Communicative Sciences and Deaf Studies (CSDS) Department

Summary of Graduate Outcome Assessment Program Results: 2017-2018

Department: Communicative Sciences and Deaf Studies (CSDS)

Degree: Graduate Program (Masters Degree)

Graduate Assessment Coordinator: Stephen D. Roberts, PhD, MBA, CRC, CLCP, CCC-A, FAAA

The Communicative Sciences and Deaf Studies (CSDS) Department has a SOAP plan that includes multiple graduate and undergraduate measures that are scheduled on a 5-year cycle where each measure is administered 1 to 3 times over the five-year period. We currently have two SOAP documents: (a) one for the graduate program and (b) one for the undergraduate program. This report will address our graduate program. There are a total of eight graduate measures (4 direct and 4 indirect), and these measures are administered according to the timeline on p. 17 of our Graduate Program SOAP. In this report, we are reporting on the results of information gathered during the 2017-2018 academic year.

1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section. Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.

Graduate Outcomes Measures Specified for 2017-2018 AY
The graduate outcome measures specified for this period in the Student Outcome Assessment Plan included**:**
(1) Clinic Practicum Evaluations/Student Teaching Evaluation
(2) Graduate Comprehensive Examination
(3) Graduate Students Exit Survey

Learning Outcomes Assessed for the 2017-2018 AY
1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Comprehensive Examinations)**
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals. (**Graduate Students Exit Survey, Graduate Comprehensive Examinations)**
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. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey)**
4. Demonstrate professional communication skills. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey)**
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. (**Graduate Students Exit Survey, Graduate Comprehensive Examinations)**
6. Assess an individual's ability or performance and will appropriately interpret and apply this information. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey, Graduate Comprehensive Examinations)**

7. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey, Graduate Comprehensive Examinations)**
8. Establish a learning or clinical environment that enhances the maximum growth of students and clients. **(Student Teaching Evaluations/Clinical Practicum Evaluations)**
9. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey)**
10. Appreciate, understand and productively apply multicultural information. **(Student Teaching Evaluations/Clinical Practicum Evaluations, Graduate Students Exit Survey)**
11. Participate in professional and (as appropriate) research activities that promote life-long learning. **(Graduate Students Exit Survey)**

2. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be "On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric."

1. **MEASUREMENT INSTRUMENT: Student Teaching Evaluations/Clinical Practicum Evaluations**
   Each semester, Clinical Supervisors and Master Teachers complete an evaluation of students under their supervision. Those items reflecting on student performance for the learning outcomes will be averaged and tracked across semesters. The goal is that 80% of students will achieve an average rating of at least 3 (proficient) on a 5-point scale for applicable items.

LEARNING OUTCOMES THAT WERE ASSESSED:
   1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions.
   2. 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.
   3. Demonstrate professional communication skills.
   4. Assess an individual's ability or performance and will appropriately interpret and apply this information.
   5. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients.
   6. Establish a learning or clinical environment that enhances the maximum growth of students and clients.
   7. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
   8. Appreciate, understand and productively apply multicultural information.

2. **MEASUREMENT INSTRUMENT: Graduate Comprehensive Examinations**
   In Speech-Language Pathology, graduate students are required to pass comprehensive examinations in 4 areas: (1) Basic Communication Processes, (II) Disorders, (III) Assessment and (IV) Treatment. The graduate comprehensive examinations include both a written portion and an oral portion. In Deaf Education, graduate students are required to pass comprehensive examinations in 6 areas: (1)

Audiology, (II) Speech, (III) ASL, (IV) Assessment, (V), Language, (VI) School Subjects. The graduate comprehensive examinations include both a written portion and an oral portion. The goal is that at least 80% of students will pass in each area.

LEARNING OUTCOMES THAT WERE ASSESSED:
1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
3. Demonstrate professional communication skills.
4. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
5. Assess an individual's ability or performance and will appropriately interpret and apply this information.
6. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients.

3. **MEASUREMENT INSTRUMENT: Graduate Student Exit Survey**
Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey. In the survey, students are asked to rate a number of statements with: Strongly Agree = 4, Agree = 3, Disagree = 2, or Strongly Disagree =1. The goal is that 80% of students would indicate that they "agree (3)" or "strongly agree (4)" with statements regarding their skill levels associated with the learning outcomes listed below.

LEARNING OUTCOMES THAT WERE ASSESSED:
1. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals. (item #7)
2. 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. (item #6)
3. Demonstrate professional communication skills. (item #4)
4. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. (item #3)
5. Assess an individual's ability or performance and will appropriately interpret and apply this information. (item #5)
6. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. (item #6)
7. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. (item #4)
8. Appreciate, understand and productively apply multicultural information. (item #8)
9. Participate in professional and (as appropriate) research activities that promote life-long learning. (item #7)

3. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

1. **MEASUREMENT INSTRUMENT: Student Teaching Evaluations/Clinical Practicum Evaluations**

Each semester, Clinical Supervisors and Master Teachers complete an evaluation of students under their supervision. Those items reflecting on student performance for the learning outcomes will be averaged and tracked across semesters. The goal is that 80% of students will achieve an average rating of at least 3 (proficient) on a 5-point scale for applicable items.

- **Fall Semester 2017 – SLP Program:**
  - CSDS 230: 40/40 (100%) $\geq$ 3
  - CSDS 250: 19/19 (100%) $\geq$ 3
  - CSDS 257: 19/19 (100%) $\geq$ 3
  - CSDS 267   18/18 (100%) $\geq$ 3

- **Fall Semester 2017 – DE Program:** N/A
  - Student Teaching Eval: N/A - No Deaf Education graduates to evaluate.

