**Strategic plan 2021 executive summary**

**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.**

**Student Learning Outcomes** are strong. We are striving to maintain the current level of learning outcomes. The following is the summary of the past three years.

**On-time program Completion Rates:** Expected time of study is 2 to 3 years for 2018 cohort. Expected time of study is 2 to 2.5 years for 2019 cohort and thereafter. Clinical practica are offered in summer, which is an option but not required.

**On-time program Completion Rates**

|  |  |  |
| --- | --- | --- |
| **Reporting Period** | **# Completed within Expected Time Frame** | **%Completed within Expected Time Frame** |
| 2020-2021 | 301 out of 32 | 94 |
| 2019-2020 | 30 out 31 | 97 |
| 2018-2019 | 30 out of 30 | 100 |

1 Two of 2017 class completed in fall 2020 (3.5 years) due to personal circumstances.

**Praxis Examination Pass Rates of Test-takers**

|  |  |  |
| --- | --- | --- |
| **Reporting Period** | **# Taking the Exam**  | **% Passed Exam Rate** |
| Sept 2020-Aug 2021 | 34 | 97 |
| Sept 2019-Aug 2020 | 21 | 95 |
| Sept 2018-Aug 2019 | 32 | 100 |

**Employment Rates of Graduates**

|  |  |  |
| --- | --- | --- |
| **Reporting Period** | **Employment Rate in Profession****# of Graduates from prior year** | **% of Graduates from prior year** |
| 2020-2021 | 32 | 100 |
| 2019-2020 | 31 | 100 |
| 2018-2019 | 23 | 100 |

**GOAL 2**

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

● One-hundred percent of our graduate students had clinical experience with clients with diverse race, ethnicity, culture, national origin, and socioeconomic status.

● The first COMD Multicultural Certificate was granted to a student who met the requirements (completing COMD 404, 554, and 599) in June 2021. This certificate was granted to a second graduate student in January 2022.

● COMD 554: Seminar in Multicultural Issues in Communicative Disorders, which in the past was an elective grad seminar, became a required seminar in Fall 2021 for all graduate students.

● COMD 404: Seminar in Multicultural Issues in Communicative Disorders continues to be required for all graduate students prior to taking their first graduate clinic to ensure that students are prepared to work with our diverse speech clinic client populations.

● Our graduate program continues to provide students with the option to take COMD 558B- Transgender Voice clinic as an elective part of their clinical graduate training program.

● One hundred percent of graduate students passed a test on ASHA code of ethics in COMD 501, Seminar in Speech-language Pathology in 2020.

**GOAL 3**

**Incorporate formative and summative assessment instruments to evaluate student achievement.**

●The annual initial passing rate of the 10 Knowledge and Skills Acquisition (KASA) exams in graduate seminars was 70% or higher in six of the 10 KASAs in AY 20-21.

● Ninety-seven percent completed within the expected study period in 2019-2020. Many of them were employed immediately, and 100% of them were employed within one year.

●Graduate survey responses obtained from AY 19-20 graduates working in public schools (n=3), private practice clinics (n=2), hospital settings (n=2), and skilled nursing facility (n=1) show ratings in 3 (moderately agree) or 4 (strongly agree) in evaluations and intervention of articulation, developmental and acquired receptive/expressive language, social aspects of communication, swallowing, voice/resonance, modalities, and hearing screening. Our graduates feel well prepared for them to work as speech-language pathologists in various settings.

**GOAL 4**

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

● Three graduate students from the fall 2020 cohort, who met the eligibility criteria for Health Career Opportunity2 (HCOP 2) graduate ambassadors (funded by the Health Resources & Services Administration), were selected to receive a $7,000 stipend per year for two years.

●Four graduate students from the fall 2020 cohort were selected to participate in the inter-disciplinary training with early childhood special education graduate students (Project ABC) and receive $10,000 for tuition, books, and conference expenses per year for two years from the grant funded by the Office of Special Education Program.

● With the instruction Related Activities Award (IRA) granted to Dr. Tsao, 11 undergraduate and 5 graduate students were involved in the training and preparation for our community outreach activities for character education with Tzu-Chi Foundation. Students participated in lesson planning and delivered the lessons remotely.

● The Augmentative & Alternative Communication (AAC) seminar (COMD 576) was offered as a ***virtual*** service-learning graduate course in Fall 2020 to develop and sustain an immersive and high-impact learning practice designed to build partner connections with local school districts. Overall, the quantitative/qualitative findings suggested that the learning goals were met for enhancing both student and teacher learning across the six critical components of AAC knowledge and skills and were responsive to the special education community needs. However, the ***virtual*** component of the course was not valued by all student participants. This seminar was offered as an in-person service-learning course in Fall 2021, and students reported significant value responding to teacher’s instructional needs in classrooms serving children with complex communication needs. The majority of teachers reported the value of co-learning with graduate students to address students’ communication and literacy needs.

