

Department of Communicative Disorders and Deaf Studies

**Summary of Outcome Assessment Program Results: 2007-2008**

The outcome measures specified for the 2007-2008 academic year in the Student Outcome Assessment Plan included: (1) the PRAXIS results, and (2) graduate student exit interviews.

**PRAXIS Results**

This indicator states that at least 80% of the students who take the PRAXIS exam will pass. As seen in the table below, this goal was met.

Total # of Students who Took the Exam	Number of Students who Passed	Number of Students who Failed	Passing Rate (%)
28	28	0	100%

**Exit Interviews**

A total of 18 students participated in the exit interview process. Five of them were from Deaf Education and 13 of them were from speech-language pathology.

*Deaf Education*

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?	• exposure & info on different models of communication	1
	• “hands on” undergrad experience	1
	• 114 re: laws, IEP process, etc.	1
	• 164 re: lesson plans	3
	• 162 re: preparation for 262	3
2. Which graduate area of study prepared you most for your student teaching?	• 255, assessment class	2
	• 260 (30 hours of practicum)	2
	• 264 (differentiating instruction)	4
	• 262 (speech practicum)	3
	• 263	3
3. For which areas of your field do you feel most prepared?	• elementary and preschool classroom settings	4
	• ASL environment	1
	• SDC setting	1
	• report writing	3
	• IEP goals & lesson plans	3
	• behavior management	3
	• troubleshooting equipment	3
4. In what areas do you feel you are lacking skills?	• oral-aural environments	1
	• IEP forms & paperwork issues	1
	• cochlear implants	4
	• assessment	2
	• more creative ideas for lesson plans	4

5. What was your most valuable learning experience overall (undergrad and grad)?	<ul style="list-style-type: none"> <li>• placement in a variety of classrooms – all student teaching experiences</li> <li>• all classes that involved field work</li> <li>• networking with a variety of professionals in the field</li> <li>• writing research papers increased my knowledge about what I was doing in the classroom and helped me evaluate what others are saying</li> </ul>	<p>4</p> <p>1</p> <p>3</p> <p>3</p>
6. Which areas of study best prepared you to communicate with parents, professionals and pupils?	<ul style="list-style-type: none"> <li>• ASL classes</li> <li>• encouragement and requirements to be involved in the deaf community (eg., Celebration of Diversity)</li> <li>• 201 (counseling class)</li> <li>• student teaching experiences</li> <li>• interacting with professors</li> </ul>	<p>1</p> <p>4</p> <p>3</p> <p>3</p> <p>3</p>
7. What setting do you plan to work in?	<ul style="list-style-type: none"> <li>• early intervention &amp; DIS</li> <li>• DIS or elementary setting</li> <li>• classroom setting with young DHH students</li> <li>• itinerant teaching</li> <li>• ASL classroom</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
8. Which culminating experience did you select? Why? Would you do the same again?	<p>All students selected comprehensive exams, and all reported that they would make the same choice again. The reasons given were:</p> <ul style="list-style-type: none"> <li>• quicker</li> <li>• didn't know I had an option</li> <li>• I hate writing</li> <li>• I had a good study group</li> <li>• they helped increase my confidence and tie all my knowledge together</li> <li>• gave me a stronger overall knowledge of the field</li> </ul>	<p>3</p> <p>1</p> <p>5</p> <p>4</p> <p>5</p> <p>1</p>
9. Are you planning to pursue a doctoral degree?	All 5 students said "No".	
10. Other comments:	<ul style="list-style-type: none"> <li>• I think the program was great, but one comment I would like to make is that I would like to see SLP, Deaf Ed, Aud, and Interpreting students work more closely together. We need to know how much we need each other. Possible, a social meeting each semester – away from campus.</li> <li>• Encourage SLP and AUD students to take the "Deaf Culture" class as an elective.</li> </ul>	

*Speech-Language Pathology*

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?	<ul style="list-style-type: none"> <li>• 107/110: hands on experiences and observations; good transition into clinical work</li> <li>• 102: anatomy class</li> <li>• professional writing class</li> <li>• required observation hours</li> <li>• 101: phonetics</li> <li>• 95: language development class</li> </ul>	<p>13</p> <p>5</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>
2. Which graduate area of study prepared you most for your student teaching?	<ul style="list-style-type: none"> <li>• 209: student teaching class</li> <li>• 220: TBI &amp; dysphagia class for externships</li> <li>• all prepared me in some way</li> <li>• Motor speech</li> </ul>	<p>10</p> <p>10</p> <p>1</p> <p>3</p>