==Outcome: Fall 2017 Results for CSDS Department - Goal met ($\geq$ 80% of students achieved an average rating of at least 3 on a 5-point scale for applicable items).==

- **Spring Semester 2018 – SLP Program:**
  - CSDS 230: 42/42 (100%) $\geq$ 3
  - CSDS 250: 20/20 (100%) $\geq$ 3
  - CSDS 257: 15/15 (100%) $\geq$ 3
  - CSDS 267: 18/18 (100%) $\geq$ 3

- **Spring Semester 2018 – DE Program:**
  - Student Teaching Eval: 1/1 (100%) $\geq$ 3

==Outcome: Spring 2018 Results for CSDS Department - Goal met ($\geq$ 80% of students achieved an average an average rating of at least 3 on a 5-point scale for applicable items).==

- **AY 2018-2019 – SLP Program:**
  - CSDS 230: 82/82 (100%) $\geq$ 3
  - CSDS 250: 39/39 (100%) $\geq$ 3
  - CSDS 257: 34/34 (100%) $\geq$ 3
  - CSDS 267: 36/36 (100%) $\geq$ 3

- **AY 2018-2019 – – DE Program:**
  - Student Teaching Eval: 1/1 (100%) $\geq$ 3

==Outcome: 2017 - 2018 AY Results for CSDS Department - Goal met ($\geq$ 80% of students achieved an average an average rating of at least 3 on a 5-point scale for applicable items).==

2. **MEASUREMENT INSTRUMENT: Graduate Comprehensive Examination**
   In Speech-Language Pathology, graduate students are required to pass comprehensive examinations in 4 areas: (1) Basic Communication Processes, (II) Disorders, (III) Assessment and (IV) Treatment. The graduate comprehensive examinations include both a written portion and an oral portion. In Deaf Education, graduate students are required to pass comprehensive examinations in 6 areas: (1) Audiology, (II) Speech, (III) ASL, (IV) Assessment, (V), Language, (VI) School Subjects. The graduate

comprehensive examinations include both a written portion and an oral portion. The goal is that at least 80% of students will pass in each area.

- **Fall Semester 2017**
  - **SLP Program:** 17/18 (94%) passed all for areas of their comprehensive examination. Specifically, there were a total of 68/72 (94%) areas passed (N=18 students).

  - **DE Program:** N/A - No Deaf Education graduates to evaluate.

  - **Total for CSDS Department (DE and SLP combined):** 17/18 (94%) students passed their comprehensive examination. Specifically, there were a total of 68/72 (94%) areas passed (N=18 students).

<mark>**Outcome: Fall 2017 Results for CSDS Department: Goal met ($\geq$ 80% of students passed in each area) for the Speech-Language Pathology program during the Fall semester 2017. Of note, there were no Deaf Education students scheduled to take the Graduate Comprehensive Examinations in Fall 2017.**</mark>

- **Spring Semester 2018**
  - **SLP Program:** 16/18 (80%) students passed all 4 areas with 2 students passing 3 of 4 areas. Specifically, there were a total of 70/72 (97%) areas passed (N=18 students).

  - **DE Program:** 1/3 (33%) student passed all 6 areas with 1 student passing 3 of 6 areas and 1 student passing 2 of 6 areas. Specifically, there were a total of 11/18 (61%) areas passed (N=3 students).

  - **Total for CSDS Department (DE and SLP combined):** 17/20 (85%) students passed all required areas with a total of 81/90 (90%) areas passed (N=21 students).

Note: Due to the small cohort size of graduate students the DE Program, the **Graduate Comprehensive Examination** data are analyzed and reported as per CSDS department (combined SLP and DE programs).

<mark>**Outcome: Spring 2018 Results for CSDS Department: Goal met ($\geq$ 80% of students passed in each area) for the DE and SLP programs combined during the Spring semester 2018.**</mark>

- **2017 – 2018 AY**
  - **SLP Program:** 33/36 (92%) students passed all 4 areas with a total of 138/144 (96%) areas passed (N=36 students).

  - **DE Program:** 1/3 (33%) student passed all 6 areas with a total of 11/18 (61%) areas passed (N=3 students).

  - **Total for CSDS Department (DE and SLP combined):** 34/39 (87%) students passed all required areas with a total of 149/162 (92%) areas passed (N=39 students).

<mark>**Outcome: 2017 - 2018 AY Results for CSDS Department: Goal met ($\geq$ 80% of students passed in each area) for the DE and SLP programs combined during 2017-2018 AY.**</mark>

2. **MEASUREMENT INSTRUMENT: Graduate Student Exit Survey**
    Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey. In the survey, students are asked to rate a number of statements with: Strongly Agree = 4, Agree = 3, Disagree = 2, or Strongly Disagree =1. The goal is that 80% of students would indicate that they "agree (3)" or "strongly agree (4)" with statements regarding their skill levels associated with the learning outcomes listed below.

- **Speech-Language Pathology Fall 2017**
  Of the 18 students that were enrolled in the last semester of the graduate Speech-Language Pathology Program, a total of 11 (61%) students completed the Fall 2017 **Graduate Student Exit Survey**. Over all, this goal was met for the Speech-Language Pathology Program (N=11) in the Fall 17 semester. The mean scores for these questions ranged from 3.25 to 3.75. All 8 statements exceeded the 80% criterion of students indicating that they "agree (3)" or "strongly agree (4)" regarding their skill levels associated with the listed learning outcomes. An additional 9th question inquired as to the number of graduate students planned on pursuing a doctoral degree. Only 2/9 (11%) students agreed or strongly agreed in pursuing a doctoral degree.

Learning Outcome (Listed above)	Percent of students who rated the statement as "agree (3)" or "strongly agree (4)" N = 13 total number of responses	Met/Not Met
1	(item #7) 11/11 (100%)	Met
2	(item #6) 11/11 (100%)	Met
3	(item #4) 10/11 (91%)	Met
4	(item #3) 11/11 (100%)	Met
5	(item #5) 11/11 (100%)	Met
6	(item #6) 11/11 (100%)	Met
7	(item #4) 10/11 (91%)	Met
8	(item #8) 11/11 (100%)	Met
9	(item #7) 11/11 (100%)	Met

- **Speech-Language Pathology program:** Following is summary of the students' comments regarding areas in the professional field in which they feel most prepared.
  - School setting
  - Articulation, language, aphasia
  - I feel most prepared doing therapy and working with children and their families.
  - Overall, the program, as a whole, has prepared me in all aspects of the field of speech pathology. I feel I have a very strong foundation of knowledge that will serve me well in the 'real world' as an SLP. I also value the experiences I went through during my clinical placements, as they allowed me the opportunity to put what I had learned in the classroom, into use, with real clients needing assessment and intervention of various speech/language disorders.

