

APPENDIX B:
Program Effectiveness Data

Speech-Language Pathology Credential College of Education Exit Survey AY 2012-13

In late Spring 2013, a general Exit survey by the College of Education was distributed to candidates in the last semester of the program coursework. A total of five candidates, or 19.23% of the sample, responded to the survey, Three (3) were female, one (1) was male, and one (1) skipped the question. Four (4) respondents were white, one (1) was mixed race, and one (1) skipped the question.

Results from the SLP Exit Survey show that candidates believed in the importance of research and evidence-based practice, use of quality research in practice, collaboration, leadership, acting as a change agent, ongoing inquiry, and serving as an advocate [See **Figure 1** below]

Figure 1

How important do you think it is to:

#	Question	Very Important	Important	Somewhat Important	Not That Important	N	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	4	-	-	-	4	1.00
2	Read, understand, interpret and apply high quality research in your professional work?	3	1	-	-	4	1.25
3	Collaborate with colleagues and community organizations to support school/program improvement?	4	-	-	-	4	1.00
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	3	1	-	-	4	1.25
5	Act as a change agent to support innovative practices?	2	2	-	-	4	1.50
6	Engage in an ongoing process of inquiry to support and improve your practice?	3	1	-	-	4	1.25
7	Act as an advocate both for those you serve and yourself?	4	-	-	-	4	1.00

Candidates indicated that the coursework in the program reflected sensitivity to diversity, prepared them to connect standards to the latest developments and practice, facilitated reflection on professional values and dispositions, facilitated reflection on learning that enhanced growth, allowed interaction with a wide range of faculty and professionals, offered opportunities to work with other candidates from a wide range of diverse groups and facilitated active participation on individuals from diverse groups [see **Figure 2** below]

Figure 2

Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	... reflected sensitivity to all aspects of diversity.	4	-	-	-	4	1.00
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	4	-	-	-	4	1.00
3	... facilitated my reflection on my professional values and dispositions.	4	-	-	-	4	1.00
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	3	1	-	-	4	1.25
5	... allowed me to interact with a wide range of faculty and professionals in the field.	2	1	1	-	4	1.75
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	2	1	1	-	4	1.75
7	... facilitated the active participation on individuals from diverse groups.	3	-	1	-	4	1.50

The majority of candidates indicated that the program facilitated critical thinking skills and the development of problem-solving skills, prepared them for professional practice, helped them to develop professional dispositions and the ability to link treatment/intervention plans to students' experience and culture, prepared them to teach and engage ALL students, and provided the opportunity to work collaboratively with other to both receive and give feedback on practice during fieldwork [see **Figure 3** below]

Figure 3

Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean
1	My program facilitated the development of my critical thinking skills.	3	1	-	-	4	1.25
2	My program facilitated the development of my problem-solving skills	3	1	-	-	4	1.25
3	My program prepared me for professional practice.	3	1	-	-	4	1.25
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	2	2	-	-	4	1.50
5	My program helped me develop the ability to link my lesson content or treatment/intervention plan to students' experiences and cultures.	3	1	-	-	4	1.25
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	2	2	-	-	4	1.50
7	I had the opportunity to work collaboratively with others (faculty, supervisors, peers) to both receive and give feedback on practice during my fieldwork/clinical experiences.	3	-	1	-	4	1.50

**Speech-Language Pathology Credential
College of Education Exit Survey
AY 2013-14**

In late Spring 2014, a general Exit survey by the College of Education was distributed to the candidates in the last semester of the program coursework. A total of eleven candidates, or 57.89% of the sample, responded to the survey. Eight (8) were female, two (2) declined to state, and one (1) skipped the question. Seven (7) respondents were white, three (3) were Latino/Latina, and one (1) declined to state.

