												Undergraduate Program (1-6)						
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
80. Introduction to Human Communication and Disorders (3).				I	I				I	I				I					
91. American Sign Language I (3).				I						I				I					
92. American Sign Language II (3).				I						R				R					
93. American Sign Language III (3).				R						R				R					
94. American Sign Language IV (3).				R						R				M	R		R	M	M
95. Introduction to Speech and Language Development (3).					I									I					
98. Intro to Hard of Hearing and Deaf People									I		I			I					I
101. Phonetics of American English (3).														I					
102. Anatomy and Physiology of the Speech Hearing Mechanisms					I									I					

Course	Goals																			
	Graduate Program (1-12)												Undergraduate Program (1-6)							
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6		
103. Speech and Hearing Science (3).					I										I					
105. Disorders of Articulation (3).					I										R			I		
106. Analysis of Language Acquisition by Deaf Children (3).	I				I										R			R		
107. Observation in Communicative Sciences and Disorders: Speech-Language Pathology (1-3; max total 3).					I		I	I	I	I	I				R	R	R	R	R	I
109. Disorders of Language (3).					I										R			R		
110. Diagnostic Procedures (3).	I				I		I	I		I	R				I	R	R	R	R	R
114. Education of Exceptional Children (3).									I	I	I				I				I	
115. Disorders of Fluency and Voice (3).					I										I			R		
116. Treatment Procedures in Communicative Disorders (3).	I				I			I			R				I		I			
121. Cochlear Implants and Deaf Children (3)									I		I				I				R	

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
125. Audiometry & Audiology for School Nurses (3)			I	I		I		I		I			I			I	I	R
128. Observation in Audiology (1-3; max total 3).			I	I		I	I	I	I				R		R	R	R	I
131. Principles of Audiology (3).			I	I	I	I							R			I		
135. Sign Language Variations for Classroom Use (3).								I					R				R	
136. Sign Language Vocabulary for Professionals (3).				R				I					R				R	
138. Linguistics of ASL (3)					I R								R			R		
139. Deaf Culture (3) .								I		R			R				R	
141. Education of Deaf Children and Their Parents (3).			I					I	I	R			R				R	R
150. Clinical Practice in Audiology (1-6; max total 24).	I			R		I	I	I	I	I			R	R	M	M	R	R
160. Clinical Practice in Deaf Education (1-6; max total 12).	I		R	R		I	I	I	I	I			R	M	M	M	R	R

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
162. Speech for Deaf and Hard-of-Hearing Children (3).									R				R			R		
163. ASL and English Acquisition by Deaf Children (3).									R				M					
164. Elementary School Subjects for Deaf and Hard-of-Hearing Children (3).			I				I						M	I	R	R	R	R
166. Introduction to Interpreting (3).							I	I	I		I	I						
168. Practical Experience in Interpreting (2).							I	R	R		R	M						M
169. Sign Language Interpreting I: Voice-to-Sign											R	R						
170. Sign Language Interpreting II: Sign-to-Voice											R	R						
171. Professional Writing in Communicative Sciences and Disorders (3).				I					I				I	I	R			
172. Neural Bases of Speech, Language, and Hearing (3).					I								I					
175. Internship for Interpreting				M				M	M	M		R	M	M		M	M	M

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
188T. Topics in Communicative Sciences and Disorders (1-3; max total 6).				Depends on Topic														
190. Independent Study (1-3; max total 6).				Depends on Topic														
GRADUATE COURSES																		
200. Graduate Studies and Research in Communicative Sciences and Disorders (3).	I R	I R		R								I R						
201. Interviewing and Counseling in Communicative Disorders and Deaf Studies (3)	R		R	I R		R		R	R	R								
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	X		R											
209. Speech-Hearing in Public School Environment (1).	R		R	R			R	R	R	R								

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
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		R				R							
220. Seminar in Dysphagia and Traumatic Brain Injury (3).	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								
250. Advanced Clinical Practice: Audiology (1-6; max total 24).	M		M	M	M	R	R	R	R	M								
257. Student Teaching: Speech- Language Pathology (4-9; max total 9).	M		M	M	M	R	R	R	R	M								

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
258. Student Teaching: Deaf and Hard-of-Hearing (6-12; max total 12).	M		M	M	M	R	R	R	R	M								
260. Advanced Clinical Practice: Deaf Education (1-6; max total 12).	M		M	M	M	R	R	R	R	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								
268. Externship with Deaf Children (6).	M		M	M	M	M	M	M	M	M								
290. Independent Study (1-3; max total 6).																		