- I feel most prepared with treatment and writing reports/doing paperwork.
- Medical field.
- Assessment of various disorders (aphasia, speech sound disorders, language disorders, swallowing, cognition, pragmatics), research, goal writing, chart review, clinical skills in treatment of various speech language cognition disorders especially in children.
- Assessment
- I feel most prepared in clinical skills. I am confident in my ability to assess, diagnose, and treat a variety of populations and to seek information if I am not confident.
- Assessment and treatment, as well as understanding etiologies
- Minimally verbal/nonverbal children, behavior management, articulation and child language, dysphagia assessment and management

- **Speech-Language Pathology program:** Following is summary of the students' comments regarding areas in the professional field in which they are lacking skills.
  - Medical setting
  - Working with special populations, such as ASD, CP, etc.
  - I feel like I am lacking in knowing exactly how to bill for services in different settings, however I am aware this comes with on-site experience.
  - N/A
  - I think I have a really good foundation, but will need time and practice and more experiences to really feel confident.
  - None. Lack experience with cancer patients and working with trach patients.
  - The various intricacies of IEPs in the school setting. Multicultural issues relevant in adult populations.
  - Treatment-Articulation
  - I feel least prepared for settings in which I have not worked. I did my medical externship in an acute care setting in which the caseload was primarily swallowing. Therefore I feel most hesitant in the areas of adult rehabilitative assessment, diagnosis, and treatment. "On paper," I think I have a good set of basic knowledge in these areas, but that I lack experience.
  - I haven't had any experience with aphasia or dysarthria yet

- **Speech-Language Pathology program:** Following is summary of the students in which type of setting are you planning to work now that they have completed the program,
  - Medical setting
  - School
  - I plan to work in the school setting for my clinical fellowship year, meanwhile taking CEU's for working in the NICU where I hope to eventually land a job after getting my C's.
  - I will be working with children, either in a private practice setting or in the school system. Also considering per diem work, in the future, at a children's hospital.
  - I plan on working at either a school (K-12th) or at a SNF for my first position.
  - Combination of education and medical setting.
  - Ideally, acute medical setting. Reality is there are few jobs in that area, so I will likely complete CFY in schools and hopefully per diem work in medical setting.
  - Medical, if available
  - I will be working in a private practice with both children and adults.
  - Schools and medical

- Medical/outpatient

- **Deaf Education Fall 2017.** There were no graduate students enrolled in their last semester of the graduate Deaf Education Program. Thus, no Graduate Student Exit Survey was administered.

==Outcome: Over all, this goal was met (> 80% of students indicated that they "agreed (3)" or "strongly agreed (4)" with statements regarding their skill levels associated with their listed learning outcomes) for the CSDS Department (i.e., combined Speech-Language Pathology and Deaf Education Programs (N=11) in the Fall 2017 semester. The mean scores for these questions ranged from 3.25 to 3.73. All 9 statements exceeded the 80% criterion of students indicating that they "agree (3)" or "strongly agree (4)" regarding their skill levels associated with the listed learning outcomes.==

- **Speech-Language Pathology and Deaf Education Program - Spring 2018**
  Of the 19 students enrolled in the last semester of the graduate Speech-Language Pathology Program and graduating in Spring 2018, a total of 14 (74%) students completed the Spring 2018 **Graduate Student Exit Survey**. Of the 1 student enrolled in the last semester of the graduate Deaf Education Program and graduating in Spring 2018, a total of 1 (100%) student completed the Spring 2018 **Graduate Student Exit Survey.**

  Note: Due to the small number of graduate students the DE Program, the **Graduate Student Exit Survey** data are analyzed and reported as per CSDS department (combined SLP and DE programs).

Learning Outcome (Listed above)	Percent of students who rated the statement as "agree (3)" or "strongly agree (4)" N = 15 total number of responses	Met/Not Met
1	(item #7) 15/15 (100%)	Met
2	(item #6) 15/15 (100%)	Met
3	(item #4) 15/15 (100%)	Met
4	(item #3) 15/15 (100%)	Met
5	(item #5) 15/15 (100%)	Met
6	(item #6) 15/15 (100%)	Met
7	(item #4) 15/15 (100%)	Met
8	(item #8) 15/15 (100%)	Met
9	(item #7) 15/15 (100%)	Met

- **CSDS Department - Combined Speech-Language Pathology and Deaf Education programs:**
  Following is summary of the students' comments regarding areas in the professional field in which they feel most prepared.
  - Providing assessment and evaluation for various disorders. As well as building rapport with students, families, and other professionals. I feel that I gained valuable skills in counseling

(specifically in CDDS 202) and those skills were foundational for all areas of speech therapy. Additionally, I feel confident in a few areas of therapy such as early intervention, and articulation therapy.

- Pediatrics
- I feel most prepared with the foundational areas, especially designing lesson plans and assessing students through various means of assessments.
- I feel most prepared to work with children, however I do feel that this program has done a wonderful job to prepare me for a career in speech pathology.
- I feel most prepared to assess and treat language disorders, especially pragmatic skills. I was well-prepared in all things medical through Dr. Fred's and Dr. Pomaville's courses and my medical externship. I feel very prepared in building rapport and interacting with clients and families.
- I feel extremely confident in assessment and planning treatment goals! All my classes (including undergraduate) have done a great job at preparing me how to write/create treatment goals. In addition, the wonderful supervisors I was fortunate enough to work with also provided excellent resources and advice for treatment.
- I am well prepared to assess and evaluate my results to propose a potential diagnosis.
- Disorders related to children: expressive/receptive disorder and articulation disorders.
- Child - speech and language disorders; Adult - motor speech, dysphagia, and aphasia.
- Assessment and treatment of clients
- Assessment and treatment
- Assessment
- Assessments/diagnosis

