

COMD Alumni Employer Survey Results

Returned Surveys = 8

- 3 from school employers
 - 2 public, each employs ≥ 14 former students
 - 1 private, employs 2 former students
- 2 hospital/rehab hospital; 1 employs 4 former students, 1 unknown # former students
- 2 home-based program, 1 employs 6, 1 unknown #
- 1 private practice, employs 2

Requirements for Employment

- A. CCC
 - a. 50% yes (including public schools, private practice and one home-based program)
 - b. 50% no (including hospitals, private school, and one home-based program)
- B. Teaching certificate
 - a. 3/8 yes (38%; includes two public schools and one hospital)
- C. Licensure
 - a. 7/8 yes (88%; single no from one public school)

Perceived Preparation Across Content Areas

Rated on 5 pt Likert scale, where 1 = poor and 5 = excellent

	N	Median	Mean	SD	Min
How well do you believe the coursework at USC COMD prepared our former students for their positions in your work setting?	8	4.5	4.38	0.74	3
How well do you believe the clinical experiences at USC COMD prepared our former students for their position in your work setting?	8	4	4.25	0.71	3
Articulation/phonology development and disorders	7	5	4.57	0.53	4
Child language development and disorders	7	4	4.43	0.53	4
Adult language disorders	1	4	4.00	--	4
Voice disorders	3	4	4.00	1.00	3
Fluency disorders	5	4	4.20	0.84	3
Augmentative/alternative communications	7	4	3.57	0.53	3
Hearing and hearing disorders	7	4	4.14	0.69	3
Swallowing and swallowing disorders	8	4	3.75	0.71	3
Cognitive aspects of communication	8	4	4.25	0.46	4
Social aspects of communication	8	4	4.00	0.53	3
Professional standards, ethical issues, and the importance of continued professional growth	8	5	4.75	0.46	4
Research principles to investigate efficacy of diagnostic and treatment procedures	7	5	4.43	0.79	3
Individual differences, including ethnic/culture and gender considerations in relation to communication.	8	5	4.63	0.52	4
Written communication skills	8	4.5	4.50	0.53	4
Spoken communication skills	8	4	4.25	0.71	3

Written Comments

1. Home-based program employer: We have had great experiences with USC grads. They typically have solid foundational knowledge of pediatric communication and some beneficial clinical experience. **They have had limited experience with pediatric feeding tx, birth - 3, and family coaching/counseling**).
2. Hospital employer: **Our concern is that so many classes for MSP are now distant ed.** The distant ed courses do not historically prepare the student as well as the live courses.
(This concern seems to be about voice, because the only score < 4 from this rater was from voice category)
3. Public school employer: We have really enjoyed hiring former USC COMD students -- they are always very hard working, dedicated and eager to work in the field! I **just wish more students were interested in working in the schools!** In practicums, I always try to show them that schools are no longer just simple articulation kids -- we have lots of challenging cases in the schools too and it is a great place to work!



