The long-term strategic plan of the Department of Communication Sciences and Disorders aligns long-term goals with the university mission statement and with American Speech-Language-Hearing Association (ASHA) objectives.

**Schedule for analysis of the plan:** The strategic plan will be reviewed annually at the department retreat and the progress toward meeting each goal/objective will be analyzed.

**Sharing of the analysis of the plan:** The executive summary of the status of the goals/objectives will be shared with students in the graduate handbook and on the department website.

The Department of Communication Sciences and Disorders at California State University, Fullerton provides its majors with an understanding of speech, language, and hearing sciences and disorders, and also of the high-quality services that are delivered by professionals in speech-language pathology and audiology. Our faculty and staff aspire to combine excellence in teaching, research, and clinical practice for students in and out of the classroom. At the on-campus Speech and Hearing Clinic and off-campus medical, community, and educational training sites, we strive to provide graduates of our program with the essential knowledge and skills to become professional practitioners in speech-language pathology who are capable of serving in clinics, schools, community centers, hospitals, and private practice. We also strive to prepare our graduates to become advocates for people with communication disorders.

Positioned within a comprehensive, regional university with a global outlook in Southern California, our faculty expertise and diversity provide a distinctive opportunity for exploring, understanding, and developing an appreciation for normal and disordered human communication across the life span and across culturally/linguistically diverse populations. In our university, where learning is preeminent, graduates represent our aspirations to combine the best of current theory with contemporary clinical practices across the broad areas within our profession.
GOAL 1

Ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology.

Objectives:

1. Annually review and update at a faculty retreat as needed 22% of our curriculum in the areas of basic communication sciences, articulation and phonology, cognitive aspects of communication, modalities of communication, fluency, receptive and expressive language disorders, social communication issues, voice and resonance, swallowing, and hearing across culturally/linguistically diverse backgrounds and across the life span.

2. Annually incorporate evidence-based practices in the academic and clinical training of graduate students in the areas of: articulation and phonology, cognitive aspects of communication, modalities of communication, fluency, receptive and expressive language disorders, social communication issues, voice and resonance, swallowing, and hearing as measured by 95% or higher completion rate of the master’s degree program within the expected time frame, a Praxis passing rate of 95% or higher, and a 95% or higher Required Practicum Experience (RPE)/Clinical Fellowship Year (CFY) employment rate.

Strategies:

a. Twenty-two percent of the curriculum (4 out of 17 courses, two seminar and two practicum courses each) will be reviewed annually for currency.

b. Curricular adequacy and currency will be examined annually during curricular review by Communication Sciences and Disorders (COMD) faculty, by examining factors such as students’ performance in Knowledge and Skills Acquisition (KASA) and Calipso clinical skills ratings, high M.A. completion rates, high passing rates on Praxis exams, and satisfactory ratings on the Survey of Graduates and Employers.
GOAL 2

Provide high-quality clinical training with an emphasis on cultural/linguistic diversity and ethical practices.

Objectives:

1. Incorporate learning experiences that are consistent with our program’s specific mission and emphasis on cultural/linguistic diversity, including completion by 100% of M.A. students of COMD 404, Communicative Disorders of the Bilingual/Multicultural Child, and completion by over 80% of M.A. students of COMD 558C, Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds.

2. Integrate knowledge and skill areas with the ASHA Code of Ethics by 100% of graduate students passing a test with 85% accuracy on the ASHA Code of Ethics in COMD 501 Seminar in Speech-Language Pathology.

3. 100% of M.A. students will complete COMD 559A Advanced Practicum: Communicative Disorders as a graduate program requirement, and 80% or higher of M.A. students will complete COMD 589A Public School Practicum in Communicative Disorders as a credential requirement with the remaining students completing COMD 559A and/or 559B Advanced Practicum: Communicative Disorders to ensure the minimum 375 clock hours.

4. Develop and maintain attractive, accessible, and functional on-campus clinical facilities that support learning by the conversion of the current VHS recording system to laptop computers in each observation room by the summer of 2018.

Strategies:

a. All M.A. students will complete COMD 404 Communication Development/Disorders in Children from Culturally/Linguistically Diverse Backgrounds as a graduate program requirement, and over 80% will complete COMD 558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds as a credential requirement.

b. A test regarding the ASHA Code of Ethics will be administered in every fall semester during COMD 501 Seminar in Speech-Language Pathology.

c. Provide opportunities to learn within off-campus communities through the completion of 100% of M.A. students of the external practicum, COMD 559A: Advanced Practicum: Communicative Disorders, and of either COMD 589A Public School Practicum in Communicative Disorders, or COMD 559B: Advanced Practicum: Communicative Disorders.

d. Enhancement of clinical facilities (including technology/equipment and assessment tests update) and space will be implemented annually with regards to the recommendations of the Clinical Services Committee and the COMD faculty.

