



Exit Survey Report

Communication Sciences and Disorders M

2008-09 through 2010-11

COMMUNICATION SCIENCES AND DISORDERS M

I. Educational Status

What is your current degree program?			
Response	Frequency	Percent	All Masters Percent
Dual/Joint Degree Bachelor's/Master's	1	2.0	17.6
Master's or Educational Specialist	49	98.0	82.4
Doctoral			
<i>TOTALS</i>	<i>50</i>	<i>100.0</i>	<i>100.0</i>

In what department or field are you pursuing your degree?			
Response	Frequency	Percent	All Masters Percent
Communication Sciences and Disorders (MA)	8	15.7	1.3
Communication Sciences and Disorders (MSCD)	43	84.3	6.8
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>8.1</i>

What was your age when you began your graduate program?			
Response	Frequency	Percent	All Masters Percent
Less than 21 years of age	1	2.0	3.0
21 to 25 years of age	45	88.2	76.2
26 to 30 years of age	4	7.8	13.0
31 to 35 years of age			4.0
36 to 40 years of age	1	2.0	2.1
41 to 45 years of age			1.0
More than 45 years of age			0.8
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

I. Educational Status

What was your primary activity immediately prior to beginning this program?			
Response	Frequency	Percent	All Masters Percent
Undergraduate student	41	80.4	62.6
Graduate student	1	2.0	4.1
Volunteer/Community Service	1	2.0	0.2
Cared for a family			0.8
Employed in a field related to that of current study	3	5.9	20.0
Employed in a field unrelated to that of a current study	5	9.8	11.3
None of the above			1.0
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

What is your best estimate of how many years TOTAL, from the time you started your program, it will take to finish your degree?			
Response	Frequency	Percent	All Masters Percent
Less than one year			2.1
One year	29	56.9	22.9
Two years	21	41.2	53.8
Three years			14.1
Four years			3.0
Five years	1	2.0	3.3
Six years			0.3
Seven or more years			0.5
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Did you receive your undergraduate degree from an institution in the state of Texas?			
Response	Frequency	Percent	All Masters Percent
Yes	46	90.2	68.7
No	5	9.8	31.3
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

I. Educational Status

Question below only asked of those who replied YES to Did you receive your undergraduate degree from an institution in the state of Texas?

Which undergraduate institution in the state of Texas did you attend?			
Response	Frequency	Percent	All Masters Percent
Bayor University	36	78.3	77.1
University of Texas at Austin	1	2.2	2.5
Texas A&M College Station	3	6.5	2.8
Other	6	13.0	17.6
TOTALS	46	100.0	100.0

Question below only asked of those who replied NO to Did you receive your undergraduate degree from an institution in the state of Texas?

Was the institution from which you received your undergraduate degree located in the United States?			
Response	Frequency	Percent	All Masters Percent
Yes	5	100.0	71.6
No			28.4
TOTALS	5	100.0	100.0

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
II. Academic Program

Question below has two different scales. One for pre-Fall 2008 data and another for Fall 2008 to present data. If only one table is displayed, there is no data for the other timeframe.

Rate the following: Program has good relations between students and faculty. *Pre-Fall 2008 Data*			
Response	Frequency	Percent	All Masters Percent
Poor			
Fair			
Good	3	75.0	29.6
Very Good			29.6
Excellent	1	25.0	40.7
<i>TOTALS</i>	<i>4</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 5(excellent)		3.5	4.3
---------------------------------------	--	-----	-----

Rate the following: Program has good relations between students and faculty. *Fall 2008 to Present Data*			
Response	Frequency	Percent	All Masters Percent
Strongly Disagree	1	2.1	2.5
Disagree	2	4.3	2.3
Ambivalent	1	2.1	4.0
Agree	7	14.9	39.5
Strongly Agree	36	76.6	51.7
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(strongly disagree) to 5(strongly agree)		4.6	4.3
---	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
II. Academic Program

Rate the following: Program activities foster a sense of intellectual community.			
Response	Frequency	Percent	All Masters Percent
Strongly Disagree	1	2.0	2.4
Disagree	1	2.0	2.2
Ambivalent	3	5.9	6.8
Agree	19	37.3	53.1
Strongly Agree	27	52.9	35.5
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(strongly disagree) to 5(strongly agree)		4.4	4.2
---	--	-----	-----