Course	Goals																	
	Graduate Program (1-12)												Undergraduate Program (1-6)					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
292. Seminar in Advanced Clinical Methods in Communicative Disorders (3)	R	R	R	R	R		R											
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 shows each goal and the measures that will be used to assess the outcomes for that goal. The implementation procedures and schedule are described in subsequent sections.

Graduate Level

1. *Exit Interview.* Graduate students in their final semester will be individually interviewed by members of the Department's Outcomes Assessment Committee. (See Appendix A: *Exit Interview of Graduate Students*)
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 D: *Student Practicum Evaluation and Evaluation of Student Teacher.*)
3. *Employer Survey.* With the approval of each alumnus, a survey will be sent to their employer. The results for each item on the numeric scale will be averaged per year. Employers of interpreting students who completed their B.A. during the assessment period will also be included. (See Appendix C: *Employer Survey Protocol.*)
4. *Alumni Survey.* Each alumnus will be sent a survey. The results for each item on the numeric scale will be averaged per year. Interpreting students who completed their B.A. during the assessment period will also be included. (See Appendix B: *Employee Survey Protocol.*)
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.
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.

Undergraduate Level

1. *Exit Questionnaire.* Undergraduate students in their final semester will be asked to complete an exit questionnaire. (See Appendix E: *Exit Questionnaire for Undergraduate Students*)
2. *Final Diagnostic and Practicum Evaluations (See Appendix F: Departmental Evaluation Forms for Undergraduate Goals and Outcome Measures).*

(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.

V. Student Learning Outcomes X Assessment Methods Matrix

Table 2. Goals and corresponding outcome measures for the Graduate Program.

GOALS	Measures							
	Exit Interview	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
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.		X	X	X			X	X
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.							X	X
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.		X	X	X				X
4. Demonstrate professional communication skills.	X	X	X	X			X	X
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.					X	X		X
6. Assess an individual's ability or performance and appropriately interpret and apply this information.		X	X	X	X	X		X

Table 2. Goals and corresponding outcome measures for the Graduate Program.

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 Interview	Clinic/Student Teaching Eval.	Employer Survey	Alumni Survey	Advisory Comm.	PRAXIS Results	Grad Writing Requirement	Comprehensive Exam Results
7. Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.		X	X	X	X	X		X
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients.		X	X		X			
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.	X	X	X		X			
10. Appreciate, understand, and productively apply multicultural information.		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		X		

Table 3. Goals and corresponding outcome measures for the Undergraduate Program.

GOALS	Measures			
<p>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:</p>	Exit Questionnaire	Final Practicum Evaluations		
<p>1. Demonstrate understanding and application of basic knowledge within their selected discipline (AUD, DE, INT, SLP)</p>	X	X		
<p>2. Write a professional report within their selected discipline (SLP, DE, AUD, INT)</p>	X	X		
<p>3. Establish appropriate and measureable goals for potential clients or students (SLP, AUD, DE).</p>		X		
<p>4. Assess an individual's speech, language, auditory, and communication skills (SLP, AUD, DE, INT).</p>	X	X		
<p>5. Communicate effectively with potential clients, students, or consumers (DE, INT, AUD, INT).</p>	X	X		
<p>6. Demonstrate professional behavior within their selected discipline (SLP, DE, AUD, INT).</p>		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. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. Each year, at least 80% of students will pass the writing graduate-level writing requirement on their first attempt.
- iii. At least an average rating of “good” on applicable items of the employer survey.
- iv. At least an average rating of “good” on applicable items 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.

