

**COMMUNICATION SCIENCES AND DISORDERS DEPARTMENT
CALIFORNIA STATE UNIVERSITY, FULLERTON
STRATEGIC PLAN (2024-2029)**

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 progress toward meeting the 5-year strategic plan goals will be reviewed and analyzed at the annual department retreats by the full-time faculty.

Sharing of the analysis of the plan: An annual executive written summary of the status of the goals/objectives will be posted on the website.

The Department of Communication Sciences and Disorders at California State University, Fullerton provides its matriculated students with an understanding of the disorders in speech, language, and hearing, along with the knowledge of service types delivered by licensed and clinically certified speech-language pathologists and audiologists. Our faculty and staff aspire to combine excellence in teaching, research, and clinical practice for students in and out of the classroom. For example, students participate in off-site practicums within healthcare and educational settings, and on-campus experiential learning with children and adults in our campus Speech and Hearing Clinic. We strive to provide graduates of our program with the essential knowledge and skills to become well-trained early career speech-language pathologists capable of working in rehabilitation clinics, schools, community centers, hospitals, and private practice. We also strive to prepare our graduates to be 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 all members of Titan community are inspired to engage in their lifelong pursuit of critical inquiry and social justice, graduates represent our aspirations to combine the best of current theory with contemporary clinical practices across the broad areas within our profession.

GOAL 1. Enhance support for student access, learning, and academic success

Objective 1.1 Expand flexible pathways to reach and attract diverse learners to access our academic offerings

Strategies:

1. Create sustainable enrollment management plan to broaden access for undergraduate, graduate, and master's preparatory certificate program students.

2. Implement Universal Design for Learning (UDL) across the curriculum to maximize student access
3. Increase diverse course offerings to ensure a smooth experience in accessing our academic offerings

Progress Indicators:

1. Offering multiple sections of undergraduate courses (when feasible) at different times/days
2. Accessible syllabi, closed captioning on multiple media, and open access materials.
3. Expand offering course modalities (online, hybrid, in-person) during regular semesters and summer terms

Objective 1.2 (Learning Experiences): Provide equitable, engaging, and innovative learning experiences to foster students' ability to apply knowledge, skills, and cultural awareness gained through their academic curriculum.

Strategies: 1. Provide diverse representation of clinical examples and various mediums of learning opportunities (e.g., videos, simulated cases, research articles, etc.) in courses
2. Provide global scenarios and perspectives in courses
3. Explore innovative methods used for course instruction

Progress Indicators:

1. Continuing to offer courses such COMD 404 and 554 to increase students' ability to work effectively with clients and families from backgrounds different than their own using person-centered and family-centered approaches
2. Increasing the infusion of clinical examples, perspectives, and materials (e.g., videos, simulated cases, research articles, etc.) representing individuals from a variety of different backgrounds across undergraduate and graduate courses.
3. Increasing the infusion of clinical examples, perspectives, and materials (e.g., videos, simulated cases, research articles, etc.) representing global perspectives and populations across undergraduate and graduate courses.
4. Increased use of AI and other Innovative instructional methods within undergraduate and graduate courses.

Objective 1.3 (Academic Support): Ensure equitable, innovative, and comprehensive academic support to guide students throughout their academic and career pathways

Strategies: 1. Implement UDL across course instructions and materials
2. Provide career guidance and graduate school application preparation for undergraduate students
3. Implement a systematic and equitable process for advising and scheduling students for course
4. Provide guidance for professional communication and conduct in undergraduate courses (e.g., COMD 242, Intro to Communicative Disorders, and other courses)

Progress Indicators:

1. Inservice for faculty on how to implement UDL across courses and in-house clinical experiences
2. Workshop for graduate school applications by the academic advisor & workshop for career options
3. Establishing a systematic and equitable process for advising and enrolling students in classes that involves communication and collaboration between students, faculty, and college of COMM COMD undergraduate advisor (in consultation of the COMD department chair)
4. Posting information in faculty syllabi as well as the department website that provides guidance for professional communication and conduct in undergraduate courses