- **CSDS Department - Combined Speech-Language Pathology and Deaf Education programs:** Following is summary of the students' comments regarding areas in the professional field in which they feel are lacking:
  - Paperwork for schools and medical.
  - I don't feel as prepared in the areas of autism and language therapy. But, I feel that I have the resources and tools to gather whatever information or skills in those areas that I need as I begin working in the field.
  - Treating speech sound disorders. I feel like I know the best treatment programs (cycles approach, etc.), but not specific techniques. I don't know where to begin with /r/ for instance! Also, I'm lacking skills in regard to AAC.
  - Working with trach/vent patients, working with patients we never saw in our clinical experiences.
  - Slightly more information or emphasis on feeding/swallowing for infants and IEP/IFSPs could be helpful.
  - Working with AAC devices, but that is due to lack of hands on experience not due to lack of education.
  - I feel that I still have much to learn in terms of classroom management and working with other professionals (especially those that are in other areas of expertise, not teachers) -- but those kind of skills are best gained through experience.
  - I still feel a little unsure of how to use AAC in treatment. We were provided an excellent introduction to all the different AAC systems available, however, not enough information on how to train future clients.
  - Working with individuals with severe disorders

- Pragmatic language disorders, autism, and stuttering. Mainly due to lack of clinical experience with these disorders.
- I lack skills in the IEP process. I did not get much experience in this area despite asking my supervisor for more experience.
- Treatment for children with more severe Autism/other more severe medical diagnosis

Outcome: Over all, this goal was met ($\geq$ 80% of students indicated that they "agreed (3)" or "strongly agreed (4)" with statements regarding their skill levels associated with their listed learning outcomes) for the CSDS Department (i.e., combined Speech-Language Pathology and Deaf Education Programs (N=15) in the Spring 2018 semester. The mean scores for these questions ranged from 3.43 to 3.73. All 9 statements exceeded the 80% criterion of students indicating that they "agree (3)" or "strongly agree (4)" regarding their skill levels associated with the listed learning outcomes. Of note, there was only 1 Deaf Education graduate student to evaluate.

4. What changes did you make as a result of the data? Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Review and Discussion of Assessment Data

- **First,** the results of the **Fall 2017 Outcomes Assessment Data** for the **(1) Fall 2017 Clinic Practicum Evaluations/Student Teaching Evaluations, (2) Fall 2017 Graduate Comprehensive Examinations, and (3) Fall 2017 Graduate Students Exit Survey were presented at the** February 18, 2018 Department of Communicative Sciences and Deaf Studies faculty meeting. It is important to note that some of the students' comments regarding areas in their professional fields in which they feel most prepared are also similar areas in which the students feel they are lacking skills according to the **Fall 2017 Graduate Students Exit Survey** (e.g., working with special populations such as autistic spectrum disorders; articulation disorders; language disorders; aphasia disorders, medical setting; school settings). Since all graduate students are required by ASHA and CED accreditation standards to complete the same coursework, this disparity may be due, in fact, to the variety in clinical/educational internship and externship placements during their graduate program. It is anticipated that the students will hone their clinical/educational skills sets with experience once employed.

- **Second,** the results of the **Spring 2018 Outcomes Assessment Data** for the **(1) Spring 2018 Clinic Practicum Evaluations/Student Teaching Evaluations, (2) Fall 2018 Graduate Comprehensive Examinations, and (3) Spring 2018 Graduate Students Exit Survey were presented at the** September 12, 2018 Department of Communicative Sciences and Deaf Studies faculty meeting. It is important to note that some of the students' comments regarding areas in their professional fields in which they feel most prepared are also similar areas in which the students feel they are lacking skills according to the **Spring 2018 Graduate Students Exit Survey** (i.e., language disorders and therapy; pragmatic speech disorders and therapy). Since all graduate students are required by ASHA and CED accreditation standards to complete the same coursework, this disparity may be due, in fact, to the variety in clinical/educational internship and externship placements during their graduate program. Again, it is anticipated that the students will hone their clinical/educational skills sets with experience once employed.

- Thus, the staff and faculty have actively participated in the review, discussion and recommendations

of the 2017 – 2018 SOAP data for ongoing program improvement throughout the academic year. The following information provides actions taken for each of the three outcome assessment activities.

Actions Taken Based on the Analysis of the Assessment data:

1. **MEASUREMENT INSTRUMENT: Fall 2017 and Spring 2018 Clinic Practicum Evaluations/Student Teaching Evaluations (AY 2017-2018)**

- **ACTION TAKEN.** For the overall CSDS Department (i.e., combined graduate SLP and DE programs), no specific actions were taken nor are required at this time because the overall goal for this activity was met for AY 2017-2019. It should be noted that there is no change compared to the last time the Clinic Practicum Evaluations/Student Teaching Evaluations passing rate was evaluated and reported during AY 2014-2015, which revealed 49/54 (92%) passing rate. It is important to note that we continue to meet this goal in Clinic Practicum Evaluations/Student Teaching Evaluations pass rate during the 2017-2018 AY as noted in the current SOAP report. Continue to track and address, as needed.

2. **MEASUREMENT INSTRUMENT: Fall 2017 and Spring 2018 Graduate Comprehensive Examination (AY 2017-2018)**

- **ACTION TAKEN.** For the overall CSDS Department (i.e., combined graduate SLP and DE programs), no specific actions were taken nor are required at this time because the overall goal for this activity was met for AY 2016-2017. Of note, a successful strategy in helping graduate students prepare for their comprehensive written examinations has been provided through "comp socials." Comp socials consist of individual CSDS faculty members meeting with students in both SLP and DE programs to provide an overview of focus areas for their upcoming written comprehensive examinations as well as strategies to help students in preparing for and answering questions on the comprehensive written examinations. Since implementing these procedures, our overall CSDS Department comprehensive examination pass rate (goal $\geq$ 80%) has been met and reported during the AY 2015-2016 (i.e., 85.7% for Spring 2015). It is important to note that we continue to meet this goal in comprehensive examination pass rate during the 2017-2018 AY as noted in the current SOAP report. Continue to track and address, as needed.

3. **MEASUREMENT INSTRUMENT: Fall 2017 and Spring 2018 Graduate Students Exit Survey**

   ACTION TAKEN. For the overall CSDS Department (combined graduate SLP and DE programs), no specific actions were taken nor required at this time because the overall goal was met for both the Fall 2017 and Spring 2018 Graduate Exit Surveys. It should be noted that there is no change compared to the last time the Graduate Comprehensive Examination passing rate was evaluated during AY 2015-2016, which revealed 49/54 (92%) passing rate. Continue to track and address, as needed.