Revised in December 2018
GOAL 3

Incorporate formative and summative assessment instruments to evaluate student achievement.

Objectives:

1. Annually seek evidence of achievement in knowledge and skills areas by an initial passing rate by graduate students of all ten academic KASAs with a mean of 70% or more questions passed.

2. Annually demonstrate graduate learning from Graduate and Employer Surveys by receiving responses averaging 3 or higher points out of a maximum of 4 points.

3. Annually demonstrate undergraduate student learning by students demonstrating an average of 70% or higher on a multiple choice test of undergraduate students’ cumulative learning given in COMD 476 Clinical Methods and Procedures.

Strategies:

a. KASA exam results will be analyzed and measured by the graduate advisor and chair, and discussed by the faculty on an annual basis.

b. The Survey of Graduates and Employers will be administered and analyzed annually by the chair and discussed by COMD faculty.

c. A multiple choice exam that encompasses core undergraduate classes will be administered in COMD 476 Clinical Methods and Procedures each semester, and the data will be evaluated annually by the COMD faculty.
GOAL 4

Create an environment where students have opportunities to succeed academically and clinically.

Objectives:

1. 100% of graduate students will meet with their academic advisors each semester to document their progress in acquiring their critical knowledge- and skill-based competencies, including identifying and remediating any areas of weakness.

2. 100% of graduate students will have access to advanced technologies supportive of research, scholarly, and creative activity through training in COMD 576 Seminar in Augmentative/Alternative Communication and 568 Audiology Practicum.

3. Facilitate the development of life-long learners and professionals through instruction of 100% of graduate students in COMD 501 Seminar in Speech-Language Pathology regarding the training requirements for obtaining the Certificate of Clinical Competence in Speech-Language Pathology, the California State License in Speech-Language Pathology, and the California Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

Strategies:

a. Faculty advisers will conduct academic advisement sessions each semester and complete the on-line documentation of advisement with a log of 100% of graduate students per semester.

b. Documentation of progress on academic and clinical KASA competencies will occur systematically on the KASA website (the Calipso website from fall 2016 admits) with 95% currency of the information on the site. The department administrative support coordinator and the graduate adviser will handle the documentation update on Calipso each semester. Systematic and ongoing remediation of academic KASAs will be demonstrated by a 95% remediation completion rate by the exit interview in the first week of students' final semester.

c. Adequate exposure of students to new technology will be demonstrated in coursework such as COMD 576 Augmentative/Alternative Communication and clinical practica such as COMD 568 Audiology Practicum.

d. Students will be informed of the requirements for licensure and ASHA CCC application and the need for continuing education/life-long learning in the profession in COMD 501 Seminar in Speech-Language Pathology every fall semester and COMD 590 Seminar in Speech/Hearing Services in Schools, teaching clinics, regular advisement sessions, and exit interview with the chair in the first week of his/her final semester.

Revised in December 2018
GOAL 5

Strengthen institutional and community collaboration through clinical site connections, educational partnerships, and alumni activities.

Objectives:

1. Establish links with our alumni that optimize an ongoing commitment to the success of the clinical training within our program by having a get-together at the California Speech-Language-Hearing Association state convention each year.

2. Have an annual meeting of the COMD Advisory Board that includes community professionals.

3. Each semester successfully place 100% of students in all off-campus practica.

Strategies:

a. Organize an annual alumni event at California Speech-Language Hearing Association (CSHA) convention and invite the alumni to the annual Honors and Awards event.

b. Host annual meetings of the COMD Advisory Board to address any clinical concerns and issues.

   c. Continue to expand the off-campus practicum sites for medical and public schools.
GOAL 6

Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

Objectives:

1. Provide a minimum of two High Impact Practice (HIP)/InterProfessional Education (IPE) collaboration opportunities for students to interact with faculty, their peers, and community partners.

2. 100% of students will be offered opportunities to participate in curricular and co-curricular programs that advance students’ recognition of roles they play in a global community.

3. Provide a minimum of two resources for programs that increase student participation in activities and services that link degree, career, and community.

Strategies:

a. Provide IPE opportunities in COMD 544 Seminar in Neurogenic Speech-Language by collaborating with the Nursing simulation lab.

b. Provide HIP experiences in COMD 571 Seminar in Fluency Disorders, COMD 478 Counseling in Speech-Language Pathology, COMD 465 Aural Rehabilitation, and student clubs such as Students for Smile, by collaborating with such community organizations as the Tzu-Chi Foundation, Flying Samaritans, Smile Train, and other global organizations.

c. Support the COMD Peer Mentor program, National Student Speech Language Hearing Association (NSSHLA), Student Speech Therapists and Audiologists Nurturing Cultural Enrichment (S.T.A.N.C.E.), Students for Smiles, Student Academy of Audiology and any additional student groups focused on relevant issues such as diversity.

d. Continue to support and encourage student participation in the following existing COMD program High-Impact Practices (HIP)

- serving as student clinic assistants
- students participating in service learning
- students participating as research assistants
- students participating in mentoring programs such as the American Speech-Language Hearing Association’s career-related programs of Student to Empowered Professional S.T.E.P) and Minority Student Leadership Program (MSLP).
GOAL 7

Improve student persistence, increase graduation rates, and narrow the achievement gap for underrepresented students.