Results from the SLP Exit Survey shows the majority of candidates indicated that the program facilitated critical thinking skills and the development of problem-solving skills, prepared them for professional practice, helped them to develop professional dispositions and the ability to link treatment/intervention plans to students' experience and culture, prepared them to teach and engage ALL students, and provided the opportunity to work collaboratively with other to both receive and give feedback on practice during fieldwork. [See **Figure 1** below]

Figure 1

12. Please rate your level of agreement with the following questions regarding how well the coursework in your degree/credential program did the following. My coursework...

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	... reflected sensitivity to all aspects of diversity.	3	8	0	0	11	1.73
2	...prepared me to connect professional standards to the latest developments in the field and my practice.	6	5	0	0	11	1.45
3	... facilitated my reflection on my professional values and dispositions.	4	7	0	0	11	1.64
4	... facilitated my reflection on my learning in a way that enhanced my growth and development.	4	7	0	0	11	1.64
5	... allowed me to interact with a wide range of faculty and professionals in the field.	3	6	2	0	11	1.91
6	... gave me the opportunity to work with other candidates from a wide range of diverse groups.	3	4	4	0	11	2.09
7	... facilitated the active participation of individuals from diverse groups.	4	6	1	0	11	1.73

Candidates indicated that the coursework in the program reflected sensitivity to diversity, prepared them to connect standards to the latest developments and practice, facilitated reflection on professional values and dispositions, learning that enhanced growth, active participation on individuals from diverse groups, allowed interaction with a wide range of faculty and professionals, offered opportunities to work with other candidates from a wide range of diverse groups. [See **Figure 2** below]

Figure 2

General Outcomes

16. Please rate your level of agreement with the following questions regarding general outcomes of your degree/credential program:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
1	My program facilitated the development of my critical thinking skills.	3	8	0	0	11	1.73
2	My program facilitated the development of my problem-solving skills.	3	8	0	0	11	1.73
3	My program prepared me for professional practice.	4	7	0	0	11	1.64
4	My program helped me develop or refine my professional dispositions in a way that will allow me to serve all students/clients.	3	8	0	0	11	1.73
5	My program helped me develop the ability to link my lesson content to students' experiences and cultures.	5	6	0	0	11	1.55
6	My program prepared me to teach and engage all students, including English language learners and those with special needs.	5	6	0	0	11	1.55
7	My program prepared me to use technology and other innovative approaches to work collaboratively with others and to both receive and give feedback on practice during my coursework.	1	7	3	0	11	2.18

Candidates believed in the program’s contribution to their use of quality research in practice, collaboration, leadership, acting as a change agent, ongoing inquiry, and serving as an advocate [See **Figure 3** below]

Figure 3

17. To what degree has your program contributed to your ability to:

#	Question	A Great Deal	Somewhat	Not At All	Total	Mean
1	Use research- and evidence-based practices (pedagogy, counseling, etc.) in your professional work?	10	1	0	11	1.09
2	Read, understand, interpret and apply high quality research in your professional work?	8	3	0	11	1.27
3	Collaborate with colleagues and community organizations to support school/program improvement?	5	5	1	11	1.64
4	Act as a leader, whatever your role, to promote learning and success for all students/clients?	4	6	1	11	1.73
5	Act as a change agent to support innovative practices?	2	8	1	11	1.91
6	Engage in an ongoing process of inquiry to support and improve your practice?	8	1	2	11	1.45
7	Act as an advocate both for those you serve and yourself?	8	2	1	11	1.36

Speech-Language Pathology Credential College of Education Alumni Survey AY 2012-13

In 2013, a general alumni survey by the College of Education was distributed to alumni who had graduated within the last four years. A total of five candidates responded to the survey, Three (3) were female, one (1) was male, and one (1) skipped the question. Four (4) respondents were white, one (1) was mixed race, and one (1) skipped the question.

This alumni survey is collected following one to four years after completion of the program and evaluates the program's effectiveness, quality, and satisfaction once the alumni have entered the workforce.