Rate the following: Program content supports my research or professional goals.			
Response	Frequency	Percent	All Masters Percent
Strongly Disagree	1	2.0	2.2
Disagree	1	2.0	2.5
Ambivalent	3	5.9	8.7
Agree	14	27.5	48.4
Strongly Agree	32	62.7	38.1
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(strongly disagree) to 5(strongly agree)		4.5	4.2
---	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
II. Academic Program

Rate the following: Program structure encourages student collaboration or teamwork.			
Response	Frequency	Percent	All Masters Percent
Strongly Disagree	1	2.0	2.7
Disagree	3	5.9	4.0
Ambivalent	2	3.9	10.8
Agree	11	21.6	41.6
Strongly Agree	34	66.7	40.9
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(strongly disagree) to 5(strongly agree)		4.5	4.1
---	--	-----	-----

Rate the following: Program structure provides opportunities to take coursework outside my own department.			
Response	Frequency	Percent	All Masters Percent
Strongly Disagree	11	21.6	10.0
Disagree	19	37.3	18.6
Ambivalent	10	19.6	18.3
Agree	2	3.9	31.7
Strongly Agree	9	17.6	21.3
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(strongly disagree) to 5(strongly agree)		2.6	3.4
---	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
II. Academic Program

Question below has two different scales. One for pre-Fall 2008 data and another for Fall 2008 to present data. If only one table is displayed, there is no data for the other timeframe.

Rate the extent to which the services of the Graduate School Office met your needs.			
Pre-Fall 2008 Data			
Response	Frequency	Percent	All Masters Percent
Did not use	4	100.0	33.3
Inadequate			
Adequate			66.7
More than adequate			
Very adequate			
<i>TOTALS</i>	<i>4</i>	<i>100.0</i>	<i>100.0</i>

Rate the extent to which the services of the Graduate School Office met your needs.			
Fall 2008 to Present Data			
Response	Frequency	Percent	All Masters Percent
Did not meet my needs			2.7
Met some needs, but not others	6	12.8	23.1
Met all needs	41	87.2	74.3
No response			
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

III. Support for Professional Development

A. Teaching Experience

Have you ever been the instructor of record for a course of 3 credit hours or more?			
Response	Frequency	Percent	All Masters Percent
Yes	1	2.0	9.4
No	50	98.0	90.6
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

How many semesters have you been the official instructor of record?			
Response	Frequency	Percent	All Masters Percent
One	1	100.0	18.6
Two			45.8
Three			5.1
Four			16.9
Five			1.7
More than five			11.9
<i>TOTALS</i>	<i>1</i>	<i>100.0</i>	<i>100.0</i>

The question below was added to the survey in August 2008, so there may not be as many responses to this question as the others in this section.

Did you receive any training in how to teach?			
Response	Frequency	Percent	All Masters Percent
Yes	7	14.9	27.0
No	40	85.1	73.0
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
III. Support for Professional Development
A. Teaching Experience

Question below was asked only of those who answered YES to Does your department or program provide training in teaching skills?

What types of training did you receive? (Check all that apply)			
Response	Frequency	Percent	All Masters Percent
Workshops offered outside of your department	3	42.9	35.8
A course on teaching offered in my department	4	57.1	54.9
One-on-one training from a professor	4	57.1	54.3

Because respondents could choose more than one response to this question, the sum of the percentages may not equal 100%.

Rate the training you received: Workshops offered outside of your department			
Response	Frequency	Percent	All Masters Percent
Poor			
Fair			10.3
Good			29.3
Very Good	1	33.3	29.3
Excellent	2	66.7	27.6
Not Applicable			3.4
<i>TOTALS</i>	3	100.0	100.0
MEAN: Range = 1(poor) to 5(excellent)		4.7	3.8

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

III. Support for Professional Development

A. Teaching Experience

Rate the training you received: Course on teaching offered in your department			
Response	Frequency	Percent	All Masters Percent
Poor			
Fair			5.6
Good			14.6
Very Good	1	25.0	40.4
Excellent	3	75.0	39.3
Not Applicable			
<i>TOTALS</i>	<i>4</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 5(excellent)		4.8	4.1
---------------------------------------	--	-----	-----