SUMMARY
In closing, we believe that the CSDS department is utilizing a performance and quality improvement process in which our internal and external stakeholders strive to create constantly improving quality. This has resulted in improved accountability, flexibility to meet academic and clinical service need changes, enhanced outcomes management, and creative/innovated services.

Graduate Outcomes Measures Specified for 2018-20189AY

The graduate outcome measures specified for this period in the Student Outcome Assessment Plan included**:**
(1) Advisory Committee Minutes
(2) Graduate-level Writing Requirement

Learning Outcomes Assessed for the 2018-2019 AY
1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions. **(Graduate-level Writing Requirement)**
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals. **(Graduate-level Writing Requirement)**
3. Demonstrate professional communication skills. **(Graduate-level Writing Requirement)**
4. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. **(Advisory committee Minutes)**
5. Assess an individual's ability or performance and will appropriately interpret and apply this information. **(Advisory committee Minutes)**.
6. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. **(Advisory committee Minutes)**
7. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. **(Advisory committee Minutes)**
8. Appreciate, understand and productively apply multicultural information. **(Advisory committee Minutes)**

CLOSING THE LOOP or PROGRESS MADE REGARDING FINDINGS FROM 2016-2017 Action Plan.

1) Progress has been made regarding the Graduate SOAP 2016-2017 AY action plan which was developed at the September 13, 2017 faculty meeting and again discussed at the February 18, 2018 and September 12, 2018 faculty meetings with Deaf Education and Speech-Language Pathology faculty and staff. Following is a summary progress made on the action plan.

MEASUREMENT INSTRUMENT: Praxis Examination in Speech-Language Pathology

- **ACTION TAKEN.** It was noted that the findings of the Praxis Examination in Speech-Language Pathology (32/32; 100%) revealed a slight improvement compared to the last time the Praxis Examination passing rate was evaluated during AY 2013-2014, which revealed 49/54 (92%) passing rated. No other specific action was required at this time because the overall goal was met. Based on the rate and consistency of our results, we consider our actions to be successful, thus closing the loop for this outcome unless the pass rate drops to a concerning level. Continue to track and address, as needed.

MEASUREMENT INSTRUMENT: Employer Survey

- **ACTION TAKEN.** For both the Deaf Education and Speech-Language Pathology programs, no specific actions were taken nor required at this time because the overall goal was met for both programs. is noted that the alumni/ employer database was updated an online survey format was implemented. As a result, we were successful in increasing the number of respondents who participated in the survey from both the Speech-Language Pathology and Deaf Education programs (i.e., total of 19 employers completed the survey - 6 from Deaf Education and 13 from Speech-Language Pathology), actually doubling the number of respondents (i.e., total of 9 employers) since the last time the Employer Surveys were distributed during the AY 2013-2014. Based on the rate and consistency of our results, we consider our actions to be successful, thus closing the loop for this outcome unless the pass rate drops to a concerning level. Continue to track and address, as needed.

Deaf Education. Following are employer suggestions for program improvement in Deaf Education noted in the previous section and actions discussed and taken.

- **Employer Suggestion #1:** Graduates from our program do not have a great deal of experience with curriculum or addressing state standards by modifying lessons and instruction.

- **Action Taken for Employer Suggestion #1**: This is one comment in a small sample size and not reflective of the overall results of the Employer Survey. In contrast to this employer's comment, another employer suggested that they were very impressed by the quality of education by our graduating teacher. Moreover, this employer stated that that it was helpful that she (i.e., recent graduate) has an extensive background and knowledge in all areas of Deaf Education and not just one method of teaching or communicate mode. Dr. Smith-Warshaw teaches *CDDS 188T*, a seminar course in the graduate Deaf Education program, in which she educates/trains students in how to assess American Sign Language (ASL) skills with students who are Deaf and hard of hearing. She also invites guest speakers to teach students about various interventions across a wide range of students' abilities. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

- **Employer Suggestion #2:** Graduates from our program have a strong understanding of how to teach students in state schools or signing programs, but have less understanding of how to work with students who are hard of hearing.

- **Action Taken for Employer Suggestion #2:** The Deaf Education program currently provides *CDDS 206: Audiology for Teachers of Deaf and Hard of Hearing (D/HH) Students*, which provides both habilitative and rehabilitation interventions to assist students with various types and degrees of hearing loss. Dr. Roberts teaches this course which includes education in amplification, auditory training, speech and language training, and addressing psycho-social education issues. Graduate students have coursework as well as face-to-face hands-on experience with the newborn hearing screening program, pediatric audiology assessment and management procedures, postauricular hearing aids, cochlear implants, bone anchored hearing devices and hearing assistive technology systems, parent and family counseling as well as various early intervention strategies for hard of hearing infants and young children. As an invited speaker, Antonia Cardinalli, a D/HH Specialist at Garfield Elementary School in Clovis Unified School District, provided a hands-on interactive

workshop on aural habilitation and strategies to work with infants, children and adolscents who are hard of hearing in CDDS 206 during both the Fall 2017 and Spring 2018 courses. Dr. Laurie Smith, another invited speaker and educational audiologist in Fresno Unified School District, provides a hands-on interactive workshop on postauricular hearing aids, cochlear implants, bone anchored hearing devices and hearing assistive technology systems as well. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

- **Employer Suggestion #3:** They have 200 hard of hearing students and 50 deaf students in their program. With the Newborn Infant Screening, their numbers of hard of hearing students have greatly increased. This employer stated that they need teachers who can address the hard of hearing student population as well as children who are deaf.

- **Action Taken for Employer Suggestion #3:** As noted in the action taken for employer suggestion #2, The Deaf Education program currently provides *CDDS 206: Audiology for Teachers of Deaf and Hard of Hearing (D/HH) Students* and includes both habilitative and rehabilitation interventions to assist students with various types and degrees of hearing loss. Face-to face training includes amplification, auditory training, speech and language training and psycho-social education issues. Our students are provided an overview of the newborn hearing screening program and how to work with hard of hearing infants (birth through 3 years of age) and their families via early intervention programs. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

Speech-Language Pathology. Following are employer suggestions for program improvement in Speech-Language Pathology noted in the previous section and actions discussed and taken.