	<ul style="list-style-type: none"> <li>• Aphasia</li> <li>• Voice class</li> <li>• phonologic preschool: was good preparation for student teaching and working with groups</li> <li>• Language</li> </ul>	<p>8</p> <p>1</p> <p>5</p> <p>5</p>
3. For which areas of your field do you feel most prepared?	<ul style="list-style-type: none"> <li>• report writing</li> <li>• assessment and treatment in the schools</li> <li>• I feel equally prepared for both educational and hospital settings</li> <li>• working with kids – assessment and treatment of language and artic</li> <li>• medical setting: aphasia, motor speech, swallowing, TBI</li> <li>• anatomy</li> <li>• voice because of the speech science lab</li> </ul>	<p>1</p> <p>6</p> <p>3</p> <p>6</p> <p>8</p> <p>2</p> <p>4</p>
4. In what areas do you feel you are lacking skills?	<ul style="list-style-type: none"> <li>• progressive diseases such as Parkinsons, ALS, etc</li> <li>• counseling</li> <li>• I only had one fluency client</li> <li>• assessment: selection of tools and interpretation</li> <li>• autism and other school-based issues – probably because I was less interested in this</li> <li>• assessment and treatment in hospitals</li> <li>• practical experience working with voice and TBI</li> <li>• working with DHH students in the schools, including aural rehab</li> <li>• treatment strategies for the school setting</li> <li>• working with students who have other disabilities in addition to speech and language problems</li> <li>• language disorders in children</li> <li>• lack of knowledge about different settings in the medical field – externships are limited to one area</li> <li>• limited exposure to a variety of professionals in the field as supervisors</li> <li>• TBI and aphasia</li> <li>• voice</li> <li>• severe artic, phonology and apraxia</li> <li>• working with autism, non-verbal, or minimally verbal children</li> </ul>	<p>1</p> <p>5</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>6</p> <p>1</p> <p>1</p> <p>5</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p>
5. What was your most valuable learning experience overall (undergrad and grad)?	<ul style="list-style-type: none"> <li>• clinical experiences on campus</li> <li>• student teaching</li> <li>• externship at FCH – great hands on experience and good supervisors</li> <li>• all clinical experiences increase our skills and confidence because we get to practice what we learned in class</li> <li>• internship and clinical practicum overall</li> <li>• case studies – when actual cases are discussed in class</li> <li>• report writing in the clinic</li> <li>• observations and observation reports helped transition from undergrad to grad</li> </ul>	<p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>5</p> <p>5</p> <p>4</p>
6. Which areas of study best prepared you to communicate with parents, professionals and pupils?	<ul style="list-style-type: none"> <li>• parent interviews – sometimes it is difficult to ask parents questions about their experiences. Rapport building is a helpful part of the curriculum.</li> <li>• clinical experience</li> <li>• counseling class “over-addressed” this, but only in terms of</li> </ul>	<p>2</p> <p>3</p> <p>2</p>

	<ul style="list-style-type: none"> <li>disabled children</li> <li>107/110 and practice interviewing</li> <li>communication in externships</li> <li>IEP experience in the schools – also interacting with teachers, parents and kids in the schools</li> <li>collaborating with patients and families in the medical setting</li> <li>on-campus clinic included a lot of contact with parents</li> <li>many of our professors addressed this within their classes</li> <li>209</li> </ul>	<p>2</p> <p>7</p> <p>3</p> <p>4</p> <p>2</p> <p>4</p> <p>1</p>
7. What setting do you plan to work in?	<ul style="list-style-type: none"> <li>both schools and hospitals</li> <li>medical setting: outpatient, rehab., or acute care</li> <li>schools</li> <li>undecided</li> </ul>	<p>2</p> <p>6</p> <p>3</p> <p>2</p>
8. Which culminating experience did you select? Why? Would you do the same again?	<p>One student selected the thesis option and stated she would do it again. Reasons given were:</p> <ul style="list-style-type: none"> <li>I couldn't imagine doing comps</li> <li>I wanted to invest in one research area and get an in depth knowledge of it</li> <li>I wanted to publish</li> <li>the challenge of writing something so extensive</li> <li>it was an achievement</li> </ul> <p>Twelve students took comprehensive exams and all said they would do it again. Reasons given were:</p> <ul style="list-style-type: none"> <li>not interested in research</li> <li>it helped prepare me for PRAXIS</li> <li>I have a better grasp of everything after studying</li> <li>I looked into a thesis but there were not enough doctoral staff available</li> <li>I'm not a strong writer</li> <li>I wanted to do a thesis but didn't have a good topic</li> </ul>	<p>10</p> <p>12</p> <p>12</p> <p>1</p> <p>3</p> <p>1</p>
9. Are you planning to pursue a doctoral degree?	<ul style="list-style-type: none"> <li>YES = 4</li> <li>NO = 7</li> <li>I'm not sure – maybe later. = 2</li> </ul>	
10. Other comments:	<ul style="list-style-type: none"> <li>Consider 25 hours of observation as a prerequisite to 110/107.</li> <li>Increase clinical experience as undergrads</li> <li>Consider a separate 1-unit class to go along with the medical externship like 209 goes along with 257.</li> <li>I never saw an IEP before student teaching.</li> <li>Divide swallowing and TBI into 2 classes.</li> <li>Counseling class needs to increase the discussion of issues facing SLPs in the medical setting.</li> <li>Classes that rely on student presentations to present information are not as helpful.</li> <li>Try to include at least one adult client for our on-campus clinical experience. Increase the support during initial clinic experience. We need more input, structure, and contact.</li> <li>Getting experience in both the educational and medical settings is a strong characteristic of the program.</li> <li>Inconsistency across clinical supervision is an issue.</li> <li>Craniofacial anomalies was a very enjoyable and interesting class but this is a very limited population and the time could be better spent elsewhere. Could this be combined with another class? It didn't really help with the</li> </ul>	

	<p>PRAXIS either because it asked for more detailed information than we got.</p> <ul style="list-style-type: none"><li>• Overall, a good learning experience.</li><li>• A good program overall. Very challenging but I feel well prepared – more than people I know at other Universities.</li></ul>
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These results will be discussed with the faculty on: (completed, when scheduled)

Any decisions or action plans based on this report: (completed after the information has been presented to the faculty and discussion has taken place)