Rate the training you received: One-on-one training from a professor			
Response	Frequency	Percent	All Masters Percent
Poor			1.1
Fair			4.5
Good			11.4
Very Good			22.7
Excellent	4	100.0	60.2
Not Applicable			
<i>TOTALS</i>	<i>4</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 5(excellent)		5.0	4.4
---------------------------------------	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

III. Support for Professional Development

B. Research Experience

Research experience: Have you published one or more research papers?			
Response	Frequency	Percent	All Masters Percent
No	48	100.0	88.5
Yes			11.5
<i>TOTALS</i>	<i>48</i>	<i>100.0</i>	<i>100.0</i>

Research experience: Have you attended a professional conference?			
Response	Frequency	Percent	All Masters Percent
No	3	6.0	44.1
Yes	47	94.0	55.9
<i>TOTALS</i>	<i>50</i>	<i>100.0</i>	<i>100.0</i>

Research experience: Have you presented a paper or poster at a professional conference?			
Response	Frequency	Percent	All Masters Percent
No	49	100.0	78.5
Yes			21.5
<i>TOTALS</i>	<i>49</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M

III. Support for Professional Development

B. Research Experience

Research experience: Have you assisted in writing a grant proposal?			
Response	Frequency	Percent	All Masters Percent
No	46	97.9	90.9
Yes	1	2.1	9.1
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

Research experience: Have you written a grant proposal to support your own research?			
Response	Frequency	Percent	All Masters Percent
No	47	100.0	96.7
Yes			3.3
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
III. Support for Professional Development
C. Career Counseling

Have you received adequate advice from your department on how to search for and secure a job?			
Response	Frequency	Percent	All Masters Percent
No	6	11.8	33.4
Yes	45	88.2	66.6
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Have you used job search tools provided by Career Services?			
Response	Frequency	Percent	All Masters Percent
No	49	96.1	62.3
Yes	2	3.9	37.7
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
A. Finances

Did you receive any type of tuition waiver or tuition discount while you were a graduate student?			
Response	Frequency	Percent	All Masters Percent
Yes	28	54.9	80.0
No	23	45.1	20.0
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Did you receive any type of stipend payment when you were a graduate student?			
Response	Frequency	Percent	All Masters Percent
Yes	18	35.3	68.2
No	33	64.7	31.8
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Estimate the amount of UNDERGRADUATE educational debt you still have to repay.			
Response	Frequency	Percent	All Masters Percent
\$0	19	40.4	54.1
\$1 - \$9,999	5	10.6	9.3
\$10,000 - \$19,999	7	14.9	8.8
\$20,000 - \$29,999	3	6.4	10.7
\$30,000 - \$39,999	2	4.3	5.2
\$40,000 - \$49,999	1	2.1	3.0
\$50,000 or more	10	21.3	8.8
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
A. Finances

Estimate the amount of GRADUATE educational debt will have to repay.			
Response	Frequency	Percent	All Masters Percent
\$0	17	33.3	48.9
\$1 - \$9,999	10	19.6	15.1
\$10,000 - \$19,999	3	5.9	13.2
\$20,000 - \$29,999	5	9.8	8.9
\$30,000 - \$39,999	7	13.7	4.8
\$40,000 - \$49,999	3	5.9	4.1
\$50,000 - \$59,999	3	5.9	2.7
\$60,000 or more	3	5.9	2.4
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
B. General Assessment

Rate the overall quality of your experience at Baylor: Quality of your academic experiences			
Response	Frequency	Percent	All Masters Percent
Poor	1	2.0	2.1
Good	4	7.8	17.0
Very Good	12	23.5	37.7
Excellent	34	66.7	43.2
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 4(excellent)		3.5	3.2
---------------------------------------	--	-----	-----

Rate the overall quality of your experience at Baylor: Quality of your social experiences			
Response	Frequency	Percent	All Masters Percent
Poor	4	7.8	5.9
Good	5	9.8	26.8
Very Good	13	25.5	30.2
Excellent	29	56.9	37.1
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 4(excellent)		3.3	3.0
---------------------------------------	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
B. General Assessment

The question below was added to the survey in August 2008, so there may not be as many responses to this question as the others in this section.

