

**California State University, Fresno**

**College of Health and Human Services**

**Communicative Sciences and Deaf Studies, MA**

**Speech-Language Pathology Graduate Program**

**Department/Program Assessment Coordinator (i): Brooke Findley, Ed.D. CCC-SLP, BCBA**

## **Student Outcomes Assessment Plan (SOAP)**

### **Introduction**

The student outcomes assessment plan for the Speech-Language Pathology graduate program in the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is intended to measure student outcomes for curriculum and program development. It consists of five components: (I) the departmental mission statement, (II) institutional learning outcomes/program learning outcomes/goals/SLOs, (III) curriculum map, (IV) SLOs mapped to assessment measures and methods, (V) assessment measures including description of assignment and methods used to evaluate the assignment, (VI) assessment schedule/timeline, and (VII) closing the loop.

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

### **The Department of Communicative Sciences and Deaf Studies**

This brief summary of the Department of Communicative Sciences and Deaf Studies is provided as background for the assessment plan. The department consists of the professions and disciplines of audiology, deaf education, deaf studies, 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.

**Master of Arts:** *Speech-Language Pathology.*

Education beyond the bachelor's degree is necessary for completion of the academic, credential, and licensure requirements leading to professional employment in Speech-Language Pathology.

The Department's Speech-Language Pathology program provides a broad professional background in normal speech and language development, language disorders, voice disorders, speech sound and motor speech 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 Speech-Language Pathology 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) a preliminary speech-language pathology services credential.

## **I. Mission Statement for the Department of Communicative Sciences and Deaf Studies**

The Mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals in speech-language pathology, audiology, deaf studies, 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 Sciences and Deaf Studies.

## **II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLOs [a, b, c]**

A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:

<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge
2. Improving Intellectual Knowledge
3. Applying Knowledge

B. Program Learning Outcomes and SLOs

Below are the primary learning outcomes/goal for the Department's academic and educational/clinical programs in the graduate Speech-Language Pathology Program. Following this page, are the specific student outcomes expected of successful students. Upon completion of the *graduate program* of study in Speech-Language Pathology, the competent student will successfully attain the specific skills necessary to:

1. PLO: Analyze ideas, make critical evaluations, and come to well-reasoned (defensible) decisions or conclusions.
  1. SLO: Students will critically evaluate the credibility of sources of information, opinion, and competing ideas, develop conclusions from credible evidence, and defend those conclusions as applicable to their profession.
2. PLO: Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
  1. SLO: Students will demonstrate an understanding of the scientific method, major research designs, and apply basic measurement techniques and research methods in formal projects, or in clinical or education applications.

2. SLO: Students will appreciate and critically evaluate speech-language pathology research as well as the role of and need for research in the field and practice of speech-language pathology.
3. PLO: 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.
  1. SLO: Students will generate multiple solutions to assessment or intervention problems and select those most appropriate to the needs of individuals.
4. PLO: Demonstrate professional communication skills.
  1. SLO: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).
5. PLO: Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
  1. SLO: Students will understand and apply knowledge related to anatomy and physiology of speech, language, and hearing to their work with clients who demonstrate communicative disorders.
  2. SLO: Students will demonstrate knowledge of the behavioral, linguistic, academic, social, and psychological implications of communication disorders.
6. PLO: Assess an individual's ability or performance and appropriately interpret and apply this information.
  1. SLO: Students will understand and apply appropriate psychometric principles and procedures to assess the speech, language, hearing, and/or other communicative needs of individuals, accurately interpret the results of assessment and develop appropriate conclusions, and have confidence in their abilities to provide and interpret effective educational or clinical assessments.
7. PLO: Plan, implement, evaluate, and modify educational or clinical interventions across a wide range of students and clients.
  1. SLO: Students will understand the philosophies underlying current intervention and education methods, critically evaluate various management and educational approaches, competently plan, apply, and modify educational or clinical intervention strategies based on assessment results, manage the inclusion of students with communicative disorders in the general education population, and have confidence in their abilities to effectively provide clinical or educational services, within their professional scope of practice, to meet the noncommunicative needs of individuals who exhibit communicative disorders.
8. PLO: Establish a learning or clinical environment that enhances the maximum growth of students and clients.
  1. SLO: Students will establish and maintain a classroom or clinical environment, which enhances the maximum growth of the students in the class, and apply appropriate management of student or client behavior.
9. PLO: Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines.
  1. SLO: Students will demonstrate a professional attitude and good personal qualities (i.e., honesty, integrity, cooperation, appearance, and good judgment) to establish and maintain good relationships with clients, students, parents, other professionals, administrators, and school personnel.
10. PLO: Appreciate, understand, and productively apply multicultural information.
  1. SLO: Students will understand multicultural, multilingual, and social considerations concerning the practice of speech-language pathology and use appropriate assessment

