

Strategic plan 2020 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
2019-2020	32 out 32	100
2018-2019	30 out of 31	97
2017-2018	22 out of 23	96

Praxis Examination Pass Rates of Test-takers

Reporting Period	# Taking the Exam	% Passed Exam Rate
Sept 2019- Aug 2020	21	95
Sept 2018- Aug 2019	32	100
Sept 2017- Aug 2018	20	100

Employment Rates of Graduates

Reporting Period	Employment Rate in Profession # of Graduates from prior year	% of Graduates from prior year
2019-2020	31	100
2018-2019	23	100
2017-2018	29	100

GOAL 2

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

- To ensure our graduates' competency in providing care for culturally/linguistically diverse clients, we require COMD 404, Communicative disorders of the Bilingual/Multicultural child, as an undergraduate elective and a prerequisite of graduate practica. Thirteen of the fall 2019 graduate class took COMD 404 as an undergraduate, and 11 took it in their graduate program.
- Credential requirement was changed from COMD 558C, Multicultural practica to COMD 554 Multicultural seminar from fall 2019 cohort and thereafter. Multicultural certificate proposal was submitted and approved to begin to offer in spring 2021. The requirement for the certificate is COMD 404, 554, and an independent study (COMD 599).
- One hundred percent of graduate students passed a test on ASHA code of ethics in COMD 501, Seminar in Speech-language Pathology.
- We provide our graduate students practica in both medical and school settings. All 24 of the fall 2019 class will take COMD 559A, Advanced Practicum and COMD 5859A, Practicum in public School Practicum.
- The conversion of the observation room recording system from a digital system using laptops will be upgraded to CVi in fall 2020.
- Dr. Tsao examined the service-learning outcomes in students' experience with cross-cultural/cross-linguistic interactions in COMD 501. This was conducted with the CSUF assessment inquiry grant. Following is a brief summary of the Pre-Post Service-Learning Survey results (n= 24).
One sample paired T-test showed significant difference for the following items: Experience ($p = 0.004$), Attitude ($p = 0.000$), and Competence ($p = 0.005$).

GOAL 3

Incorporate formative and summative assessment instruments to evaluate student achievement.

- Annual initial passing rate of the 10 Knowledge and Skills Acquisition (KASA) exams in graduate seminars were 70% or higher in six of the 10 KASAs in AY 19-20.
- Graduate survey responses obtained from spring 2018 and fall 2018 graduates working in public school (n=5), private practice clinic (n=1), and hospital settings (n=2) show ratings in 3 (moderately agree) or 4 (strongly agree) in evaluations and intervention of articulation, developmental receptive/expressive language, and modalities; in intervention across different disorders. Our graduates feel well prepared for them to work as speech-language pathologists.

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.

- We have provided High Impact Practice (HIP) opportunities to our students through research opportunities with faculty, clinic assistant positions, and community engagement opportunities. Four faculty members (Chakraborty, Kim, Seung, and Weir-Mayta) presented their research with eight students and at ASHA 2019, and seven students were scheduled to present at CSHA 2020 conventions that was cancelled due to COVID-19.
- Four undergraduate students worked as clinic assistants at the Speech and Hearing Clinic (HIP). All of them were admitted to graduate programs for fall 2020.
- Students in COMD 478 (Counseling skills in CD) participated in at least one service-learning activity, mostly at Fairmount Elementary School in Azusa and Jones Elementary School in San Dimas before home stay order due to COVID-19.
- A campus-wide Interprofessional Education/Practice (IPE/P) event was hosted by faculty members in Communication Sciences and Disorders (COMD), Nursing, Social Work, and Kinesiology in fall 2019. The theme was professional values and ethics in working with individuals of other professions to maintain a climate of mutual respect and shared values. Two faculty members in COMD, Drs. Ying-Chao Tsao and Lisa Erwin-Davidson, participated in the event along with 27 graduate students in Dr. Tsao's Fluency Disorder seminar.

GOAL 5

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

- To strengthen alumni relations, we prepared to host the second alumni luncheon during the California Speech-Language-Hearing Association annual convention in Anaheim in March 2020. Fifty-eight people including faculty, alumni, and students planned to attend the luncheon on Saturday March 21, 2020, but it was cancelled due to COVID-19.
- 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. Ten Advisory Board members, including Drs. Saenz and Seung, attended the annual Advisory Board meeting on Zoom (due to COVID-19) on May 13, 2020. 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. 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 19-20.

GOAL 6

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

- All tenure-track faculty members advise assigned graduate students. They meet with the graduate students at least once each semester and meet with any students who need additional guidance as needed. During this advising, each faculty member reviews: transcripts and Calipso KASA and cumulative skills evaluations as appropriate. If there are any KASA exams to remediate, faculty members remind the students to complete 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 2019 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 2019 and fall 2019 graduates. The credential-related information was reviewed again in COMD 590 for those graduates.

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 by developing 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. The graduate adviser developed a graduate advising on-line sign-off to monitor graduate students' advising by each faculty member.
- Three graduate students from the fall 2019 cohort, who met the eligibility criteria for Health Career Opportunity2 (HCOP 2) graduate ambassadors, were selected to receive a \$7,000 stipend per year for two years. Three graduate students from the fall 2019 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, sexual orientation, and institutions they received their degrees.
- One faculty member received tenure in 2016, one faculty is progressing toward tenure in AY 2021-2022, two tenure-track faculty were hired in AY 2019-2020, and one tenure-track faculty was hired in AY 2020-2021. One full-time clinical educator was hired in AY 2019-2020.
- Full-time faculty members who presented at national and/or state conventions received travel support of \$1500 in AY19-20. Faculty members who did not present received \$500 to support their continuing education.

GOAL 9

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

- Department received \$333,333 from Chancellor's office to increase the enrollment of graduate students (admit 28 students by 2023).
- Four full-time faculty members and the Dean attended the NSSHLA fund-raising gala in November 2019.
- One faculty member received two grants from 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.