Rate the overall quality of your experience at Baylor: Quality of spiritual experiences			
Response	Frequency	Percent	All Masters Percent
Poor	6	12.8	11.5
Good	11	23.4	37.3
Very Good	13	27.7	27.5
Excellent	17	36.2	23.8
<i>TOTALS</i>	<i>47</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(poor) to 4(excellent)	2.9	2.6
---------------------------------------	-----	-----

Knowing what you know now: If you could choose again, would you pursue graduate studies at Baylor University?			
Response	Frequency	Percent	All Masters Percent
Definitely Not	3	5.9	4.1
Probably Not	3	5.9	6.7
Maybe			14.5
Probably	14	27.5	30.0
Definitely	31	60.8	44.7
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(definitely not) to 5(definitely)	4.3	4.0
--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
B. General Assessment

Knowing what you know now: If you could choose again, would you pursue graduate studies in this field?			
Response	Frequency	Percent	All Masters Percent
Definitely Not	1	2.0	1.4
Probably Not			4.9
Maybe			7.8
Probably	6	11.8	25.1
Definitely	44	86.3	60.7
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(definitely not) to 5(definitely)		4.8	4.4
--	--	-----	-----

Knowing what you know now: Would you recommend Baylor to prospective students in your field?			
Response	Frequency	Percent	All Masters Percent
Definitely Not	2	3.9	3.5
Probably Not	3	5.9	4.3
Maybe	1	2.0	17.5
Probably	7	13.7	25.4
Definitely	38	74.5	49.4
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

MEAN: Range = 1(definitely not) to 5(definitely)		4.5	4.1
--	--	-----	-----

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
IV. Student Life at Baylor
C. Post Graduate School Plans

Which of the following best describes your anticipated employment immediately after you complete your Communication Sciences and Disorders M degree?			
Response	Frequency	Percent	All Masters Percent
Tenure track faculty position			0.3
Non-tenure track faculty position			4.0
Other teaching position			8.0
Postdoctoral researcher, fellow, or associate			0.2
Researcher, academic setting			1.1
Researcher, non-academic setting			2.5
Professional position for which my program prepared me	47	92.2	60.7
Other non-academic position	1	2.0	9.7
Pursuing further education full time			12.6
Not seeking employment for other reasons	3	5.9	1.0
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Is your post-graduation employment position directly related to your Communication Sciences and Disorders M training?			
Response	Frequency	Percent	All Masters Percent
Yes	48	100.0	85.4
No			14.6
<i>TOTALS</i>	<i>48</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
V. Personal Demographics

Gender			
Response	Frequency	Percent	All Masters Percent
Male	3	5.9	44.8
Female	48	94.1	55.2
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Current age in years?			
Response	Frequency	Percent	All Masters Percent
Less than 21 years of age			0.3
21 to 25 years of age	45	88.2	64.9
26 to 30 years of age	3	5.9	25.1
31 to 35 years of age	2	3.9	5.4
36 to 40 years of age	1	2.0	2.4
41 to 45 years of age			0.8
More than 45 years of age			1.1
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

Do you have dependent children?			
Response	Frequency	Percent	All Masters Percent
Yes	2	3.9	8.6
No	49	96.1	91.4
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
V. Personal Demographics

Question below was asked only of those who answered YES to Do you have dependent children?

Number of dependent children			
Response	Frequency	Percent	All Masters Percent
1			42.6
2	2	100.0	31.5
3			22.2
4			3.7
5			
6			
More than 6			
<i>TOTALS</i>	<i>2</i>	<i>100.0</i>	<i>100.0</i>

Question below was asked only of those who answered YES to Do you have dependent children?