COMD ALUMNI
SURVEY RESULTS

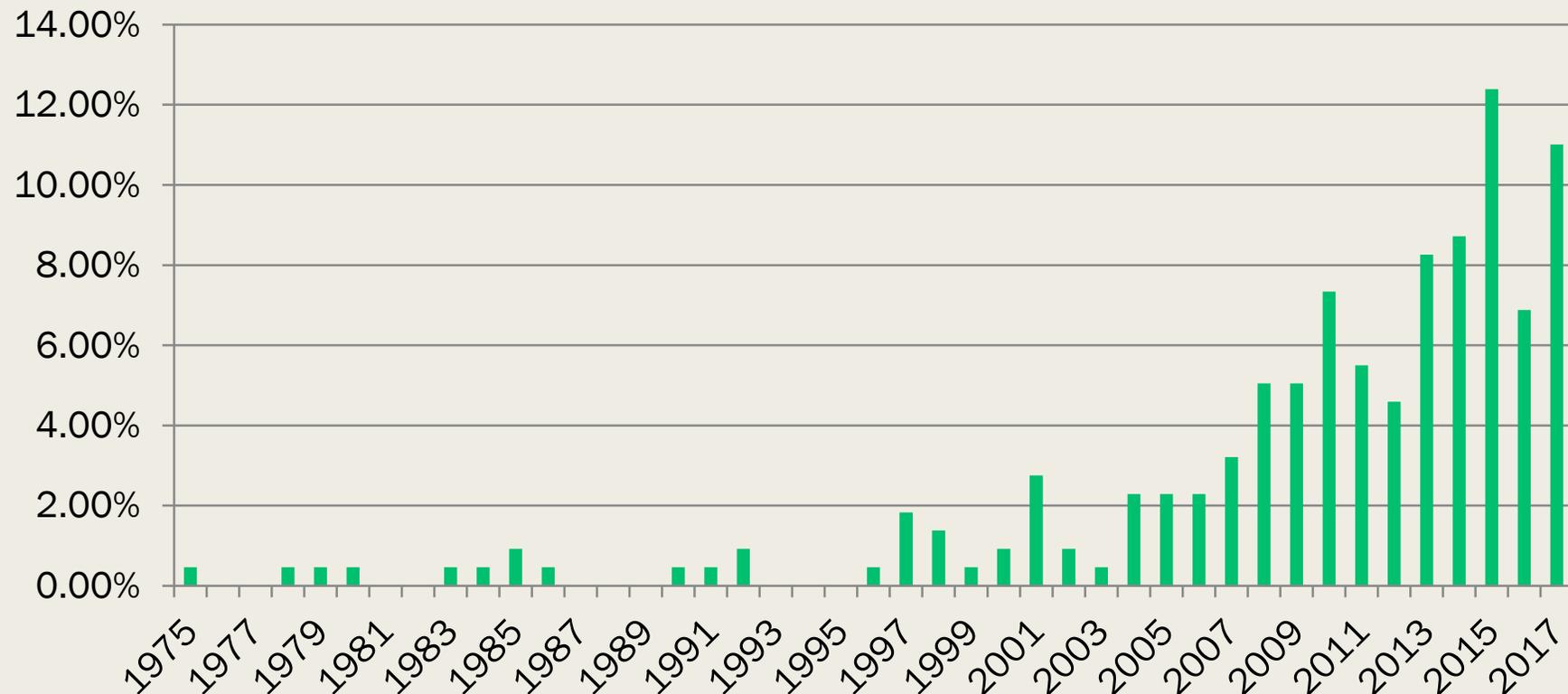


Overview

- Total number of responses: 218
- 61% completion rate
- Created 12/12/17, ended 2/14/18

Q1 - In what year did you receive your degree?

- 1975-2017
- Over half (nearly 52%) 2012-2017



Q2 - In which state are you currently employed?

- Mostly South Carolina (60%), followed by North Carolina (7%)
- Other states include: Ohio, North Carolina, New Jersey, Nevada, North Dakota, Michigan, Maryland, Mississippi, Indiana, Illinois, Idaho, Pennsylvania, Georgia, Florida, California, Colorado, Hawaii, Wisconsin, Washington, Virginia, Texas, and Tennessee
- One in Toronto, Ontario, Canada
- 5% were not currently employed

Q3 - Which setting best describes your current position?

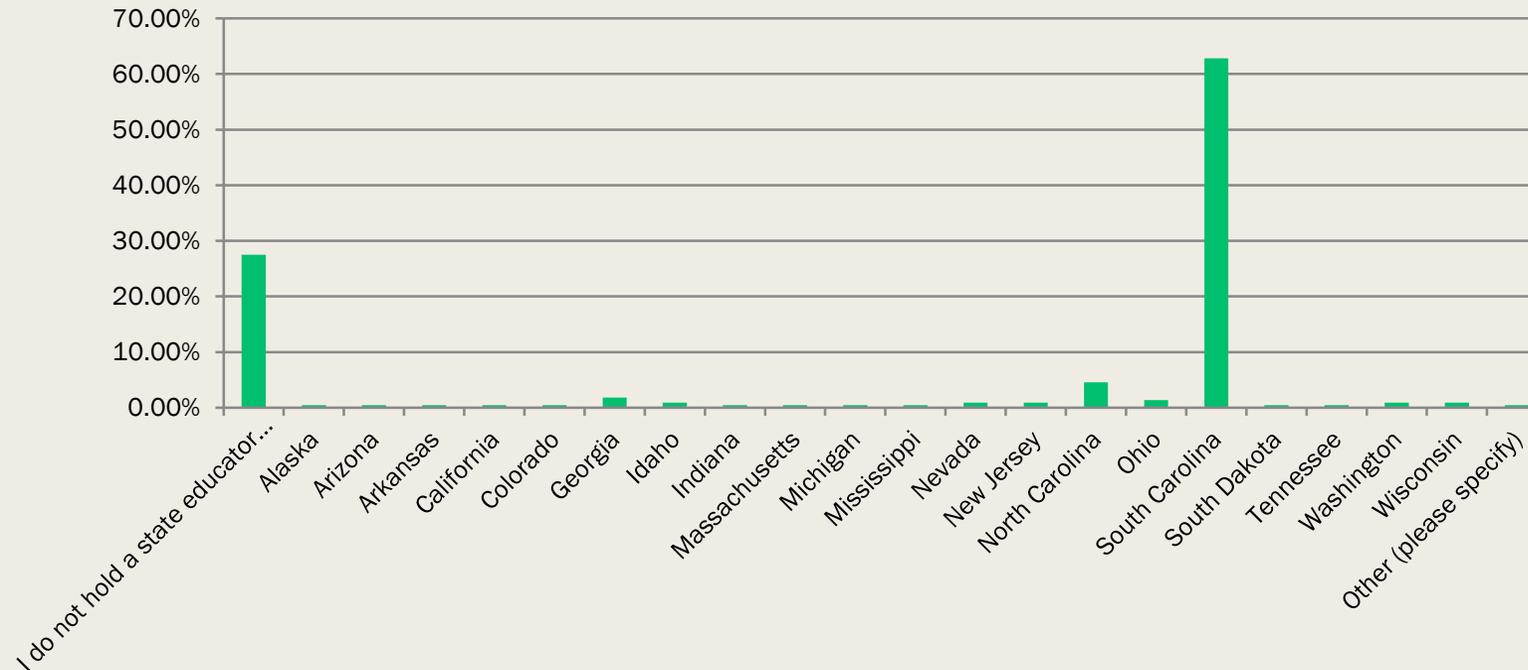
ANSWER CHOICES	RESPONSES	
Public School	42.20%	92
Skilled nursing home	6.42%	14
Private School	3.67%	8
Hospital or rehab hospital	18.35%	40
Home based program	5.96%	13
Private Practice	16.06%	35
Other (please specify)	19.27%	42
Total Respondents: 218		