GOAL 2. Foster student engagement and well-being

Objective 2.1 (Student engagement and “Titan Pride”): Enhance student engagement opportunities and experiences to foster “Titan COMD Pride”

Strategies: 1. Create student-faculty interaction opportunities (e.g., open dialogue, workshops, etc.)
2. Connect students to campus opportunities (e.g., COMD student clubs, LCI, Black student association, UROC, ELEVAR, LGBTQ Resource Center, etc.)
3. Provide support for Peer-to-Peer mentoring

• Progress Indicators:

1. Annual COMD community conversation, faculty speaking engagement for student club events
2. Sharing campus opportunities as student club events
3. Identification of PMC's needs and review of the PMC reports

Objective 2.2 (Mental health and physical wellness): Strengthen proactive, responsive, and innovative approaches to improving student mental health and physical wellness

Strategies: 1. Provide available campus resources in [Division of Student Affairs](#), [Dean of Students](#)
2. Have [CSU red folders](#) accessible for students and Introduce U@Fullerton link (resources guidance) at the initial student orientation
3. Introduce [CAPS](#) and [DSS](#) to students through workshops in student clubs and announcement in courses
4. Create safe space for students to share their personal experience and seek campus support
5. Regular check-ins with students on current events: Follow national and global media: emphasize two sides

Progress Indicators:

1. Checking the university orientation content
2. Information shared in course syllabus and student club events
3. Annual COMD community conversation & Meeting with College Dean of Students
4. Dialogues in COMD 404 and faculty time during their office hours

Objective 2.3 (Financial and basic needs): Revitalize financial and basic needs support to enhance student success

Strategies:

1. Explore funding opportunities (grants, donations, etc.) for students
2. Make students be aware of the campus [Basic Needs Services](#)
3. Provide support for non-matriculated students ([Open University](#))

Progress Indicators:

1. Search for grant funding opportunities
2. Post resources for students in the department website
3. Responding to emails/calls for Open University students

GOAL 3. Recruit, develop, and retain high-quality and diverse faculty and staff

Objective 3.1 (Recruitment and diversity): Increase the number and diversity of faculty and staff through effective and equitable recruitment strategies, with concentrated attention to those from historically underrepresented communities

Strategies:

1. Extend outreach to ensure a wide reach in faculty search
2. Plan and redesign the department website with heightened visibility to our diverse student, faculty, and staff members
3. Encourage more faculty/students' scholarly presence in national/global conferences
4. Calibrated exhibition of diverse departmental activities on social media

Progress Indicators:

1. Conduct faculty survey for reach and recruit to increase diversity
2. Status of the department website updated through improvements in faculty profiles, lab information, and Clinic pages
3. Data tracking of presentations in reputed global and regional conferences
4. Monitoring the posting in IG, FB, X (Twitter) and LinkedIn

Objective 3.2 (Inclusion, belonging, and accountability): Establish a campus climate that fosters faculty and staff inclusion and belonging, free of discrimination, harassment, retaliation, and other conduct of concerns

Strategies:

1. Provide training for faculty and staff on anti-discrimination, bias awareness, and reporting procedures
2. Support faculty and staff participation in affinity groups, mentorship networks through CSUF, ASHA or CSHA to enhance belonging
3. Faculty and staff share their reflection on inclusion and belonging in the department either confidentially or openly during faculty retreats and monthly faculty meetings
4. Periodic informal and formal faculty student assembly (e.g., COMD Community Conversation) to reemphasize the critical importance of a culturally respectful department

Progress Indicators:

1. Faculty and staff participation in anti-discrimination workshops during evaluation cycle
2. Faculty and staff participation in opportunities to enhance belongingness
3. Opportunities for faculty/staff to share their observations
4. Opportunities for faculty/staff to share their personal experience

Objective 3.3 (Retention and professional growth): Support faculty and staff growth through strengthened professional development

Strategies:

1. Support the faculty members' travel to ASHA/CSHA, and to attend FDC workshops
2. Provide support for campus-wide mentoring/training opportunities for faculty and staff
3. Allocate time for peer-to-peer mentoring

Progress Indicators:

1. Travel fund for tenure-track faculty conference presentation
2. Campus-wide professional development opportunities
3. Mentoring for RTP processes and future departmental leaders

GOAL 4. Expand and strengthen physical and financial capacity and community relations

Objective 4.1: Department beautification, maintenance, and accessibility

Strategies:

1. Expand and improve the Clinic and faculty research space

2. Improve the accessibility to the Clinic by people from the surrounding community compliant with ADA mandates
3. Connect with the campus and community partners (e.g., Scottish Rite foundation, donors, etc.)