Age of youngest child			
Response	Frequency	Percent	All Masters Percent
1 year or less			24.1
2 to 4 years			33.3
5 to 12 years	2	100.0	29.6
13 to 17 years			7.4
18 to 21 years			5.6
More than 21 years			
<i>TOTALS</i>	<i>2</i>	<i>100.0</i>	<i>100.0</i>

Marital status			
Response	Frequency	Percent	All Masters Percent
Single	42	82.4	72.0
Married	9	17.6	26.9
Separated or Divorced			1.1
Widowed			
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

COMMUNICATION SCIENCES AND DISORDERS M
V. Personal Demographics

Citizenship status			
Response	Frequency	Percent	All Masters Percent
U.S. Citizen	51	100.0	88.7
U.S. permanent resident (green card holder) and citizen of another country			1.0
Citizen of another country with a student visa or other non-immigrant visa			10.3
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

What is your ethnicity?			
Response	Frequency	Percent	All Masters Percent
American Indian/Alaska Native			1.3
Asian			3.1
Black/African American	3	5.9	3.2
Hispanic/Latino	4	7.8	6.5
Native Hawaiian/Other Pacific Islander	2	3.9	0.7
White	40	78.4	82.2
Other (specify)	2	3.9	3.1
<i>TOTALS</i>	<i>51</i>	<i>100.0</i>	<i>100.0</i>

The sum of the individual percentages may not equal 100% due to rounding.

Appendix

Identify the institution from which you received your undergraduate degree
Xavier University of Louisiana
The University of Texas at San Antonio
University of Houston
Abilene Christian University
University of Houston
Tarleton State University
Hofstra University
Florida State University
Kansas State University
Hardin-Simmons University
in student records

Additional comments regarding the services of the Graduate School
I had a very difficult time obtaining the information I needed regarding filing for graduation and this exit survey in particular. It seemed that no one knew which direction to point me into.
I did not have much communication with the graduate school directly. Most contact was solely in my department.

The sum of the individual percentages may not equal 100% due to rounding.

Appendix

Some of the comments for the question below may be truncated because respondents were limited to a 100 character response until August 2008 when the field length was extended.

Additional comments regarding WHY graduate students responded as they did to the Knowing-what-you-know-now questions
I love my field and it's foundation that every individual has a right to functional communication. I have learned so much from my professors. They are supportive, positive, knowledgeable in their field, and hard workers. I already have a job starting two days after graduation! This is not necessarily because I went to Baylor but because of the shortage of Speech Language Pathologists everywhere.
The CSD department is wonderful, the staff and education is exceptional. The other departments (financial aid, cashier's office, etc.) made it very difficult to feel like I was more than a number or a paycheck to them.
The department cares about each and every student. You are not just a number to them. You are an individual. Each of the faculty members feels that you have the capability to succeed no matter your background or character.
It is a short program that prepares you well.
The program is accelerated and allows a faster pace to finish coursework. Some jobs are available in the department with flexible hours. The professors are knowledgeable and caring.
Communication Sciences & Disorders is a unique department. The professors are all passionate about their careers, and passionate about helping students find their passion in the field. Faculty keeps an "open door" policy at all times, and encourages questions. Most importantly, the professors are knowledgeable and current in their profession.
The sense of community between the professors and students was very positive for me and helped me in my search for what I was passionate about within my field.
The student to professor ratio is in the favor of the student. Given the opportunity to do therapy while taking classes was beneficial to my learning experience.
Baylor's CSD faculty consists of compassionate, energetic, brilliant, loving people. Each one of them truly cares about their students in a way I've never experienced elsewhere. They foster an environment of learning, growing, and developing relationships with peers and themselves. I am leaving my experience at Baylor with an incredible amount of knowledge along with an amazing network of SLPs with which I can flourish in my field.
I was very disappointed by the way that the program director behaved. I was not treated in a respectful or Christian manner. I did not feel following the actions of the clinical director toward me, that I had the ability to go above his head to talk to his superior without recourse to me and I feared for my success in the program if I did speak with his superior. However, other professors were very caring, and supportive while dealing with the effects of the dishonest and rude way that the program director has treated me.
The faculty is caring and encouraging. They provide interactive and multisensory learning. The fellow graduate students are also encouraging, helpful, and a pleasure to be around. My field of study is my passion so I enjoy learning about the many areas.
I have not had the most pleasant experience with professors within the Communication Sciences and Disorders department. I felt like they were always negative towards my success even though I always tried my hardest and received good grades, often receiving the top score within my class. I also feel like the majority of the professors did not provide us with adequate information for pursuing a career in speech pathology. Most say our program is great because it is shorter than most, but in reality I feel like this gives us less experience than offered at other schools and does not make us as well rounded in our field.
Great program, it's intensive, so not for the faint of heart, but it's great to be well-trained and finished with a masters in 16months time.
I believe the program is far more superior compared to the other schools in texas.