Q4 - Do you have your CCC's?

- Yes - 87.16%
- No - 12.84%

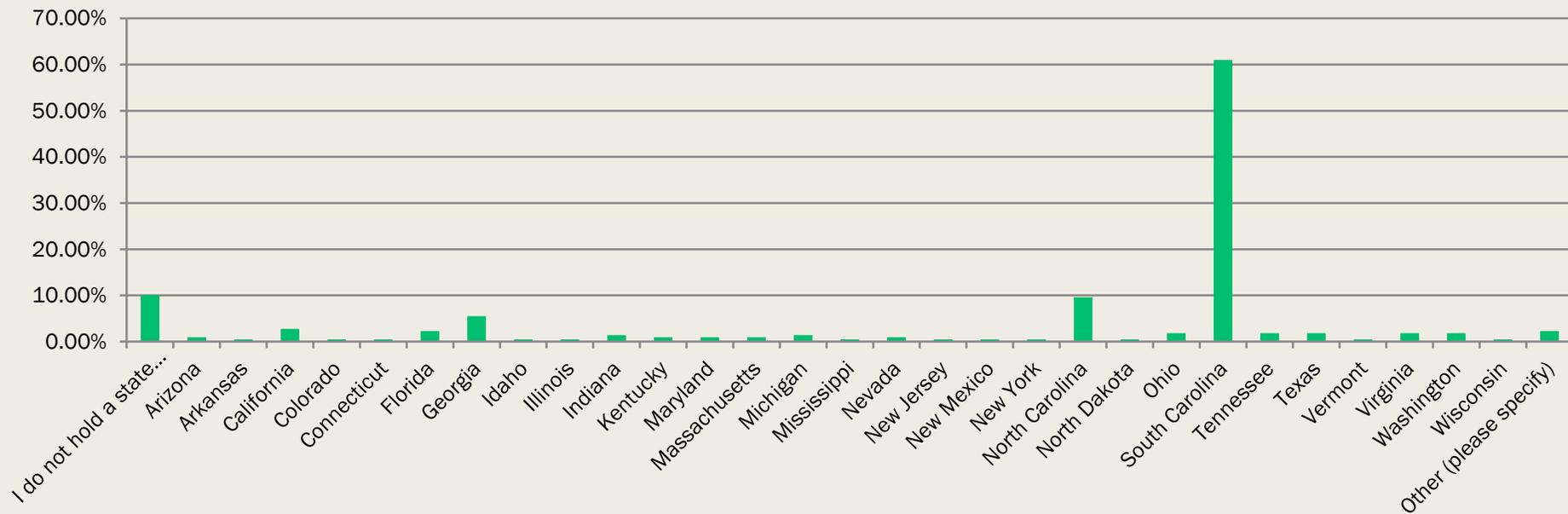
Q5 - In which states (if any) do you hold a state educator certification?

- Majority in South Carolina (~63%)
- 27.5% do not hold state education cert.