Figure 1

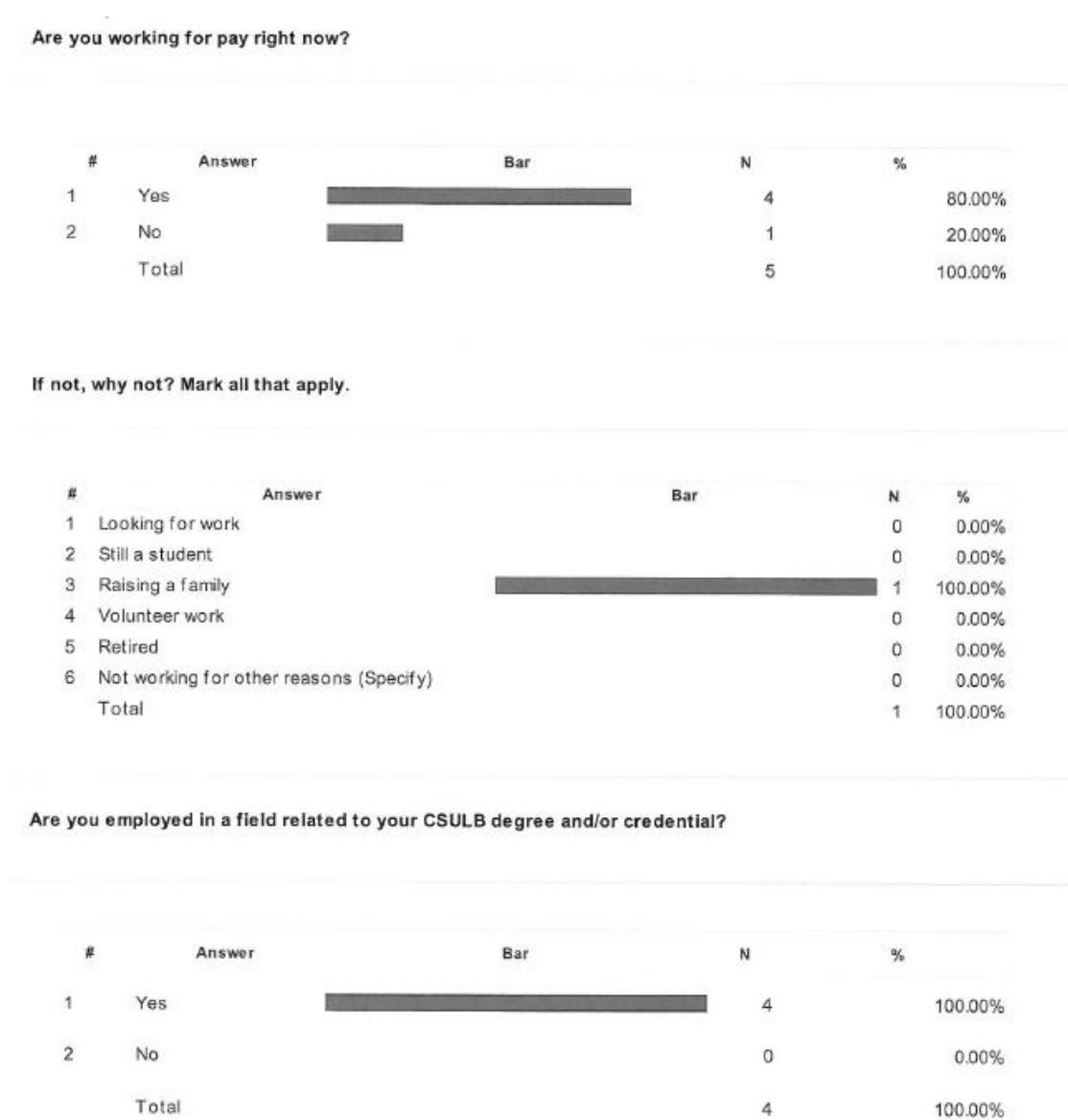


Figure 1 indicates the employment for the respondents of the alumni survey. Of the five respondents, four are working for pay and one is not. All four are employed in a field related to the CSULB degree.