and intervention procedures and materials for individuals from a variety of cultural, linguistic, or social populations.

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

1. SLO: Students will participate in professional activities and organizations while students and continue to participate in professional activities and organizations after graduation.

### III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

Course	Graduate Program Goals (1-11)										
	SLO 1.1	SLO 2.1	SLO 3.1	SLO 4.1	SLO 5.1	SLO 6.1	SLO 7.1	SLO 8.1	SLO 9.1	SLO 10.1	SLO 11.1
<b>200. Graduate Studies and Research Methods in Communicative Disorders (3).</b>	I D	I D		I D			I D				
<b>202. Aural Rehabilitation (3).</b>	I D	I D	I D	I D	I D	I D	I D	D			
<b>204. Seminar in Stuttering (3).</b>	I D	I D	I D	I D	I D	I D	I D				
<b>207. Seminar in Neurogenic Language Disorders (3).</b>	I D	I D	I D	I D	I D	I D	I D				
<b>209. Professional Issues in Communicative Disorders (1)</b>	D		D	D			D	D	D		I D M
<b>210. Seminar in Communicative Disorders with Orofacial Anomalies (3)</b>	I D	I D	I D	I D	I D	I D	I D				
<b>213. Seminar in Motor Speech Disorders (3).</b>	I D	I D	I D	I D	I D	I D	I D				
<b>214. Seminar in Child Language Disorders (3).</b>	I D	I D	I D	I D	I D	I D	I D			I D	
<b>215. Seminar in Speech Sound Disorders in Children (3).</b>	I D	I D	I D	I D	I D	I D	I D				

<b>216. Seminar in Voice Disorders (3)</b>	I D	I D	I D	I D	I D	I D	I D					
<b>218. Autism Spectrum Disorders and Augmentative or Alternative Communication (3)</b>	I D	I D	I D	I D	I D	I D	I D					
<b>220. Introduction to Dysphagia and Traumatic Brain Injury (3).</b>	I D	I D	I D	I D	I D	I D	I D					
<b>221. Seminar in Advanced Clinical Methods for Dysphasia and Traumatic Brain Injury (3)</b>	D	D	D	D	D	D	D					
<b>230. Advanced Clinical Practice in Speech-Language Pathology (1-6; max total 24).</b>	M		M	M	M	D M	D M	I D	I D	D M		
<b>250. Advanced Clinical Practice: Audiology (1-6; max total 24).</b>	M		M	M	M	D M	D M	D M	D M	M		
<b>257. Student Teaching: Speech- Language Pathology (1-9; max total 9).</b>	M	M	M	M	M	D M	D M	D M	D M	M		
<b>267. Externship in Speech-Language Pathology (1-6; max total 24).</b>	M	M	M	M	M	D M	D M	D M	D M	M		
<b>290. Independent Study (1-3; max total 6).</b>					Depends on Topic							
<b>298. Individual or Group Research Project (2-6; max total 6).</b>	M	M		Depends on Topic								
<b>299. Thesis (2-6; max total 6).</b>	M	M		M	Depends on Topic							