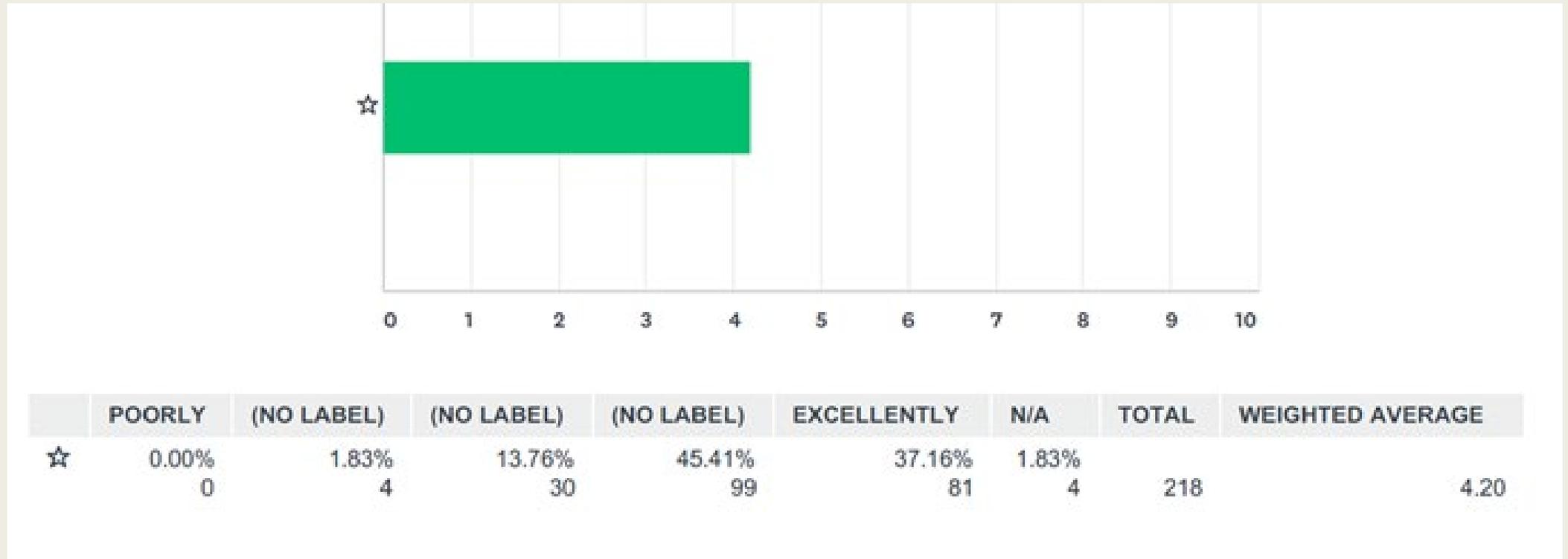
Q6 - In which states (if any) do you hold a state professional licensure?

- South Carolina (61%), followed by North Carolina (~10%)
- 10% do not hold state licensure



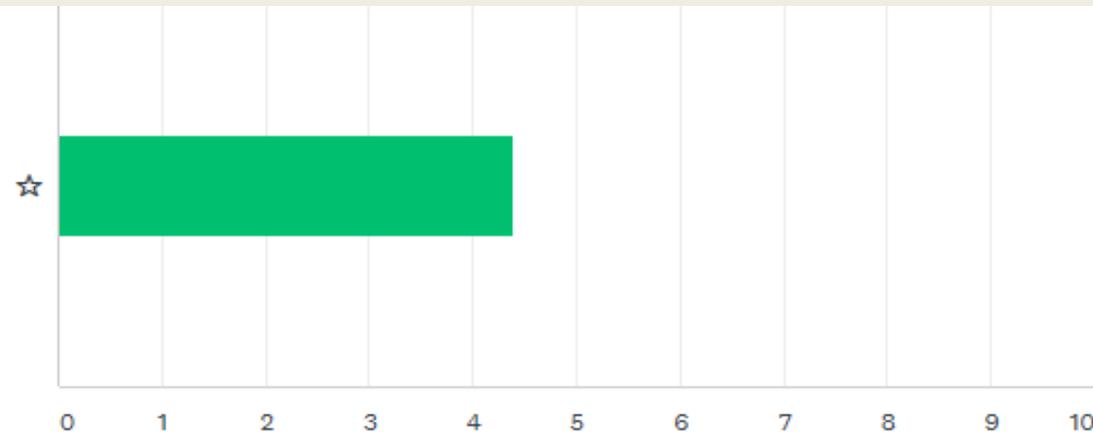
Q7 - How well did the coursework at USC COMD prepare you for your current position?

■ Weighted average 4.20 (5-point scale)



Q8 - Overall, how well did your clinical experiences at USC COMD, including your external placements and internship, prepare you for your current position?