Progress Indicators:

1. Docking stations installed for staff, clinical supervisors, and student clinicians
2. Wheelchair access to the Clinic and AAC room, secured client parking spaces, and automatic door opener
3. New Clinic entrance improvement for accessibility and visibility to the community
4. Continue collaboration with the college Director of Development

Objective 4.2: Financial capacity and culture of Philanthropy

Strategies: 1. Increase participation in the annual Titan Giving event

2. Reach out to campus stakeholders for grant opportunities to support students and clinical services

Progress Indicators:

1. Preparation for the next Titan Giving campaign, collaborate with the department analyst to research alumni and clients
2. Grant funding opportunities for graduate clinician training and early intervention services

Objective 4.3: Externally funded research and scholarly activities

Strategies: 1. Connect with campus stakeholders for collaborations opportunities for research

2. Seek out research grant funding opportunities

Progress Indicators:

1. Research collaboration with faculty outside the department
2. Collaborative grant funding opportunities, utilizing funding portal (Pivot) for available grant funding

Objective 4.4: Alumni and community relations

Strategies: 1. Improve the alumni tracking database to facilitate targeted alumni outreach

2. Increase alumni mentoring and networking opportunities for students
3. Expand the departmental presence in Orange County through community engagement efforts

Progress Indicators:

1. Update alumni database by liaise with the director of development
2. Alumni invitation to classes as guest speakers in both undergraduate/graduate classes including clinical practicum courses
3. Highlight positive community impact on OC via graduates' employment and clinical services

Goal 5. Innovate and improve department operations

Objective 5.1: (Process modernization): modernize departmental processes to reduce procedural complexity, increase efficiency, and foster collaboration

Strategies: 1. Conduct a process improvement plan by first identifying key processes of concern or interest to faculty and staff
2. Identify and maintain clear communication (with identified staff and/or faculty) regarding the specific roles and responsibilities toward completion of identified departmental tasks/processes
3. Streamline file organization and sharing in COMD Faculty Dropbox

Progress Indicators: 1. Completion of action items

2. Assignment of tasks to ASCII, Analyst, and student assistants
3. A staff to organize COMD Faculty Dropbox (consistent file names and creation of sub-folders)

Objective 5.2 (Data-informed decision making): deepen a culture of outcome-oriented assessment and data-informed decision making

Strategies: 1. Collect undergraduate and master's preparatory certificate program enrollment data by course each semester to determine the number of sections to offer
2. Align the type and form of student learning outcome assessment data to be collected and analyzed in accordance with the university assessment requirements and department assessments for undergraduate and graduate curricula
3. Analyze and standardize collected learning outcome data (e.g., Qualtrics, other) for driving course improvements and curricular decision-making

Progress Indicators:

1. Transparency between enrollment data and allocated instructional budget
2. Undergraduate program student learning outcome assessment plan
3. Review of the undergraduate program assessment results by the faculty and plan for curricular planning

Objective 5.3 (Technological innovation): Update technological infrastructure and support to meet the evolving needs of students, faculty, and staff

Strategies:

1. Conduct annual departmental technology and application needs-assessment conducted online via Qualtrics or other, that addresses workflow, curricular, and research needs, and prioritize solutions to address the unmet departmental needs.
2. Develop a standardized 3-year technology roadmap for collecting and evaluating faculty and staff needs on emerging technologies, ensuring a plan for easy access to (a) mobile power towers in learning spaces, and (b) WiFi or eduroam

Progress Indicators:

1. Standardize a quick Qualtrics assessment to report on the availability and effectiveness of using the provided technology
2. Development of 3-year technological/application roadmap and upgrade plan