● As previously indicated, our program offers two different courses (COMD 404, COMD 554) focusing on multicultural issues, an opportunity for students to take the Transgender Clinic, and the opportunity for students to obtain the COMD Multicultural Certificate. This helps to prepare them for participation in a diverse global society.

● In January 2021, the COMD Department took its first step in response to student concerns to develop its first ever diversity statement entitled “A Commitment to Justice, Equity, and Respect for Diversity of All Kinds” found on the department website at: <http://communications.fullerton.edu/comd/about_us/dept_message.php> We recognize the need to move to the next step of developing action plan to support this statement by the end of this 2021-2022 academic year.

**GOAL 5**

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

●To strengthen alumni relations, we hosted a virtual event, *Share slice of advice* with current graduate students and alums. We will continue hosting networking events with our alums at least once per semester.

● The credential coordinator, Dr. Saenz, has been hosting annual Advisory Board Meetings and has shared the updates in the department with them and obtained the Board’s feedback for improvement. Thirteen Advisory Board members, including Drs. Saenz and Seung, attended the annual Advisory Board meeting on Zoom (due to COVID-19) on May 5, 2021. We plan to continue to invite new Advisory Board members from the community.

●Almost all of our graduate students take practica in medical/private practice clinics and public schools. We continue to add new practicum sites. Drs. Weir-Mayta and Kurt Kitselman coordinated all students in hospitals/private practice clinics in COMD 559A, and Dr. Saenz and Ms. Wolff coordinated all students in public schools in COMD 589A in AY 20-21.

● Drs. Erwin-Davidson and Tsao participated in community-engaged activities. Dr. Erwin-Davidson formed a research-to-practice partnership with a local school district in Spring 2020 as a 5-year implementation science study to examine educator and student transformation during implementation of evidence-based language and literacy instructional strategies. Twenty-five undergraduates and one graduate student are involved in this study. This project received a Partnership Development Grant from the CICE in Fall 2021.

Dr. Tsao participated in community service with the Tsu-Chi Foundation.

**GOAL 6**

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

● New recording system (CVi) was installed in the Speech and Hearing clinic in Spring 2021 and will begin to be used in fall 2021 semester.

● Clinical simulation (SimuCase) was adopted for graduate clinical training during the pandemic and will continue to be used for the acquisition of clinical skills and clock hours.

●All tenure-track faculty members advise assigned graduate students and meet with their advisees at least once per semester for a mandatory advising. Each faculty advisor reviews their advisees’ transcripts, Calipso KASA, and cumulative skills evaluations as appropriate. If there are any KASA exams to remediate, faculty members remind the students of completing the remediation in a timely manner.

● ASHA CCC and RPE application procedures and credential requirements were reviewed in the COMD 501 class for the fall 2020 class. The department chair reviewed ASHA CCC and RPE applications again during exit interviews in the first week of graduate students’ final semester for Spring 2020 and fall 2020 graduates. The credential-related information was reviewed in COMD 590 class.

**GOAL 7**

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

●The chair and undergraduate adviser collaborated to increase the 4-year graduation rate during registration periods. The undergraduate adviser provides major advising for undergraduate students and helps them develop their course plans. Then she assigns tenure-track faculty members as their advisers for subsequent advising.

● All tenure-track faculty members participate in advising their assigned graduate students.

●Three graduate students from the fall 2020 cohort, who met the eligibility criteria for Health Career Opportunity2 (HCOP 2) graduate ambassadors (funded by the Health Resources & Services Administration), were selected to receive a $7,000 stipend per year for two years.

●Four graduate students from the fall 2020 cohort were selected to participate in the inter-disciplinary training with early childhood special education graduate students (Project ABC) and receive $10,000 for tuition, books, and conference expenses per year for two years from the grant funded by the Office of Special Education Program.

**GOAL 8**

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

● Seven out of 11 full-time faculty members in AY 2019-2020 are diverse in ethnicity/race, gender identity, sexual orientation, and institutions where they received their degrees.

● One faculty member received tenure in 2016, one faculty member is progressing toward tenure in AY 2021-2022, two tenure-track faculty were hired in AY 2919-2020, and one tenure-track faculty member was hired in AY 2020-2021. One full-time clinical educator was hired in AY 2019-2020.

● The department provided travel support of $1500 to full-time faculty members who presented at national and/or state conventions. Faculty members who did not present received $500 to support their continuing education.

**GOAL 9**

**Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.**

● The department received $333,333 from the Chancellor’s office to increase the enrollment of graduate students (admit 28 students by 2023) in January 2020.

● Four full-time faculty members and the Dean attended the NSSHLA fund-raising gala in November 2019.

● One faculty member received two grants from the Center for Internship and Community Engagement (CICE), two faculty members received assigned time for Exceptional Levels of Services to Students, and two faculty members received Instruction-Related Awards (IRA).

● One alumna has established an annual $1000 scholarship for graduate students for the next five years.