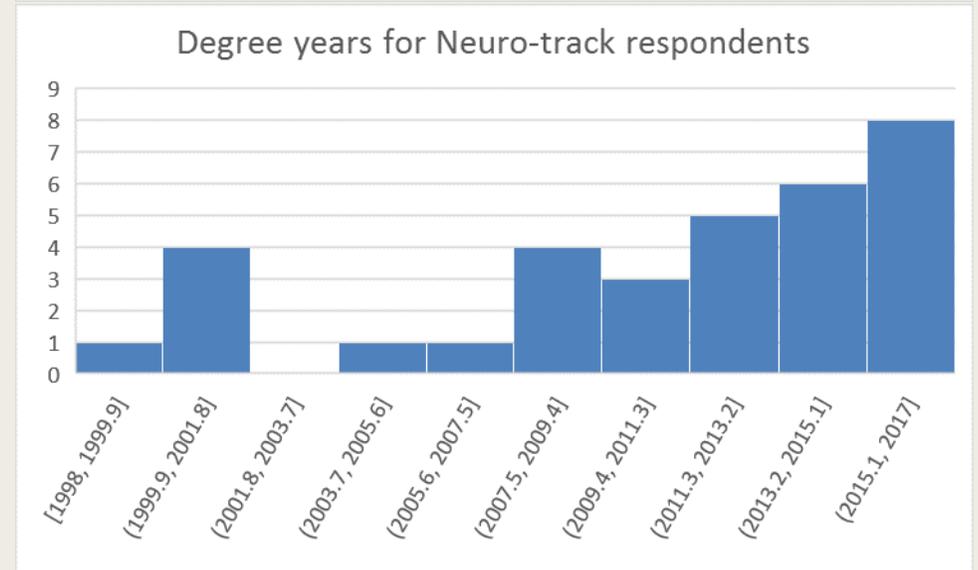
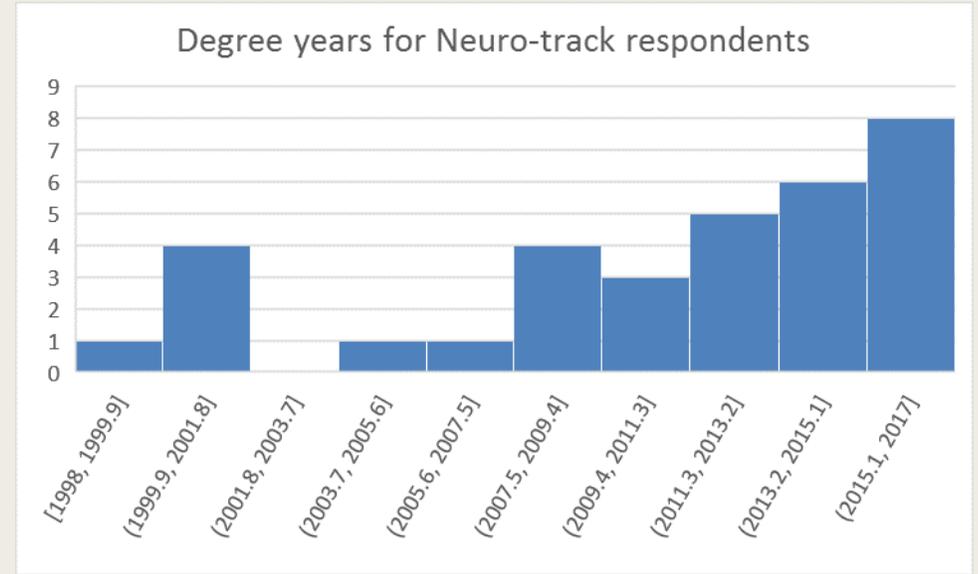
■ Weighted average 4.40 (5-point scale)



	POORLY	(NO LABEL)	(NO LABEL)	(NO LABEL)	EXCELLENTLY	N/A	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	11.47% 25	35.78% 78	50.46% 110	2.29% 5	218	4.40

