

### **Themes from Employer Survey 2015 (N = 14; 64%)**

1. The respondents represented a range of work settings:
  - a. 29% public schools and 29% hospitals or rehab hospitals
  - b. 21% home-based programs or 21% private practice
2. Half required our former students to hold the CCC. Twenty-nine required them to have teacher certification and about 71% required state licensure.
3. Overall, the respondents believed our coursework and clinical experiences prepared our former students well for their work positions (both a 4.17 on a 1-5 scale). For the “Big 9” (and other) areas, there was some variability in rankings for preparedness/knowledge:
  - a. Articulation/phonology: 4.58 (N=12)
  - b. Child Language: 4.5 (N=12)
  - c. Adult language: 4.33 (N=3)
  - d. Voice: 4 (N=3)
  - e. Fluency: 4 (N=10)
  - f. AAC: 3.31 (N =13)
  - g. Hearing: 3.82 (N=10)
  - h. Swallowing: 3.8 (N=10)
  - i. Cognitive aspects: 4.14 (N=14)
  - j. Social aspects: 3.93 (N=14)
  - k. Professional standards, ethics, professional growth: 4.71 (N=14)
  - l. Research principles to investigate efficacy of dx/tx: 4.38 (N=13)
  - m. Individual differences (ethnicity/culture/gender): 4.5 (N=14)
  - n. Written communication skills: 4.64 (N=14)
  - o. Spoken communication skills: 4.54 (N=13)
4. Comments:
  - a. I feel very confident hiring USC graduate students. I myself am an Alumnae and feel I was very prepared for the field!
  - b. I have been very pleased with the USC students that I have hired. I have hired 10+ SLPs from USC to date. They come well prepared to handle public school settings, private school settings, and private clinic. From time to time I will have a CF that is really having a hard time transitioning to the hectic schedule of a private practice and staying on task and on time. We have weekly face-to-face meetings to handle workload, and we also give the DISC profile so that management can best manage the SLP's personality style.
  - c. I have hired one student who was a new graduate. He didn't demonstrate clinical competence including the knowledge of speech and language disorders or therapy techniques. However, I have had two student interns who demonstrated a great deal of competency in both knowledge base and clinical skills. They were both in the MCD program.

- d. In the last 2-3 years, it appears there are less graduates of USC that want to go into the school. I wish the university would do more to foster employment opportunities in the schools. My only request is that they have more school clinical experience. I wish there was more of a school focus so that they would be better prepared and more well versed in IEPs, IDEA, etc.
- e. Over the years I have hired new graduates from several different universities. I also have taken students from different universities. I can honestly say that students and new grads from USC are very well prepared.
- f. We are in an inpatient acute care setting. Our focus is swallowing and I feel the students could be better prepared from a swallowing standpoint. I have seen a change in their performance since the dysphagia class has changed from live to online.
- g. We have just hired our first CFY from your MCD program and we are excited to see how she does. We have noticed that your graduates consistently interview well and seem to have a larger range of knowledge than candidates from other programs. We have several therapists, including myself and our Lead therapist, that graduated from USC as well. Y'all are doing a great job!

### **Themes from Alumni Survey 2015 (N = 296)**

5. Overall, all responses to the “Big 9” areas were ranked above a 3 (1-5 scale). The following were ranked lowest: AAC (3.15), voice disorders (3.16), fluency disorders (3.42), social aspects of communication (3.71), hearing and hearing disorders (3.75), swallowing and swallowing disorders (3.83).
6. There were 91 written responses. From 44 of these responses (alumni who graduated in the past 8 years or less), the following themes arose:
  - a. Many were pleased with their education.
  - b. Several wanted more information about treatment in the lectures. A few specified particular areas, such as aphasia and cognitive rehabilitation.
  - c. Several wanted more coursework on voice disorders, cognitive rehabilitation, dysphagia/pediatric dysphagia, fluency, counseling, ethics, and AAC.
  - d. Several discussed more information/practice on “paperwork writing” (e.g., IEPs, SOAP notes, medical reporting).