Figure 2

Given your work experiences, to what extent did your program prepare you for your career?

#	Answer	Bar	N	%
1	Completely		0	0.00%
2	A great deal		3	60.00%
3	Somewhat		2	40.00%
4	Not at all		0	0.00%
5	Not applicable		0	0.00%
	Total		5	100.00%

Figure 2 indicates the extent that the program prepared the respondents of the alumni survey for their career. Three respondents answered that the program prepared them “a great deal” and two respondents answered that the program prepared them “somewhat”.

Figure 3

Please check all of the professional accomplishments (within the last 3 years) that apply:

#	Answer	Bar	N	%
1	Leadership position in a professional association		0	0.00%
2	Recipient of an award related to your profession		0	0.00%
3	Job promotion		1	20.00%
4	Attendance at a professional conference		5	100.00%
5	Presentation at a professional conference		0	0.00%
6	Publication		0	0.00%
7	Other (Specify)		0	0.00%
	Total		6	100.00%

Figure 3 indicates the professional accomplishments that the alumni respondents achieved within the last three years. All respondents indicated that they attended a professional conference and one respondent indicated that they received a job promotion.

Figure 4

As a result of my educational experience:

#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Average Value
1	I developed the content knowledge and skills needed to be successful in my profession.	1	4	-	-	5	3.20
2	I understand how to collect and use assessment data to inform my practice.	2	3	-	-	5	3.40
3	I developed competence in working collaboratively within school, family, and/or community contexts.	1	2	2	-	5	2.80
4	I can accept leadership roles in my profession in responsible and ethical ways.	1	4	-	-	5	3.20
5	I understand how to use technology and other innovative processes in appropriate ways within my profession.	2	3	-	-	5	3.40
6	I appreciate the role of research in my profession and use scholarship in a continuous learning and inquiry manner.	1	3	1	-	5	3.00
7	I see it as part of my professional responsibility to advocate for the interests of my students/clients.	4	1	-	-	5	3.80

Figure 4 indicates that as a result of their educational experience, the respondents agreed that they “developed the content knowledge and skills needed to be successful in my profession, understand how to collect and use assessment data to inform my practice, can accept leadership roles in my profession in responsible and ethical ways, understand how to use technology and other innovative processes in appropriate ways within my profession, and see it as a part of my professional responsibility to advocate for the interests of my students/clients.

Confidential Survey of the Master Clinician AY 11-12

Note: Data from AY 11-12 were reviewed and reported solely as a means of providing greater depth to our program survey analysis.

No data from Traditional Students Spring 2012 or Special Cohort Students Summer 2014 (Field Service Coordinator did not email the *Confidential Survey of Master Clinician* to Master Clinicians, therefore **only reporting data from Traditional Students Fall 2011**. Master Clinicians are asked to complete the *Confidential Survey of Master Clinicians* (rubric from 1-5) at the conclusion of our candidate's fieldwork experience to evaluate program effectiveness.

Figure 1

AY 11-12 Response Means – Off-Campus Master Clinician Survey of **Traditional Students**