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. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching and clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items of the employer survey.
- iii. At least an average rating of “good” on applicable items of the alumni survey.
- iv. Each year, at least 80% of students will pass the comprehensive examinations in each area.

Goal 4. *Demonstrate professional communication skills.*

Indicators:

- i. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. Each year, at least 80% of students will pass the writing graduate-level writing requirement on their first attempt.
- iii. Each year, at least 80% of students will pass the comprehensive examinations in each area.
- iv. At least an average rating of “good” on applicable items of the employer survey.
- v. At least an average rating of “good” on applicable items of the alumni 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.

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

Indicators:

- i. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items of the employer survey.
- iii. At least an average rating of “good” on applicable items of the alumni 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 graduates taking the PRAXIS will pass.
- vi. Each year, at least 80% of students will pass the comprehensive examinations in each area.

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

Indicators:

- i. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items of the employer survey.
- iii. At least an average rating of “good” on applicable items of the alumni 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 graduates taking the PRAXIS will pass.
- vi. Each year, at least 80% of students will pass the comprehensive examinations in each area.

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

Indicators:

- i. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items 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.

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

Indicators:

- i. An average rating across students at or above “above average” or “above expected levels” on applicable items of the student teaching/clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items 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.

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

Indicators:

- i. At least an average rating of “good” on applicable items of the alumni survey.
- ii. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
- iii. At least 80% of graduates taking the PRAXIS will pass.

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.
- ii. Minutes of the advisory committees indicate successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.
- iii. Alumni survey shows at least 80% of students will have successfully received one or more of the applicable authorizations. Also, at least 80% of students will participate in one or more continuing education activity per year.

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.
- ii. Also, at least 80% of students will participate in one or more continuing education activity per year as shown on the alumni survey.

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 evaluations.

- 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 .

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 indicated that they feel confident in their ability to communicate effectively using ASL as required within their discipline. .

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.

VII. Timeline for Implementation of Assessment Methods and Summary Evaluations

Table 4. Implementation Schedule of Outcome Measures.

MEASURE	YEAR				
	1 '14-'15	2 '15-'16	3 '16-'17	4 '17-'18	5 '18-'19
Clinic/Student Teaching Evaluation	X				
Employer Survey (Grad & Undergrad)			X		
Alumni Survey			X		
Advisory Comm. Minutes					X
PRAXIS Results				X	
Graduate students exit interview		X	X		X
Graduate Writing Requirement		X			X
Comprehensive Examination	X			X	
Undergraduate Exit Questionnaire		X	X		X
Undergraduate Final Practicum Evaluations (110/107, 164, 175)	X (ALL)	(164)		X (ALL)	

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. 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."
3. 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.
4. 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.

5. 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.

6. 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%

7. 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.

8. We identified the need to develop a separate Employer Survey for our Interpreting Graduates. Fran will work on this during the 2015-2016 academic year.

Appendix A
Exit Survey for Graduate Students

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
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. | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

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

_____ 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 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

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 D (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 <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"/>

	questioning <input type="checkbox"/>	<input type="checkbox"/>	<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. <input type="checkbox"/>	Shows basic content knowledge but cannot articulate connections with other disciplines <input type="checkbox"/>	Shows solid content knowledge and makes connections between the content and other disciplines <input type="checkbox"/>	Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge <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	No provisions in the plans for multiply handicapped or varying levels of	Plans for the varied needs of students in a superficial way. (e.g. Giving "busy work" while other	Frequently makes provisions in lessons for giving appropriate lessons/materials	Shows consistent planning of lessons/materials appropriate for students of varying

(Differentiated Instruction)	academic achievement <input type="checkbox"/>	students are given grade level work <input type="checkbox"/>	that match the level of student achievement <input type="checkbox"/>	achievement/academic levels <input type="checkbox"/>
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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"/>
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"/>