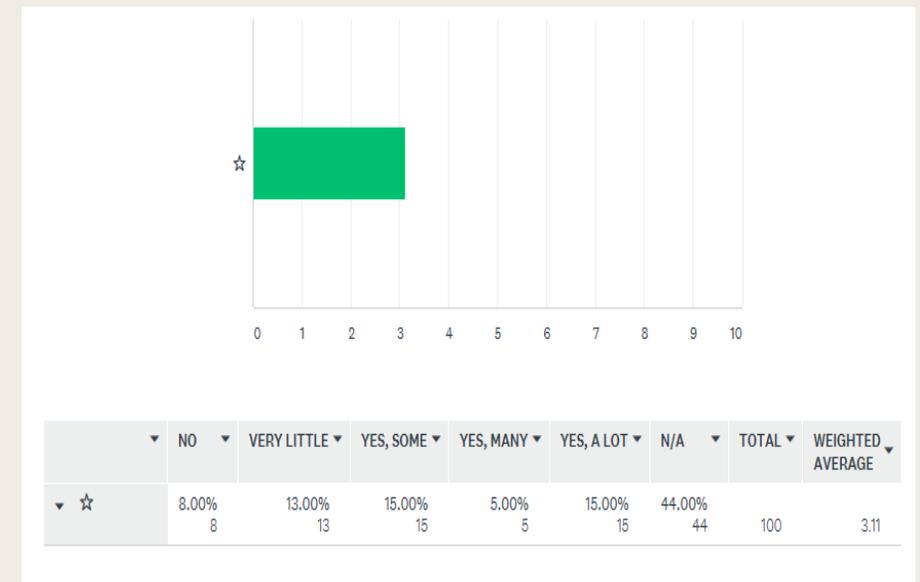
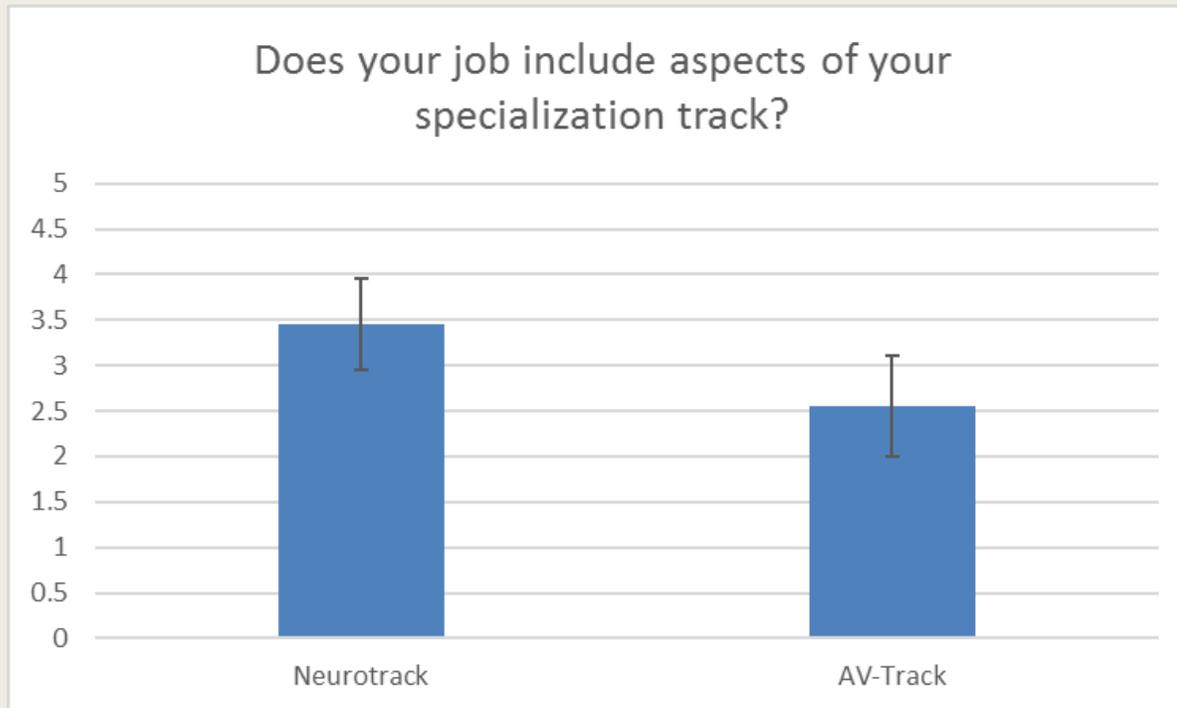
Q9 – Were you in one of the two ‘tracks’ in the COMD course program?

- No - ~71%
- Neuro Track – 15%