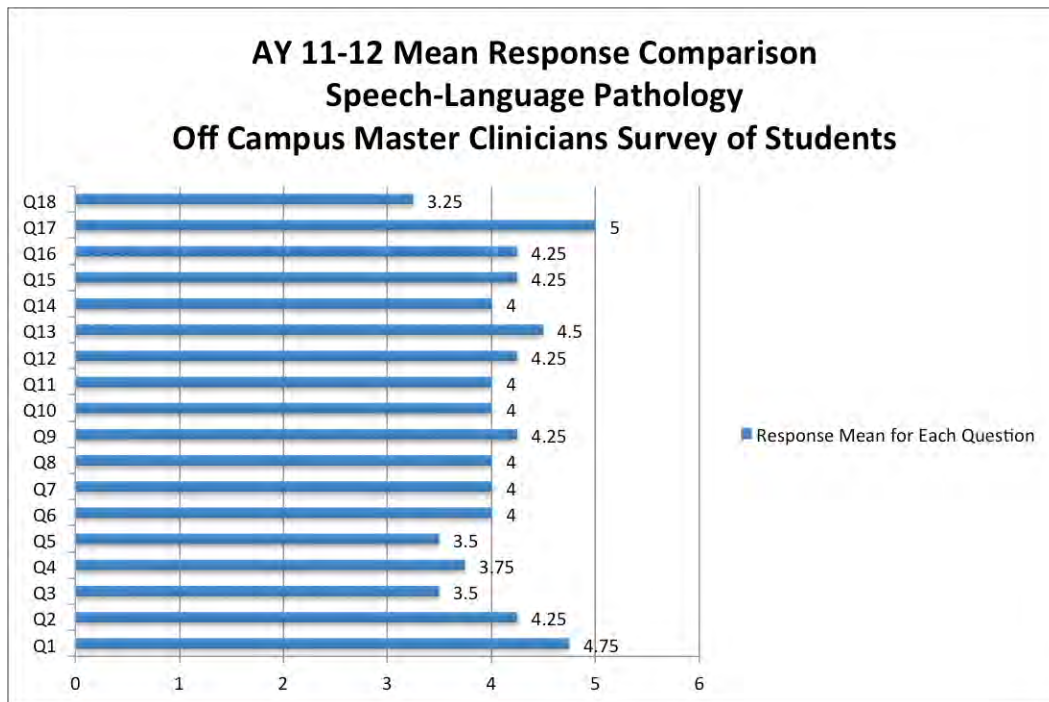


Figure 1 shows that Master Clinicians' responses on the survey of **traditional students'** professional preparedness range from 3.25-5. Master Clinicians' lowest mean rating (3.25) for traditional students was on Question 18: "CSULB Students demonstrate appropriate knowledge, skills, and abilities relative to the implementation of RTI (Response to Intervention). Master clinicians' highest mean rating (5) for traditional students was on Question 17: "CSULB students exhibit PROFESSIONALISM (i.e. attire, punctuality, interactions with faculty, staff, parents)"

Confidential Survey of the Master Clinician AY 12-13

Master Clinicians are asked to complete the Confidential Survey of Master Clinicians (rubric from 1-5) at the conclusion of our candidate's fieldwork experience to evaluate program effectiveness.

Figure 1

AY 12-13 Response Means – Off-Campus Master Clinician Survey of **Traditional Students**