**Key: I = Introduced D = Developed M = Mastered**

#### IV. SLO's Mapped Assessment Measures and Methods [e]

Measure	Method	SLO 1.1	SLO 2.1	SLO 3.1	SLO 4.1	SLO 5.1	SLO 6.1	SLO 7.1	SLO 8.1	SLO 9.1	SLO 10.1	SLO 11.1	SLO 12
Exit Survey	Score		X	X	X	X	X	X		X	X	X	
Clinic and Student Teaching Evaluation	Score	X		X	X		X	X	X	X	X		
Employer Survey	Score	X		X	X		X	X		X	X		
Alumni Survey	Score	X		X	X		X	X			X	X	X
Advisory Committee	Score					X	X	X		X	X		
PRAXIS Results	Score					X	X	X					
Comprehensive Examination Results	Score	X	X		X								
Graduate Writing Requirement	Score	X	X			X	X	X					

#### V. Assessment Measures: Description of Assignment and Method (rubric, criteria, ect) used to evaluate the assignment [f]

- A. Direct Measures (Department/Program must use a minimum of three different direct measures)
  1. Clinic Evaluation. Each semester, Supervisors complete an evaluation of students under their supervision. Those items reflecting on student performances will be averaged (per item) and tracked across semesters. At least 80% of students will score at or above "present (3)" for clinical practicum evaluations when their scores on applicable items are averaged. (See Appendix B: Student Practicum Evaluation.)
  2. PRAXIS Results. 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. At least 80% of graduates taking the PRAXIS will pass.
  3. 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. At least 80% of students will pass the graduate-level writing requirement on their first attempt.

4. Comprehensive Examination Results. Percent of student passing, passing in oral examinations, and failing the comprehensive examination per academic year. At least 80% of students will pass the comprehensive examinations in each area.
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. *Exit Survey*. Graduate students in their final semester will be asked to complete an online *Graduate Student Exit Survey*. (See Appendix A: *Graduate Student Exit Survey*)
  2. *Alumni Survey*. *Alumni Survey*. Alumni will be sent an online survey. We will reach out to them using our department database, as well as social media contacts. At least an average rating of “good” on applicable items of the alumni survey. (See Appendix D: *Alumni Survey*)
  3. *Employer Survey*. An online employer survey will be sent to school districts, hospitals, private companies, and other entities that are known to employ our graduates. We will reach out to them using our department database, as well as social media contacts. At least an average rating of “good” on applicable items of the employer survey. (See Appendix C: *Employer Survey*)
  4. *Minutes of Advisory Committees*. Selected professionals from surrounding region are members of the Speech-Language Pathology Advisory Committee. The Speech-Language Pathology committee meets to provide feedback regarding program development in the Department. The minutes of this committee’s meeting will be analyzed and areas of strength or needed change will be noted and summarized. Minutes of the Speech-Language Pathology Advisory committee indicates successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested (See Appendix E for a list of questions that will be proposed during the Speech-Language Pathology Advisory Committee Meeting).

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

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

*Indicators:*

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

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

*Indicators:*

- i. Each year, at least 80% of students will pass the writing graduate-level writing requirement on their first attempt.
- ii. Each year, at least 80% of students will pass the comprehensive examinations in each area.

- iii. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #7 on the Graduate Exit Survey.

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

*Indicators:*

- i. At least 80% of students will score at or above “present (3)” for clinical practicum evaluations when their scores on applicable items are averaged.
- ii. At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the alumni survey.
- iv. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #6 on the Graduate Exit Survey.

**Goal 4.** *Demonstrate professional communication skills.*

*Indicators:*

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

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

*Indicators:*

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

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

*Indicators:*

- i. At least 80% of students will score at or above “present 3)” for an average of the ten items listed in the “Diagnostic Skills” portion of the clinical practicum evaluations
- ii. At least an average rating of “good” on applicable items (questions 3 & 4) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 3 & 4) of the alumni survey.
- iv. At least 80% of graduates taking the PRAXIS will pass.
- v. Each year, at least 80% of students will pass the comprehensive examinations in area III.
- vi. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #5 on the Graduate Exit Survey.