- AV Track – 10%
- I don't know ~4%



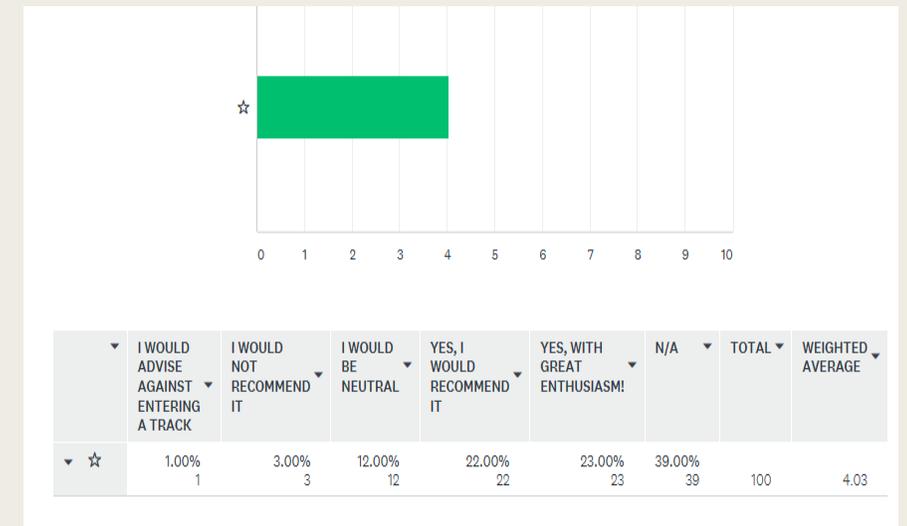
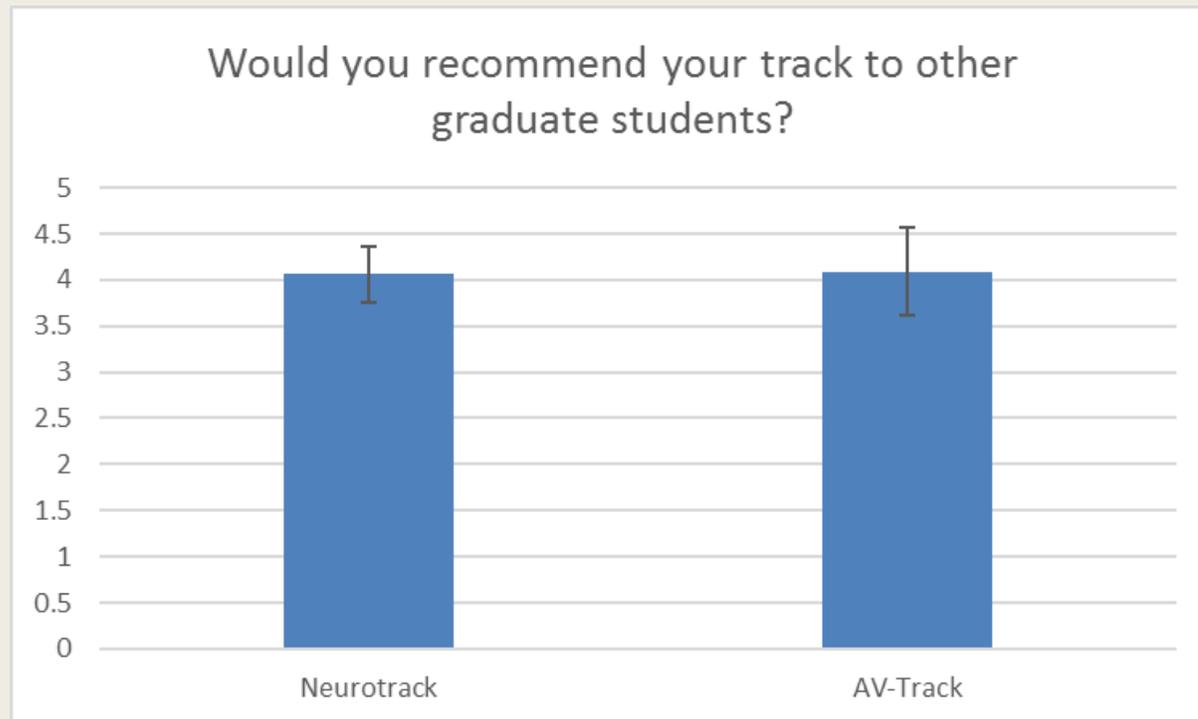
Q10 – Does your current job include aspects of your specialization track?