The sum of the individual percentages may not equal 100% due to rounding.

Appendix

Additional comments regarding WHY graduate students responded as they did to the Knowing-what-you-know-now questions

Coursework: Many of the medical classes are being discontinued and the elective courses are not offering many medical/adult issues (i.e. TBI). There were classes/exams that did not test student's ability to use information in a practical way. The motor speech class is in the second summer session, instead of a fall/spring, which would be better considering the amount of information. Clinical: THERAPY: No one should a full Language and Literacy clinic in one semester. The Language and Literacy clinic needs to be spilt up among all students, so that a selected few students do not have a limited experience with only Language and Literacy Clinic (2 semesters Fall/spring and "Camp Success"-Summer Session 1) I had two semesters of Language and Literacy Clinic; while I learned different things in Language and Literacy, I did not have much experience in other areas of our field. Which is sad because I was told Baylor was an excellent place to be; and I would not want that for another person. The goal behind it does not seem to be that the graduate students learn how to be clinicians; however, that the goal is for only the clients language and literacy skills improve. I mean to say that the supervisors focus on achieving the client's goals instead of teaching the student clinician how to be a clinician; it should be the goal of the student clinician to improve upon the client's skills. Constructive Feedback was rare, while I recieved postive feedback, nothing was said what I could improve on, even when I asked. DIAGNOSTIC: All but two of my diagnostics were supervised by one person and were Language and Literacy clients. This is unfair, it does not give us any experience with any of the other Diagnostics. While Language and Literacy is important, there are more aspects to our field.

Overall it was an amazing experience.

Describe other position

Speech Pathologist in rehabilitation or school system

Describe your ethnic identity

Biracial(Black and Asian)

all

The sum of the individual percentages may not equal 100% due to rounding.

Appendix

Some of the comments for the question below may be truncated because respondents were limited to a 255 character response until August 2008 when the field length was extended.

Additional Comments
I think it is very unfair for only some graduate students in my grad program receive scholarships and assisantships. Other grad students have to pay tuition and living expenses and have no financial help except Loans. The economy is "okay" but extrat sch
Baylor was a nice place to go for grad school. The facility that we used is old and does not fit our needs to serve clients. I also would have liked to choose the types of clinical experience placements that I wanted to do rather than being forced to work
The greatest factor that hindered my progress was the head of my academic program. He was completely unavailable to students, frequently performed at a sub-standard level when teaching, and was occasionally rude and unprofessional. In respect to teachin
I have loved my coursework and clinical experiences that have prepared me for being a successful Speech Language Pathologist. I do believe Baylor is too expensive and I'm saddened that the University seems to cater to the upper middle class and wealthy . As a Christian university, Baylor should try to open doors for all income levels. Money hinders many from attending Baylor. In my graduate program we were expected not to work. It is not at all practical to go to grad school at Baylor University and not supplement your income with work unless you are independently wealthy.
I loved attending graduate school for Speech Pathology. My only complaint is the price that it was for tuition. After attending Baylor Univeristy, I will be over 175,000 in student loan debt. It is very overwhelming to think about. I wish that more aid was available to students who did not have parental monetary support. However, I still desired an education just like every other individual. I feel that education is only available to those who have the funds, and that is simply not fair. If we want more individuals to become doctors, lawyers, teachers, etc. we need to make education accessible to all. Otherwise, I feel the graduate program adequately prepared me for the working world. Great experience and even greater faculty and staff.
It was stressful, but great overall!
I had a lot of trouble understanding financial aid. I wish someone could have sat down with me to explain everything. I thought Dr. Pepper Happy Hour was a great way to take a quick break during the week.
My experience as a gradutate student at Baylor was defintely a positive one. I feel that I have been given many opportunities to equip me in my professional experiences. However, I would like to see scholarships, etc. that would benefit non traditional students more. I am married, have two children, and have lived on one salary for the last year. The amount of debt I am in just for graduate school tuition and fees is very overwhelming. I did receive a partial tuition remission for one of the semesters, but it would have been helpful to have received more assistance in this area.
The CSD program thoroughly exposed me to the various environments I needed in order to succeed in the field.
The communication sciences and disorders department seems widely unrecognized in the Baylor community. It has a very rewarding program, but doesn't seem to recieve the funding or location to show the students or the clients coming to the clinic that they are appreciated and valued. The department deserves better than Neil Morris and has outgrown the small building because of the strength of the clinics that the professors have established.