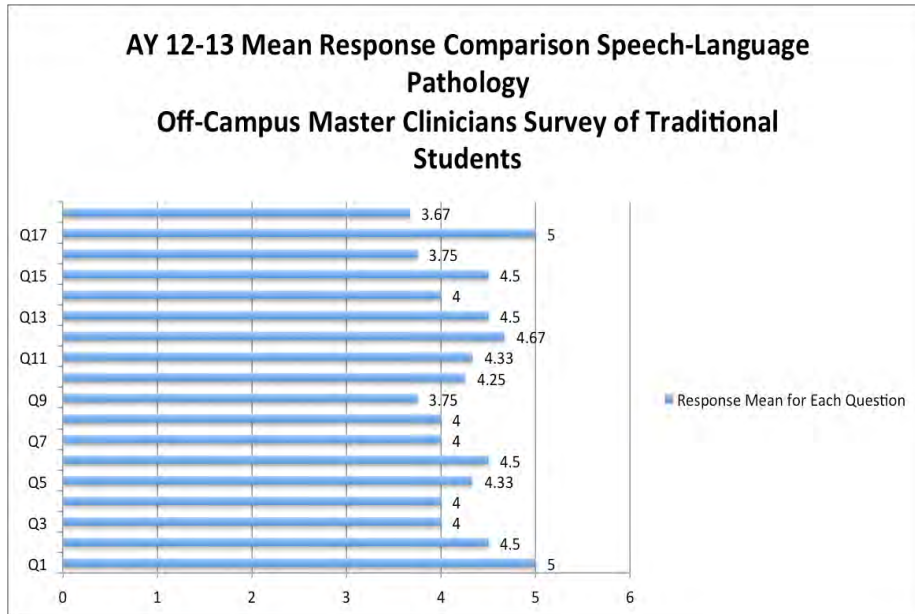


Figure 1 shows that Master Clinicians' responses on the survey of **traditional students'** professional preparedness range from 3.67-5. Master Clinicians' lowest mean rating (3.67) for traditional students was on Question 18: "CSULB Students demonstrate appropriate knowledge, skills, and abilities relative to the implementation of RTI (Response to Intervention). Master clinicians' highest mean rating (5) for traditional students was on Question 17: "CSULB students exhibit PROFESSIONALISM (i.e. attire, punctuality, interactions with faculty, staff, parents)"

Figure 2

AY 12-13 Response Standard Deviations – Off campus Master Clinician Survey of Traditional Students

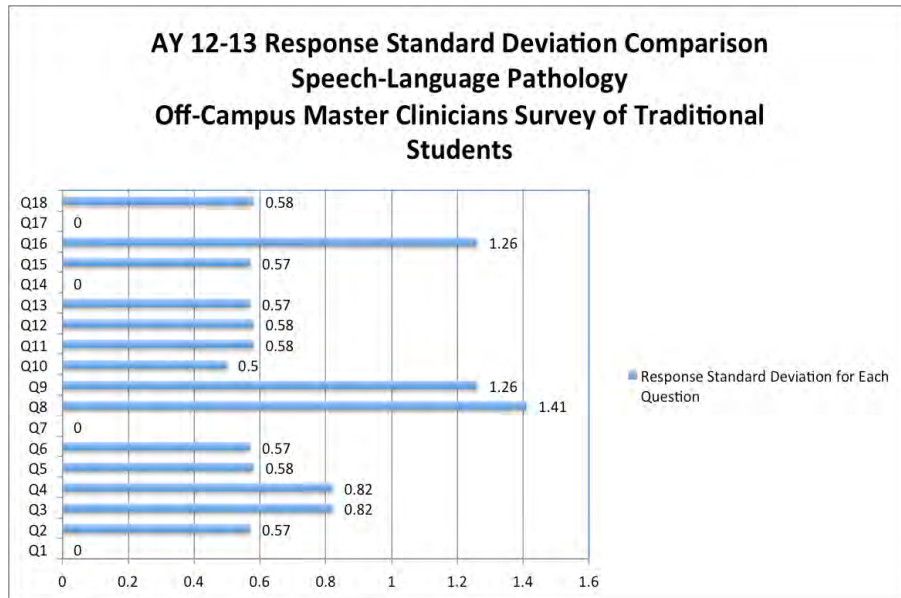


Figure 2 shows that the standard deviation was 0 for Master Clinicians’ responses on the survey of **traditional students’** professional preparedness on questions 1, 7, 14, and 17. The areas for which the Master Clinicians’ unanimously rated traditional students were: PREPARED for working in the school setting; EVALUATION and ASSESSMENT of preschool and school-aged children in HEARING; TREATMENT OF preschool and school-aged children in HEARING, and PROFESSIONALISM (i.e. attire, punctuality, interactions with faculty, staff, parents).

Figure 3 shows that Master Clinicians’ responses varied the greatest (standard deviation=1.41) on Question 8: “CSULB students demonstrate appropriate knowledge, skills, and abilities in the EVALUATION and ASSESSMENT of preschool and school-age children in AUTISM”.

Master Clinicians’ Survey Comments:

Comment #1: The student interns have come to the schools well prepared, ready to learn, and willing to share their knowledge when appropriate. I have enjoyed working with them and am confident that they are well prepared to pursue a fulfilling career in our field. Thank you.

