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Assessing Clinical and Academic Performance in a Master' s Level Speech Language Pathology Program: A Path Analysis

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ABSTRACT

This study assessed a path model to determine the direct and indirect effects on clinical and academic success from students' undergraduate and graduate performance. Astin' s I-E-O model served as the theoretical foundation for the hypothesized model. Input (I) data included students' undergraduate information (GPA, major, and GRE scores); Environment (E) data included grades in required graduate courses and formative clinical evaluation; and Output (O) data included PRAXIS score and summative clinical evaluation. The sample was 122 students who completed a SLP Program at a New England graduate school. Results of the path analysis supported the efficacy of the proposed model in determining the direct and indirect effects on professional competence. Graduate students with an undergraduate degree in SLP were at a disadvantage upon entry to the program relative to students from other undergraduate majors. Implications of the study are discussed.

KEYWORDS

Graduate Program; Speech Language Pathology; Path Analysis; Learning Outcomes; Astin' s I-E-O Model

Cite this paper

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