- **Employer Suggestion #1:** Graduates have almost no experience with group therapy and behavior management.

- **Action Taken for Employer Suggestion #1:** We have added a new course to the curriculum in our Speech-Language Pathology Program this year, *CDDS 117: Behavioral Principles in Assessing and Treating Communicative Disorders*. This course deals exclusively with behavioral principles and the application of those principles in both assessments and interventions. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

- **Employer Suggestion #2:** Graduate should have at least some exposure on how to work with more than one diagnosis at a time (i.e. a group of three to four students, all with different goals - articulation, language, stuttering).

- **Action Taken for Employer Suggestion #2**: If the clinical needs of the group are homogeneous (e.g., similar diagnosis, severity, age) with similar goals, a group approach is feasible and recommended. However, if the clinical needs of the group members are heterogeneous (e.g., different diagnoses and goals), a group approach would not be an appropriate treatment approach. As noted previously, we have added *CDDS 117: Behavioral Principles in Assessing and Treating Communicative Disorders* to address the application behavioral principles in both assessment and intervention. In contrast to this employer's comment, another employer suggested they are "always impressed with the

students we get from Fresno State." This employer stated, "They are well trained and ready to learn new things here in the schools! At this time I don't really have any suggestions for improvement to your program." No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

1. **MEASUREMENT INSTRUMENT: Alumni Survey**

- **ACTION TAKEN.** It should also be noted that moving to an online survey format and updating the Speech-Language Pathology and Deaf Education Alumni databases have been successful in increasing the number of respondents (i.e., total of 67 alumni that completed the survey - 13 alumni were in Deaf Education and 54 alumni were in Speech-Language Pathology) who participated in the survey both the Speech-Language Pathology and Deaf Education programs, actually tripling the number of respondents (i.e., total of 26 alumni that completed the survey - 14 for Deaf Education and 12 for Speech-Language Pathology during the AY 2012-2013) since the last time the Alumni Surveys were distributed. For both SLP and DE programs, no specific actions were taken nor required at this time because the overall goal was met. Continue to track and address, as needed.

Deaf Education. In reference to our Deaf Education program, all eight learning objectives were met. However, upon further inspection, item #4, "Deaf Education graduates will demonstrate the skills needed to plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients," received a total of 70% from the Deaf Education alumni that strongly agreed or agreed with this item, falling short of the 80% criterion for this item. In addition, item #8, "Deaf Education graduates will demonstrate the ability to communicate with families," received a total of 75% from the Deaf Education alumni participating in the survey that strongly agreed or agreed with this item, falling short of the 80% criterion for this item. Following are the following two items and actions discussed and taken.

- **Issue #1:** Deaf Education graduates will demonstrate the skills needed to plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients.

- **Action Taken for Issue #1**: Dr. Smith-Warshaw commented that graduate students in the Deaf Education program are specifically taught how to modify their lessons and instructions activities to meet the Deaf and hard of hearing students diverse learning needs. Dr. Smith-Warshaw teaches a *seminar (188T),* a course offered on various topics in Deaf Studies in the graduate Deaf Education program training students in how to assess American Sign Language (ASL) skills with students who are Deaf and hard of hearing. Dr. Smith-Warshaw noted that guest speakers are invited to teach students about various interventions across a wide range of students' abilities. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

- **Issue #2:** Deaf Education graduates will demonstrate the ability to communicate with families.

- **Action Taken for Issue #2**: The Deaf Education program provides *CDDS 201: Supporting Families with D/HH Children* which focuses on theory and practice in interviewing and counseling students and families related to specific language, speech, and hearing loss. Techniques for altering and modifying behaviors that affect maximum growth and potential students and their families. Dr. Roberts has taught this course of the previous two years it was offered and incorporated a hands-on

interactive counseling workshop to focus on strategies for attentive listening, establishing and maintaining rapport, gathering information, and solution-focused goal setting in this course. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

Following are alumni suggestions for program improvement in Deaf Education noted in the previous section and actions discussed and taken.

- **Alumni Suggestion #1:** One alumnus stated, "It deeply saddened me to see that recently the school has been turning towards online instruction in replace of actual in person classes. Additionally, I was very disappointed to see that Fresno State has decided to no longer provide a comprehensive education. I find it shocking that the school has decided to take a potentially biased philosophical approach instead of equipping their teachers with all the tools and knowledge possible for them to make their own decisions, as well as be a benefit to any deaf child they instruct."

- **Action Taken for Alumni Suggestion #1**: With the changes in technology and the ability to reach a large array of students across the state, we currently offer an online Deaf Education program. Classes offered range from 100% online to a hybrid 20% face-to-face/80% online format. Fresno State offers one of two Deaf Education Programs in the State of California, the other being CSU Northridge. With the overall goals met with both the alumni and employee surveys, no specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

- **Alumni Suggestion #2**: A second alumnus commented that they wished that they had more classes regarding behaviors or classroom management with students that are Deaf plus (e.g., extreme behaviors that are aggressive/emotionally disturbed students).
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- **Action Taken for Alumni Suggestion #2**: The Deaf Education program provides *CDDS 201: Supporting Families with D/HH Children* which focuses on theory and practice in interviewing and counseling students and families related to specific language, speech, and hearing loss. Techniques for altering and modifying behaviors that affect maximum growth and potential students and their families. Dr. Roberts has taught this course of the past two years and has incorporated a hands-on interactive counseling workshop to focus on strategies for attentive listening, establishing and maintaining rapport, gathering information, and solution-focused goal setting in this course with students and their families. In addition, Dr. Smith-Warshaw teaches *CDDS: 188T*, a seminar course offered on various topics in Deaf Studies in the graduate Deaf Education program. Dr. Smith-Warshaw stated that she will be inviting Ms. Andrea DiSilva-Perez, a credentialed D/HH teacher and recent graduate of Fresno State's Deaf Education Program and an expert in the area of behavioral and classroom management with students of various types and degrees of behavioral problems, to speak at her class this year. No specific actions were taken nor required at this time because the overall issue is being addressed. Continue to track and address, as needed.