<p>Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost</p>	<p>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</p> <p><input type="checkbox"/></p>	<p>Often unprepared for class. occasionally begins late, students are engaged in learning activities more often than not.</p> <p><input type="checkbox"/></p>	<p>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</p> <p><input type="checkbox"/></p>	<p>Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic</p> <p><input type="checkbox"/></p>
<p>Monitors students' participation and interpersonal interactions in learning activities</p>	<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> <p><input type="checkbox"/></p>	<p>Often needs to intervene to control behaviors. Has limited repertoire of management techniques.</p> <p><input type="checkbox"/></p>	<p>Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions</p> <p><input type="checkbox"/></p>	<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> <p><input type="checkbox"/></p>
<p>Establishes efficient outlines for procedural tasks and delegates to students</p>	<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> <p><input type="checkbox"/></p>	<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> <p><input type="checkbox"/></p>	<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> <p><input type="checkbox"/></p>	<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> <p><input type="checkbox"/></p>

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	Teacher uses media communication tools in the instructional environment	Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-	Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower

	teaching-learning process <input type="checkbox"/>	(e.g., visual displays) but does not incorporate them into the teaching-learning process. <input type="checkbox"/>	centered. <input type="checkbox"/>	student's use of the mediums. <input type="checkbox"/>
Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning.	Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation. <input type="checkbox"/>	Teacher provides occasional opportunities for student-to-student communication. <input type="checkbox"/>	Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results. <input type="checkbox"/>	Facilitates high level of student interactions; students initiate topics, pose questions. Students frequently work together, not only on teacher-planned activities, but also on self-selected projects. <input type="checkbox"/>

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"/>

Appendix E

Undergraduate Exit Survey

Our Undergraduate Exit Questionnaire is distributed as an on-line survey using “Qualtrics”. The students responds to each statement using a five point scale: “no opinion”, “strongly agree”, “agree”, disagree”, and “strongly disagree”. It includes the following statements:

1. The program provided me with the skills needed to write a professional report within my discipline.
2. The program provided me with the skills needed to assess an individual’s speech, language, auditory, and communication skills.
3. The program provided me with the skills needed to communicate effectively with potential clients, students, or consumers.
4. The program provided me with the skills needed to demonstrate professional behavior within my discipline.
5. The program provided me with the skills needed to establish appropriate measureable goals for potential clients or students.
6. The program provided me with an understanding of the physical basis for a speech or hearing problem.
7. I completed the requirements needed to apply to a graduate program in my selected field

Note: Interpreting students do not complete #5 or #6 as they are N/A for those students.

In addition, the survey contains a narrative area for students to comment on “any areas in the curriculum which affected their level of satisfaction with the program”.

Appendix F:
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
Administration of oral-periph &/OR hearing screening	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.
Administration of speech-language sample &/OR parent/client interview	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.
Administration of standardized test &/OR authentic procedures	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.
Interpretation of observations & test results	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.
Overall communication and ability to establish rapport with client & parent. Behavior Management.	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.
Demonstration of	Three or more of the following: unprofessional attire or appear; unprofessional behavior	Two of the following: unprofessional attire or appear; unprofessional behavior during the	Professional attire or appearance. Overall behavior was professional, but may need to work on some minor	Appropriate/professional attire and appearance. Demonstrates professional behavior throughout the

professional behavior.	during the assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	assessment; did not work well with others; was defensive or critical when provided with direction/feedback.	issues. Works adequately with others & takes direction well.	assessment. Works well with others & takes direction well.
Prep./Room set-up.	Add 1 point if room set-up and preparation were adequate.	Total Score = /25		

Grading Rubric for Final Written Report in CDDS 110/107

Name: _____

	1 Failed	2 Poor	3 Good	4 Excellent
Format & writing mechanics (indentation, grammar, spelling, etc.)	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.
Background and Presenting Complaint AND History (birth/dev., med., family/soc.)	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.	BPC Contains: client's name, correct CA, date, location, & presenting complaint. Includes: accompanied/referred by & Dx/Tx Hx, as appropriate. History Contains: birth Hx, dev, Hx/milestones, med. Hx, family/social Hx, as appropriate. Everything under the correct heading.
Obs. & Assess. Results: Oral Periph. & Hearing Screening	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.
Obs. & Assess. Results: Speech Production	Significant concerns regarding the accuracy and/or completeness of the stand test results and/or the spontaneous speech sample including	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	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.	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes phoneme error table and % intellig., and voice/fluency info. as