Comment #2: The CSULB graduate interns that I have supervised have consistently demonstrated an excitement for learning and excellent growth during the course of their school based practicum. I appreciate the responsible nature, ability to handle constructive feedback, and openness to collaboration that they possess. How wonderful it is to supervise intelligent, hard-working, and caring individuals who will make a difference as future SLPs!

Comment #3: I have loved every CSULB intern I have worked with!

Confidential Survey of the Master Clinician AY 13-14

No data from Special Cohort Summer 2014, therefore only reporting data from Traditional Students Fall 2013/Spring 2014. Master Clinicians are asked to complete the *Confidential Survey of Master Clinicians* (rubric from 1-5) at the conclusion of our candidate's fieldwork experience to evaluate program effectiveness.

Figure 1

AY 13-14 Response Means – Off-Campus Master Clinician Survey of Traditional Students

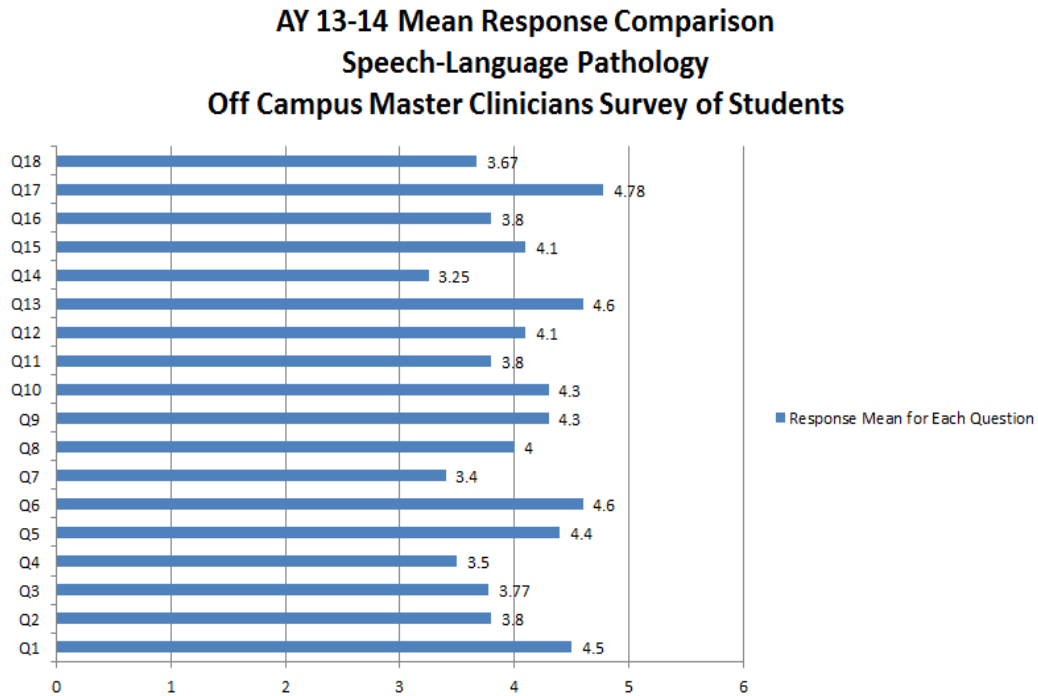


Figure 1 shows that master clinicians' responses on the survey of **traditional students'** professional preparedness range from 3.25-4.78. Master clinicians' lowest mean rating (3.25) for traditional students was on Question 14: "CSULB students demonstrate appropriate knowledge, skills, and abilities in the TREATMENT of preschool and school-age children in HEARING". Master clinicians' highest mean rating (4.78) for traditional students was on Question 17: "CSULB students exhibit PROFESSIONALISM (i.e. attire, punctuality, interactions with faculty, staff, parents)"

Figure 2

AY 12-13 Response Standard Deviations – Off campus Master Clinician Survey of Traditional Students