Speech-Language Pathology Program. In reference to the Speech-Language Pathology program, there were two comments made that warranted discussion.

- **Alumni Suggestion #1:** An alumnus commented that they think that that graduate students would benefit from having more IEP training and paperwork training.

- **Action Taken for Alumni Suggestion #1:** Documentation is addressed in the *CDDS 230: Advanced Clinical Practice in Speech-Language Pathology* Clinic as well as the *CDDS 250: Advanced Clinical Practice in Audiology* Clinic that is specific to these settings. IEP documentation is also appropriately addressed in *CDDS 209: Professional Issues in Communicative Disorders.* Furthermore, each and every school district, medical facility, private practice and home health agency will have unique documentation requirements based on their setting. The company/district/agency will have some similarities based on basic regulations, but will differ greatly on how documentation is managed. It may not be entirely realistic to address every documentation policy/procedure possible in our field within our clinic setting. The students are meant to learn what is required for their placement during their externship or student teaching, and will learn the requirements via the employee orientation process for their specific setting upon the start of their first job. Currently, students are learning specific documentation for individual clinic setting, preschool setting, audiology clinic setting, school setting as well as their extern setting (IP rehab, OP rehab, acute hospital, private practice, skilled nursing home or other) while on campus or in their off campus placement during our graduate program. It was the consensus of the staff and faculty that no specific actions are required at this time because these concerns are currently being addressed. Continue to track and address, as needed.

- **Alumni Suggestion #2:** Online degrees should be available at Fresno State for BS and MA, bringing more opportunities by reaching those who may not be able to move to attend college.

- **Action Taken for Alumni Suggestion #2:** A master's degree in Speech-Language Pathology requires hands-on clinical practicum in various specific settings (e.g., inpatient rehab, outpatient rehab, acute care hospital, private practice, skilled nursing home, school setting, early intervention program) with specific types of patients/clients of various ages and disorders. From our perspective, we are not confident that an online program would ensure that our graduate students receive the required clinical placements needed for graduation. In addition, the size of our graduate cohort is based on the available number of university-based and off-campus sites. Proper oversight of the student teaching and externships would be difficult due to their proximity to the campus as site visits and remediation plan meetings may be difficult to schedule. Moreover, an online program may not necessarily lead to more PhD's in our profession. It was the consensus of the staff and faculty that no specific actions are required at this time because these concerns are currently being addressed. Continue to track and address, as needed.

7. **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.

Initial Report - SLP

Q1 - What is your major?

#	Answer	%	Count
1	Speech-Language Pathology	100%	11
	Total	100%	11

Q2 - Rate the following statements:

Speech-Language Pathology

Question	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
Advising was helpful.	0%	0	0%	0	55%	6	45%	5	11
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 "No Opinion")	0%	0	13%	1	50%	4	38%	3	8
My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.	0%	0	0%	0	45%	5	55%	6	11
I feel prepared to communicate with parents, clients, students, and other professionals.	0%	0	9%	1	36%	4	55%	6	11
I am confident in my abilities to assess a client's or student's communication abilities.	0%	0	0%	0	45%	5	55%	6	11
I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.	0%	0	0%	0	45%	5	55%	6	11
I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.	0%	0	0%	0	27%	3	73%	8	11
I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.	0%	0	0%	0	36%	4	64%	7	11
I am planning to pursue a doctoral degree.	11%	1	67%	6	11%	1	11%	1	9

Speech-Language Pathology

Field	Mean	Count
Advising was helpful.	3.45	11
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 "No Opinion")	3.25	8
My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.	3.55	11
I feel prepared to communicate with parents, clients, students, and other professionals.	3.45	11
I am confident in my abilities to assess a client's or student's communication abilities.	3.55	11

I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.	3.55	11
I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.	3.73	11
I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.	3.64	11
I am planning to pursue a doctoral degree.	2.22	9

Q3 - For which areas of your field do you feel most prepared?

Deaf Education
For which areas of your field do you feel most prepared?

Speech-Language Pathology

For which areas of your field do you feel most prepared?
School setting
Articulation, language, aphasia
I feel most prepared doing therapy and working with children and their families.
Overall, the program, as a whole, has prepared me in all aspects of the field of speech pathology. I feel I have a very strong foundation of knowledge that will serve me well in the 'real world' as an SLP. I also value the experiences I went through during my clinical placements, as they allowed me the opportunity to put what I had learned in the classroom, into use, with real clients needing assessment and intervention of various speech/language disorders.
I feel most prepared with treatment and writing reports/doing paperwork.
Medical field.
Assessment of various disorders (aphasia, speech sound disorders, language disorders, swallowing, cognition, pragmatics), research, goal writing, chart review, clinical skills in treatment of various speech language cognition disorders especially in children.
Assessment
I feel most prepared in clinical skills. I am confident in my ability to assess, diagnose, and treat a variety of populations and to seek information if I am not confident.
Assessment and treatment, as well as understanding etiologies
Minimally verbal/nonverbal children, behavior management, articulation and child language, dysphagia assessment and management

Q4 - In which areas of your field do you feel you are lacking skills?

Deaf Education

In which areas of your field do you feel you are lacking skills?

Speech-Language Pathology

In which areas of your field do you feel you are lacking skills?
Medical setting
Working with special populations, such as ASD, CP, etc.
I feel like I am lacking in knowing exactly how to bill for services in different settings, however I am aware this comes with on-site experience.
N/A
I think I have a really good foundation, but will need time and practice and more experiences to really feel confident.
None. Lack experience with cancer patients and working with trach patients.
The various intricacies of IEPs in the school setting. Multicultural issues relevant in adult populations.
Treatment-Articulation
I feel least prepared for settings in which I have not worked. I did my medical externship in an acute care setting in which the caseload was primarily swallowing. Therefore I feel most hesitant in the areas of adult rehabilitative assessment, diagnosis, and treatment. "On paper," I think I have a good set of basic knowledge in these areas, but that I lack experience.
I haven't had any experience with aphasia or dysarthria yet

Q5 - What type of setting are you planning to work in now that you have completed the program?