- vii. Minutes of the advisory committee indicates successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

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

*Indicators:*

- i. At least 80% of students will score at or above “present (3)” for an average of the ten items listed in the “Treatment Skills” portion of the clinical practicum evaluations.
- ii. At least an average rating of “good” on applicable items (questions 1 & 2) of the employer survey.
- iii. At least an average rating of “good” on applicable items (questions 1 & 2) of the alumni survey.
- iv. At least 80% of graduates taking the PRAXIS will pass.
- v. Each year, at least 80% of students will pass the comprehensive examinations in area IV.
- vi. At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #6 on the Graduate Exit Survey.
- vii. Minutes of the advisory committee indicates successful outcomes in this goal, though some specific recommendations for improvement or change may be suggested.

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

*Indicators:*

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

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

*Indicators:*

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

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

*Indicators:*

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

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

*Indicators:*

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

### III. Assessment Schedule/Timeline

MEASURE	YEAR				
	1	2	3	4	5
	'19-'20	'20-'21	'21-'22	'22-'23	'23-'24
Clinic/Student Teaching Evaluation	X			X	
Employer Survey			X		
Alumni Survey			X		
Advisory Comm. Minutes		X			X
Graduate students exit survey		X		X	
Graduate Writing Requirement		X			X
Comprehensive Examination	X			X	

### II. VIII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

**III.** A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

**Program/Department Closing the Loop process:** 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 result reports will clearly identify actions that have been taken and are available upon request.

### **VIII. List of Appendices**

Appendix A: Exit Survey

Appendix B: Student Practicum Evaluation

Appendix C: Employer Survey

Appendix D: Alumni Survey

Appendix E: Questions to be Presented at the Speech-Language Pathology Advisory Committee Meeting

## Appendix A

### Exit Survey

Identify your major: Deaf Education  
Speech-Language Pathology

Rate each of the following statements:

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

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

Narrative Questions:

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

## Appendix B

California State University, Fresno

Department of Communication Sciences and Deaf Studies

### 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: Present (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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> 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>	N/A

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 C

### Employer Evaluation of Program

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

Dear Employer:

Our records show that your employee, \_\_\_\_\_, took courses in the Dept. of Communicative Sciences 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ability to communicate with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to communicate with colleagues and other disciplines on a professional level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to communicate with clients or students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall, how would you rate the quality of service rendered by this person?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Appendix D

### Alumni Survey

#### Alumni Survey

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

Dear Graduate:

As an alumnus of the Communicative Sciences 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 Sciences 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
<b>Professional/Technical:</b>					
1. Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizational Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Interpersonal Communication:

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ability to communicate with families.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ability to communicate with colleagues and other disciplines on a professional level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ability to communicate with clients or students.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Overall, How would you rate the quality of your education in the Department?</b>      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Check (✓) if you currently have completed or have been granted any of the following:

- \_\_\_\_\_ Certificate of Clinical Competence in Speech-Language Pathology
- \_\_\_\_\_ California License in Speech-Language Pathology
- \_\_\_\_\_ Certification by Council on Education of the Deaf
- \_\_\_\_\_ California Teaching/Clinical Credentials for the practice of Speech-Language Pathology
- \_\_\_\_\_ California Teaching/Clinical Credentials for Education of the Deaf
- \_\_\_\_\_ Other California Teaching/Clinical Credentials (Specify \_\_\_\_\_)
- \_\_\_\_\_ Other professional authorizations (Specify \_\_\_\_\_)

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

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

## **Appendix E**

### **Questions to be Presented at the Advisory Committee Meeting**

*Please take minutes during the Speech-Language Pathology Advisory Committee Meeting.*

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

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