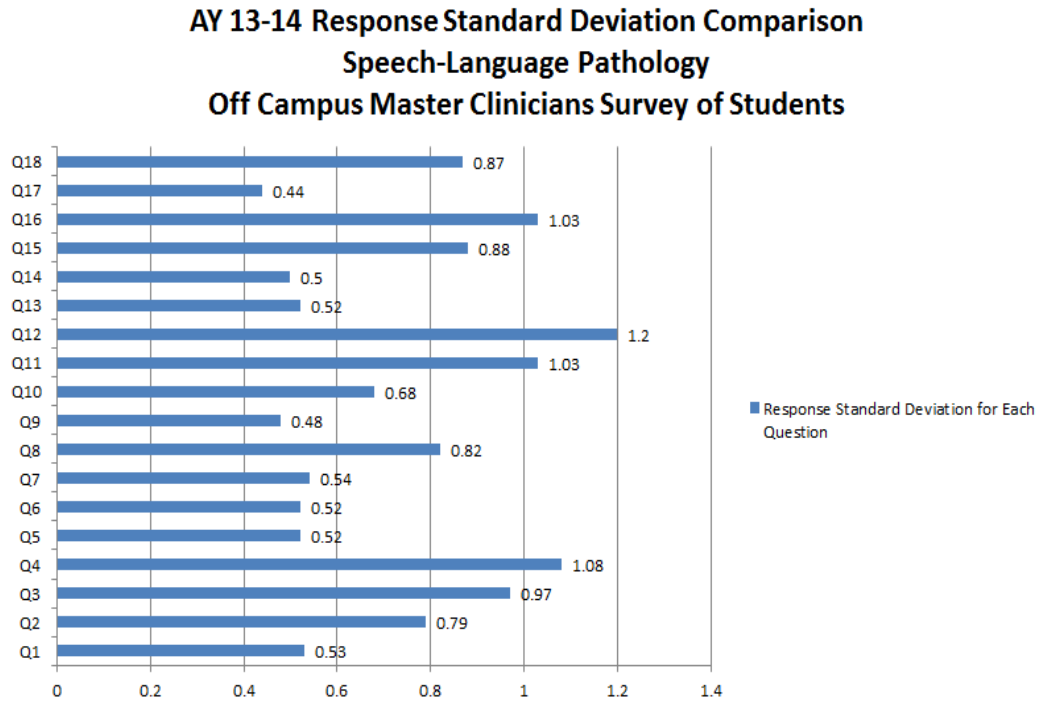


Figure 2 shows that Master Clinicians’ responses varied the greatest (standard deviation=1.2) on Question 12: “CSULB Students demonstrate appropriate knowledge, skills, and abilities in the EVALUATION and ASSESSMENT of preschool and school-age children in Articulation/Phonology”.

Master Clinicians’ Survey Comments:

Comment #1: I had an exceptional intern last semester. Well-trained and smart! A great example of an intern who was 110% ready for her field experience.

Comment #2: I have had wonderful experiences working with CSULB graduate students. Thank you!

Comment #3: Overall I have been very impressed with the quality of the students from CSULB. The one concern I had this past fall was that my student had to leave school early each day in order to return to the university to for a clinical practicum that she had scheduled there, as well. This interfered with her ability to service students in the afternoons and attend IEP meetings at the end of the day. I feel that if the university wants the graduate students to get a complete clinical practicum experience then they should be enrolled in only one clinical at a time, or the university should run their clinic at a time that would not be interfering with the school day here.

Comment #4: Student interns represent a very high level of abilities that generally only need be honed by practice in working with individuals with communicative disorders. However, I strongly believe that students must have coursework in ABA to allow for improved communication with behavior specialists and more precise analysis of communicative disorders in children with ASD.

Comment #5: I had the pleasure of working with two very talented graduate students from CSULB this year. CSULB's Communicative Disorders program does an excellent job in training future SLPs.

Comment #6: My intern was very well prepared, very comfortable with working with groups, had a great knowledge of fluency as I had several students with fluency needs on my caseload, and was able to plan really well thought out lessons for all the groups.