Deaf Education

What type of setting are you planning to work in now that you have completed the program?

Speech-Language Pathology

What type of setting are you planning to work in now that you have completed the program?
Medical setting
School
I plan to work in the school setting for my clinical fellowship year, meanwhile taking CEU's for working in the NICU where I hope to eventually land a job after getting my C's.
I will be working with children, either in a private practice setting or in the school system. Also considering per diem work, in the future, at a children's hospital.
I plan on working at either a school (K-12th) or at a SNF for my first position.
Combination of education and medical setting.
Ideally, acute medical setting. Reality is there are few jobs in that area, so I will likely complete CFY in schools and hopefully per diem work in medical setting.
Medical, if available
I will be working in a private practice with both children and adults.
schools and medical
Medical/outpatient

Initial Report

CSDS Graduate Exit Survey - Spring 2018

July 26, 2018 8:10 AM PDT

Q1 - What is your major?

#	Field		Choice Count
1	Deaf Education	7%	1
2	Speech-Language Pathology	93%	14
			15

<div align="center">Showing Rows: 1 - 3 Of 3</div>

Q2 - Rate the following statements:

Field	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
Advising was helpful.	0%	0	0%	0	36%	5	64%	9	14
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 "No Opinion")	0%	0	7%	1	43%	6	50%	7	14
My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.	0%	0	0%	0	40%	6	60%	9	15
I feel prepared to communicate with parents, clients, students, and other professionals.	0%	0	0%	0	47%	7	53%	8	15
I am confident in my abilities to assess a client's or student's communication abilities.	0%	0	0%	0	33%	5	67%	10	15
I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.	0%	0	0%	0	47%	7	53%	8	15
I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.	0%	0	0%	0	27%	4	73%	11	15
I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.	0%	0	0%	0	40%	6	60%	9	15
I am planning to pursue a doctoral degree.	17%	2	50%	6	33%	4	0%	0	12

Showing Rows: 1 - 9 Of 9

Field	Mean	Count
Advising was helpful.	3.64	14
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 "No Opinion")	3.43	14
My graduate classes and learning experiences prepared me for my internships, externships and/or student teaching.	3.60	15
I feel prepared to communicate with parents, clients, students, and other professionals.	3.53	15
I am confident in my abilities to assess a client's or student's communication abilities.	3.67	15
I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.	3.53	15
I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.	3.73	15
I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.	3.60	15
I am planning to pursue a doctoral degree.	2.17	12

Q3 - For which areas of your field do you feel most prepared?

For which areas of your field do you feel most prepared?

Providing assessment and evaluation for various disorders. As well as building rapport with students, families, and other professionals. I feel that I gained valuable skills in counseling (specifically in CDDS 202) and those skills were foundational for all areas of speech therapy. Additionally, I feel confident in a few areas of therapy such as early intervention, and articulation therapy.

Pediatrics

I feel most prepared with the foundational areas, especially designing lesson plans and assessing students through various means of assessments.

I feel most prepared to work with children, however I do feel that this program has done a wonderful job to prepare me for a career in speech pathology.

I feel most prepared to assess and treat language disorders, especially pragmatic skills. I was well-prepared in all things medical through Dr. Fred's and Dr. Pomaville's courses and my medical externship. I feel very prepared in building rapport and interacting with clients and families.

I feel extremely confident in assessment and planning treatment goals! All my classes (including undergraduate) have done a great job at preparing me how to write/create treatment goals. In addition, the wonderful supervisors I was fortunate enough to work with also provided excellent resources and advice for treatment.

I am well prepared to assess and evaluate my results to propose a potential diagnosis.

Disorders related to children: expressive/receptive disorder and articulation disorders.

Child - speech and language disorders; Adult - motor speech, dysphagia, and aphasia.

Assessment and treatment of clients

Assessment and treatment

Assessment

-Assessments/diagnosis

Showing Records: 1 - 13 Of 13

Q4 - In which areas of your field do you feel you are lacking skills?

In which areas of your field do you feel you are lacking skills?

Paperwork for schools and medical.

I don't feel as prepared in the areas of autism and language therapy. But, I feel that I have the resources and tools to gather whatever information or skills in those areas that I need as I begin working in the field.

Treating speech sound disorders. I feel like I know the best treatment programs (cycles approach, etc.), but not specific techniques. I don't know where to begin with /r/ for instance! Also, I'm lacking skills in regard to AAC.

Working with trach/vent patients, working with patients we never saw in our clinical experiences.

Slightly more information or emphasis on feeding/swallowing for infants and IEP/IFSPs could be helpful.

Working with AAC devices, but that is due to lack of hands on experience not due to lack of education.

I feel that I still have much to learn in terms of classroom management and working with other professionals (especially those that are in other areas of expertise, not teachers) -- but those kind of skills are best gained through experience.

I still feel a little unsure of how to use AAC in treatment. We were provided an excellent introduction to all the different AAC systems available, however, not enough information on how to train future clients.

Working with individuals with severe disorders

Pragmatic language disorders, autism, and stuttering. Mainly due to lack of clinical experience with these disorders.

I lack skills in the IEP process. I did not get much experience in this area despite asking my supervisor for more experience.

-treatment for children with more severe Autism/other more severe medical diagnosis

Showing Records: 1 - 12 Of 12

Q5 - What type of setting are you planning to work in now that you have completed the program?

What type of setting are you planning to work in now that you have complete...

Private Practice

In the school setting.

School setting

School setting, specifically Clovis Unified with elementary-age children in the autism, functional life skills, and general education populations.

Inpatient Rehab and Home Health

Early Intervention

School and inpatient rehab hospital.

I hope to work in Deaf state schools, but I would also be content with public and charter schools.

For the beginning of my career, I plan to work in the school setting (either general education or special education programs). After my CFY I am highly considering working per diem in the medical setting.

Schools

Pediatric private practice

Inpatient acute care

I plan to work as a school based speech-language pathologist.

Elementary school and skilled nursing facility

-infant-toddler program -acute inpatient care

Showing Records: 1 - 15 Of 15

End of Report