- Should ONLY be answered by those in Neuro or AV Track (55 people answered)
- Weighted average – 3.11



Q11 – Would you recommend your track to a grad student who was considering it?

- Should ONLY be answered by those in Neuro or AV Track (55 people)
- Weighted average – 4.03



Q12 – Please share any thoughts you have on your track experience, if applicable

- 31 responses

- AV-track

- *Loved all the “extra: knowledge on hearing loss and audiology. Helped get my first job! Served me well in public school setting as well!*
- *I am currently pursuing my CertAVT in my new job and I absolutely wouldn't have landed this dream position and opportunity without my training and track participation at USC, as well as my internship and clinic experiences.*
- *I feel like we had to choose too early on in our graduate school career whether we were going to be in a track or not; what I thought I'd be most interested in during the beginning of my graduate school career ended up not being what I felt most passionate about at the end. I felt stuck in the track and wish I didn't have to choose my final externship based on AV track requirements.*
- *I am glad that I did a track and for the knowledge I gained through it. However, had I known about some of the other elective classes that were going to be offered in the program and that I wouldn't be able to take because it would have been way too much with all of the requirements, I think it would have made a difference in my decision to track so that I could have taken those classes. I'm not fully convinced that tracking is truly advantageous to a student.*

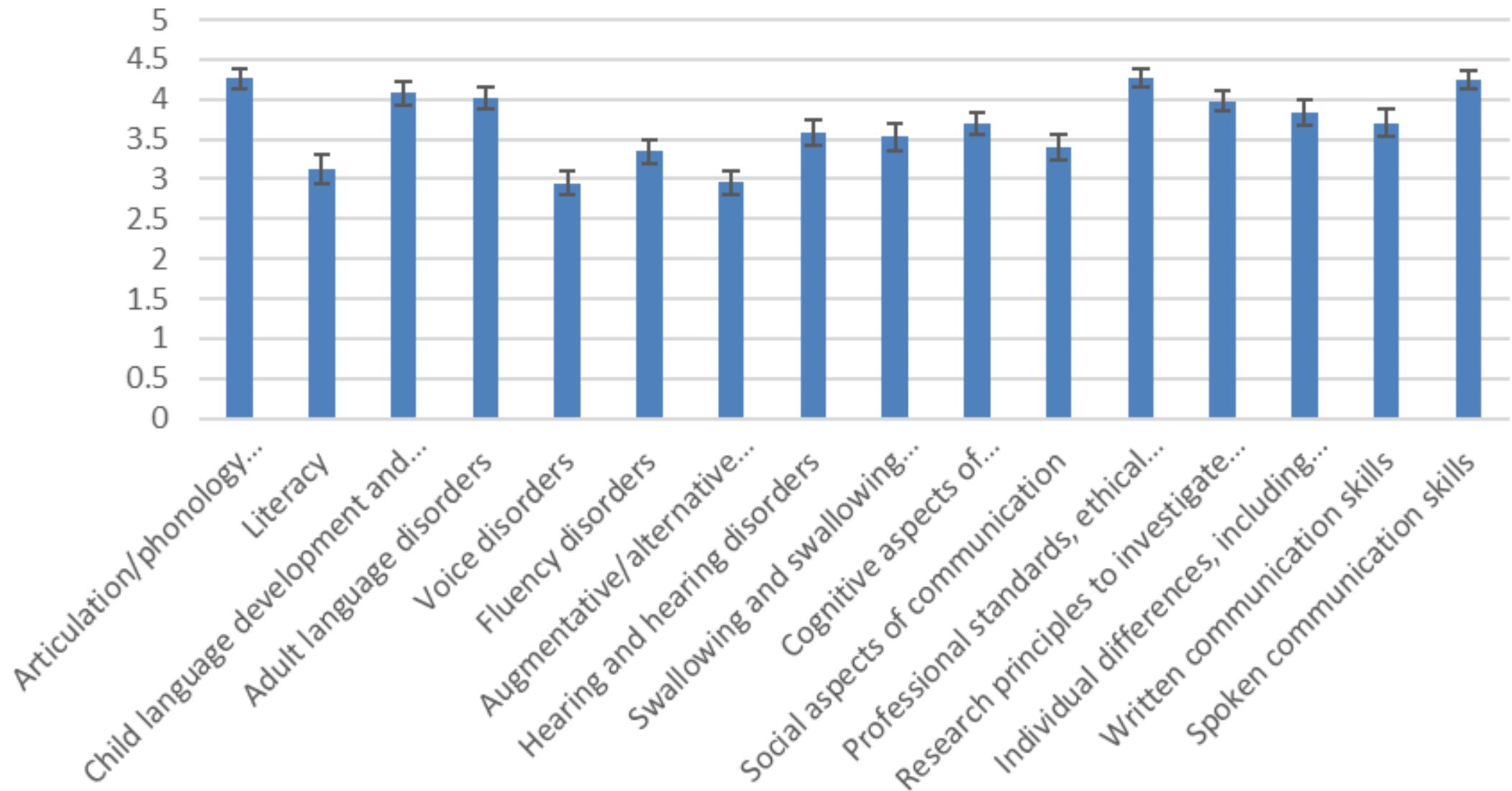
Q12 – Please share any thoughts you have on your track experience, if applicable

- 31 responses

- Neuro-track:

- *Being part of the neuro track helped me to get the practice experience needed to work in a hospital. I knew I wanted to specialize in medical speech pathology and the neuro track allowed me to do so.*
- *I think that it looked good on my resume and may have helped me secure good practicum placements in hospitals.*
- *I think a “medical” track would be more helpful than a “neuro” track. Neuro track was geared mostly toward language/aphasia research which was not something I was particularly interested in. Would have been more helpful if it were designed to look deeper at dysphagia evaluation and treatment. This program does not prepare you for a position in the acute/subacute setting with only one dysphagia course.*
- *I was disappointed by the lack of accountability by the track leaders for completing the track requirements with the exception of the class. The required class would have been much more beneficial if the material covered topics relevant to the neurogenic clinical populations the students are likely to encounter in practice including, but not limited to, treatment, evaluation, and research directions for seizure disorders, MS, Parkinson's, dementia, etc.*

Please rate your education professional preparation



Q30 – Please provide any relevant comments

- 72 written responses
- Varied responses
- Class comments
 - *Longer voice class (took 5 week online course)*
 - *Longer dysphagia class (took online – “everything I know I learned in practicum”)*
 - *More coursework/practicum with Early Intervention and birth to 3*
 - *Need specific coursework on IEP writing*
 - *More coursework on autism*
- “I recommend at least some instruction on therapy techniques before the first practicum.” – there were several comments like this

Q30 – comments, continued

■ Positive comments

- *“I am so proud to be a graduate of this program!”*
- *“I believe my graduate coursework helped me tremendously in my current position. I feel confident in my abilities! Thank you for a positive learning environment”*
- *“Overall, I'm very pleased and proud of the education (both clinical and coursework) that I received at USC and would highly recommend this program to anyone desiring to become a speech pathologist.”*

Q30 – comments, continued

■ Summative assessment

- *“The **summative assessment was also conducted very poorly**, and I hope that management of that improves for the sake of future students. I will be following up with students in the current program for feedback on how it was/is handled currently as it was unacceptable in 2017, which I recognize was a guinea pig year.”*

■ Troubling comments

- *“Overall, I was disappointed in the education I received at USC. Knowing the program had a good ranking, I expected a better experience than I had. I will say that I learned a lot outside of speech pathology, particularly about being kind and respectful. **I did not feel that the environment there was very kind, supportive, or respectful most of the time toward students.**”*
- *“Overall **environment of the USC center is negative**. Would advise against attending to other students due to atmosphere.”*
- *“The coursework itself was thorough but the administration made it very difficult to succeed **as a long distance student. There was little to no effort made to form relationships and help students love their experience at USC.** I have turned many prospective students away from attending USC for this sole reason.”*