The sum of the individual percentages may not equal 100% due to rounding.

Appendix

Additional Comments
<p>I think this program is wonderful; however I think it can be better. I believe a lot of the problems stem from scheduling issues. I know that with several different clinical sites and the way the semesters fall, some people get the raw end of the deal. As someone who did not have as much variety in the clinical settings as some of my fellow peers even within my own semester, I'm glad I was proactive whenever I could be because I wasn't afforded those opportunities. I think when it comes down to scheduling- students should be able to discuss what areas they are passionate about and find a way to work their schedule so they get all the requirements taken care of, but also they can spend whatever extra time they have on clients and clinical settings that will be more beneficial to them in the future instead of repeating a clinical setting they have no desire to be involved with once they leave school. Yes, that is definitely more time-consuming, but I think it would better prepare the students, because right now some people are getting lost in the shuffle as the the program is expanding. I think some of the classes need to be rearranged and re-evaluated- some semesters are more top heavy with group projects which make those studying for COMPS and Praxis more challenging. I think the key is to spread things out more evenly. Right now classes are set up in highs and lows with the semesters. Time is a precious commodity in this accelerated program- we are essentially fitting two years worth of clinic and class into a little over one year. That means absolutely EVERYTHING that is done MUST be worth while. It's a two way street and as students who are preparing for tests, we hold up our end of the deal. ALL professors should too and return papers, tests grades, and other assignments within a timely manner, so that we can process that information in the limited time we have and have a faster turnover. I know i'm speaking in vague generalities, but I don't want to call anyone out because this is my family; this is my home and I love this program. But I can look into the future and see how to upgrade this program and make it more efficient and not become just one of the best graduate programs at Baylor but one of the best speech pathology programs in the nation. With this amazing faculty and the support we already have from Baylor- I have full faith in this program and would love to help it in the future in any way I can.</p>
<p>I would like to be contacted in regards to my experience with the CSD program.</p>
<p>Excellent program. It is evident that the faculty truly cares about each student and will go above and beyond to prepare them for the field.</p>
<p>I think GSA should be advertised more because I didn't know about it till well into my graduate studies. I feel like not as many people participate in GSA as could if it was well advertised. I think that the Communication Sciences and Disorders building (Neill Morris) should be remodeled to provide clients with more rooms and to provide observation rooms for parents and students to observe the clients. I think observation should not be included in undergrad but in graduate school once students understand more about therapy.</p>
<p>Overall, I am satisfied with the university program. I do think the the staff needs more accountability concerning where their time is spent. Also, accountability is needed for how conflict resolution with students/supervisors is handled. Is there protocol in place for this? Is an email sufficient? A meeting? My colleagues and I frequently discussed the variance we noticed regarding this. We appreciated the support from Career Counseling services our first semester in the program. They allowed a speaker to talk to us about stress management. We would love to see more of this communication occurring as graduate students so desperately need such information.</p>
<p>For Clinic: have the students either online or in paper, list three choices or types of clients they want to work with. Spread Language and Literacy Clinic to all clients (1 or 2 kids per client), so that everyone has experience in all the Baylor University has to offer. While I enjoyed Language and Literacy Clinic; it should only be during the Fall and Spring, not the summer or during either Fall or Spring and in the summer. Let students have the different types of diagnostic experience. CLASSES: Offer more medical classes. Considering that Motor Speech is such an important and one of the most difficult classes, switch it to the Fall or Spring Semester.</p>
<p>It was great. Keep it up.</p>

The sum of the individual percentages may not equal 100% due to rounding.