Objectives:

1. 100% of students who are placed on academic probation will receive counseling as to their options, including the opportunity to repeat courses and strategies for improvement.

2. 70% of graduate students will pass written KASA exams the first time, with successful remediation for the remaining students.

3. 100% of available positions for student clinic assistants and research assistants will be filled each year.

4. 70% of students who declare the major as undergraduates will successfully complete the bachelor’s degree within four years.

5. 100% of students who start the graduate program will successfully complete it within 3 years, and 80% will complete it within 2.5 years.

6. Undergraduate advisement will be available throughout the year to 100% of students.

Strategies:

a. Identify and expand programs that have a documented impact on increasing student achievement in bottleneck, gateway and low success rate academic courses. Collect data on the number of undergraduate students who repeat the first core undergraduate courses of COMD 241 Introduction to Phonetics, 242 Introduction to Communication Disorders, 307 Speech/Language Development, and 344 Anatomy and Physiology of Speech and Hearing. The undergraduate adviser and the chair will handle the data collection and analysis.

b. Monitor the number of graduate students who must remediate each individual KASA examination and the specific failed competencies. The graduate adviser and the chair will handle the monitoring and data analysis.

c. Identify and increase participation in new and ongoing efforts that support underrepresented student persistence and achievement. This includes faculty participation in Health Careers Opportunity Program (HCOP) 2 as well as student participation in the COMD Peer Mentor program.

d. Establish accountability metrics at the program level to ensure progress on retention and graduation rate strategies. The COMD chair will track undergraduate and graduate student graduation rates.

e. Strengthen the mandatory advisement requirement for current and transfer undergraduate students each semester including summer. Provide a stipend for the undergraduate advisor or
provide a one-course teaching assignment for his or her advisement activities during the summer.

GOAL 8

Recruit and retain a high-quality and diverse faculty and staff.

Objectives:

1. Maintain 60% of all full-time faculty members to be from diverse backgrounds.

2. 80% of all new tenure-track faculty will be retained through the granting of tenure and promotion.

3. 100% of full-time faculty will receive support for professional development, travel to meetings, completion of CEUs, and maintenance of licensure and certification.

Strategies:

a. Create and implement a diversity action plan to focus on the retention of diverse faculty, recruitment of diverse faculty, and fostering an inclusive environment for all faculty. Conduct annual review of percentage of diverse tenure-track faculty who obtain or do not obtain tenure and/or promotion, and also provide mentors for all junior tenure-track faculty.

b. Enhance and maintain professional and leadership development opportunities to better support retention and engagement throughout all career stages. Provide pre-tenured faculty a student assistant and/or release time, mentoring by another eligible faculty member, in addition to relief from student advisement for the first year. Encourage faculty to attend relevant workshops at the Faculty Development Center.

c. Provide faculty travel funds for all faculty members. Maintain $1500 annual travel support for faculty who are presenting at ASHA, CSHA, or other conferences and $500 for faculty who do not present but need to attend for CEUs for CA license and/or ASHA CCC.

d. Augment the support for collegiality by periodically arranging informal cultural exchanges, which can potentially enhance healthy work-life balance.
GOAL 9

Increase revenue through fundraising, donations, grants, and contracts.

Objectives:

1. An alumnus will be recognized each year and at least 20 graduate alumni will be invited to attend the department’s award event each year.

2. 50% of full-time faculty will participate in at least one activity each year in support of fundraising and development.

3. Annually document intramural and/or extramural grants submitted by the faculty.

Strategies:

a. Implement a comprehensive development plan that moves the program toward increased stakeholder engagement and fundraising, which includes:

   • an alumni outreach newsletter,
   • an invitation to selected alumni to Comm Week events,
   • the establishment of an alumnus of the year award, which will be awarded at the annual department awards and honors event.

b. Provide resources, enhance infrastructure, develop support systems and provide incentives necessary to increase faculty and staff engagement in fundraising, entrepreneurial activities, grants and contracts, including the following:

   • the provision of faculty release time to write external grants and work with the private sector to elicit funding to support research
   • attend workshops offered by the Office of Research and Sponsored Projects for assistance and training in grant-writing.