&/or Voice &/or Fluency	voice and fluency analysis	under the wrong heading.	Everything is under the correct heading(s).	appropriate. Everything is under the correct heading(s).
Obs. & Assess. Results: Receptive & Expressive Language	Significant concerns regarding the accuracy and/or completeness of the stand test results and the spontaneous language sample including MLU, receptive behaviors & expressive behaviors.	Two of the following: 1) Results of standardized 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	Contains: complete and accurate results from standardized test and correct MLU, but receptive & expressive observations are incomplete or inaccurate (re: syntax, morphology, pragmatics, etc.)	Contains: complete and accurate results from standardized test AND spontaneous sample. Includes discussion of receptive & expressive language, including MLU. Everything is under the correct heading(s).
Summary & Prognosis AND Recommendations	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).
Final Draft (single-spaced)	Add 1 point if final draft is "perfect".			
			Total Score =	/25

Appendix F (continued)
Undergraduate Final Practicum Evaluation: CDDS 164 (DE)

Grading Rubric for practicum in CDDS 164 Name: _____

	1 Unacceptable	2 Needs improvement	3 Proficient	4 Exemplary
Teaching effectiveness – Presentation of lesson	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.
Teaching effectiveness – Rapport with student	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.
Communication – Sign language model	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.
Communication – Responses to student	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.
Quality of lesson plans. 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.
Quality of materials prepared for lesson	Student clinician does not bring additional materials support or materials brought do not support	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.

	concepts taught.			Materials clearly demonstrate concepts presented.
Self-evaluation of lesson success	Student clinician does not measure student learning and cannot identify any changes needed in future lessons.	Student clinician does not measure student learning, but can identify one change needed in future lessons.	Student clinician can effectively evaluate each component of the lesson and measure student learning.	Student clinician can effectively evaluate each component of the lesson, measures student learning, and incorporates changes in future lessons.
Implementation of suggestions	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.
Punctuality – practicum sessions	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.
Punctuality – Lesson plans	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: _____

	Unacceptable	Acceptable	Proficient	Exemplary
Reflections	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

	Unacceptable	Acceptable	Proficient	Exemplary
Evaluation	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 collected during session that shows student learning.
	0 points	4 points	5 points	6 points
Grammar, spelling, typing	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
Organization/presentation	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?

Appendix F (continued)

Undergraduate Final Practicum Evaluation: CDDS 175 (INT)

CDDS 175

Name _____

1st Semester

Grading Rubric

Rater _____

2nd Semester

Overall Appearance -			
Ethical Scenario = I II III IV	Ethical Scenario = I II III IV		Ethical Scenario = I II III IV
Conflict(s)	Conflict(s)		Conflict(s)
Perspective(s) = Terp D/d/HH H Agency	Perspective(s) = Terp D/d/HH H Agency		Perspective(s) = Terp D/d/HH H Agency
Solution = Short Term Long Term	Solution = Short Term Long Term		Solution = Short Term Long Term
Solution = Short Term Long Term	Solution = Short Term Long Term		Solution = Short Term Long Term
Performance	Sign to Voice	Voice to Sign	Comments
Articulation – 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	
Affect – 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	
Grammatical Structure – measures the degree to which the information in an interpretation is grammatically moderate in the language choice made.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Intent – measures the extent to which the goal of the source language is represented in the target language. It includes message equivalents and	Poor	Poor	

neutrality of the interpretation.	Moderate Acceptable	Moderate Acceptable	
Performance	Sign to Voice	Voice to Sign	Comments
Content – 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.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Constructed Action / Dialogue - 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.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Language Match – 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.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Use of Space – 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.	Poor Moderate Acceptable	Poor Moderate Acceptable	
Overall Score			