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 :
Met: COMD 241, 242, 300, 350 and 472 are offered before 4:00pm twice weekly while offering
another section at 4:00-6:45pm once per week in Spring 2026. For the first time during the Fall 2025
semester, two sections of 404 were offered at different times.
2. Accessible syllabi, closed captioning on multiple media, and open access materials.
Met: Faculty members follow accessibility requirements for their course syllabi and provide closed
captioning and open access materials when applicable
3. Expand offering course modalities (online, hybrid, in-person) during regular semesters and
     summer terms
Met: COMD 590 is offered online. Summer COMD 300, 344, 350 have been offered online. Faculty
members are providing UPS allowed 20% of instruction virtually during Fall and Spring semester.

**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
   Met: Annually, three sections of COMD 404 has been offered in AY25-26 for undergraduates.
   COMD 554 is a required graduate course and offered annually in Spring semester.
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.

   Met: COMD 300: In Research Class, students are encouraged to embed their lived
   experiences and questions into their own research proposal. Writing down their experiences,
   and collaborating with peers who may or may not share same experiences leads to a rich
   representation of research ideas.

   COMD 404 and 554: In both of these courses, students are provided with a variety of
   different child and adult case study examples, diagnostic/therapy reports, lesson plans/home
   programs involving clients from a variety of different cultural/racial/ethnic backgrounds who

speak a variety of languages/English language varieties with various disorders. Students also have an opportunity to observe several video-recorded case history interview, diagnostic and therapy sessions involving these clients. Research article reviews in both classes are based on studies of client populations from a variety of different background globally.

COMD 576: AAC users who are neurodivergent, and who represent various cultural linguistic backgrounds, are invited to present to class. Many AAC users also identify at the intersection of race & disability. In December 2025 our AAC Club was awarded $5000.00, with part of our stated mission to increase AAC user participation in AAC course instruction, and collaborate with AAC Club exec board to co-design sessions marketed beyond COMD dept.   We are designing simple measurement tools to assess participant change in AAC Knowledge & Skills.

COMD 558B (AAC): Person-family centered service is an inherent part of 558B as it currently stands; AAC Practicum/Clinic consistently sought, and utilized, students who were fluent speakers and writers to provide culturally-linguistically responsive AAC instruction, and customization of aided language applications. Family play active learning and contributing roles in AAC service; they are not just passive observers. Our AAC projects are actively contributing to the AAC practice-research on multi-lingual integration into AAC devices.

COMD 576 and 558B (AAC): COMD 576 and 558B: videos, cases, and articles from our AAC (international) journal, representing national and global perspectives from diverse populations.

3. Increased use of AI and other Innovative instructional methods within undergraduate and graduate courses.
   In progress: COMD 300: LED introduced/piloted a new AI supported Writing Program called PackBack in Spring 2025 as a compliment to other AI approved tools that assisted with literature searches, general organization and outlines of topic ideas. Student feedback was provided to Packback, improvements were made, and the updated version was used during Fall 2025 with improved student feedback. LED using Packback again in Spring 2026. Various AI platforms are also discussed along with demonstrating which ones (e.g., CSUF CHATGPT latest version) that can be used, for what reasons, and how to write prompts to get information needed, how to prevent hallucinations, and how to look for output errors. LED is also a member of a research group that posts prompts regularly used, and group validates for specific research purposes.

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
Not met. Needs to schedule an in-service.
2. Workshop for graduate school applications by the academic advisor & workshop for career options
Met: Academic advisor, Dr. Michelle Merchain provided a virtual workshop with the Chair on August 27, 2025 and 13 students attended. Another workshop will be scheduled in April 2026
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)
In progress: Academic advisor (Dr. Merchain) provides academic advising for undergraduate students. She consults with the department Chair as needed and collaborated during registration to ensure timely completion of degrees. When Chair received email inquiry during registration, she includes the advisor when responding to ensure students receive periodic advising. The advisor noted several of them did not meet with her for advising. Faculty encourages undergraduate to receive regular academic advising. In Fall 2025, 190 students attend academic advising appoints in person (n=27) or virtual. (n=163)
4. Posting information in faculty syllabi as well as the department website that provides guidance for professional communication and conduct in undergraduate courses
Not met

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
In progress: Dr. Henley and Ms. Cooper were invited by NSSHA and Students for Smiles as speakers. COMD Community conversation will be planned for Spring 2026. Dr. Wyatt is currently in the progress of working with STANCE to do a Spring 2026 presentation focusing on Belonging.
2. Sharing campus opportunities as student club events

In progress: Assistant Dean, Mary Lehn, collaborate with student clubs to share campus opportunities.

3. Identification of PMC's needs and review of the PMC reports

In progress: Department provided snacks during the finals week in December 2025 following PMC coordinators' request (CCF funds were used for this request). PMC report will be provided by the Undergraduate Program director (Dr. Kim) after Spring 2026 semester.

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

4. Have CSU red folders accessible for students and Introduce U@Fullerton link (resources guidance) at the initial student orientation
5. Introduce CAPS and DSS to students through workshops in student clubs and announcement in courses
6. Create safe space for students to share their personal experience and seek campus support
7. Regular check-ins with students on current events: Follow national and global media: emphasize two sides

Progress Indicators:
1. Checking the university orientation content

Not met

2. Information shared in course syllabus and student club events

In progress: CAPS and DSS information are included in course syllabi. Faculty will share student club event in undergraduate courses.

3. Annual COMD community conversation & Meeting with College Dean of Students

In progress: COMD Community Conversation will be planned for Spring 2026. College Dean of Students were introduced to student clubs.

4. Dialogues in COMD 404 and faculty time during their office hours

Met: COMD 404 and 554: During the first two weeks of the semester in both of these courses, students are provided with a historical overview of past COMD Community Conversations that led to the development of the department's two Diversity Statements posted on the department website. Students are also provided with an opportunity to provide reflections and input on possible future revisions and action items for future Diversity Statement updates. This input, in the past, has been anonymously shared with COMD faculty and student groups. It has also been shared in past COMD Community Conversation events for additional student discussion and sharing. During the last two years,

students in both classes have also been engaged in classroom discussions regarding the impact of current national and world events on student wellness from a cross-cultural perspective. As part of these discussions, relevant university websites/resources (ASI Wellness Initiative, Dean of Students resources) are reviewed.

In COMD 544, we provide space for students to share their medical placement experiences and to discuss their plans, questions, or concerns related to the Clinical Fellowship Year.

During office hours, faculty make referrals to CAPS and/or Assistant Dean of Students as needed.

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
   In progress: IRA for CSHA College Bowl and Clinic students assistants are pending decision.
2. Post resources for students in the department website
   Met: Financial Aid information, COMD 495 Internship course, advising and student success, student life and engagement, and career center information are posted in the department website, https://communications.fullerton.edu/comd/students/current.html
3. Responding to emails/calls for Open University students
   In progress: The Chair has responded timely to emails/calls for Open University students and will continue to respond.

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
   Met: Informally, faculty provided input to increase applicants pool for the tenure-track search and had a strong applicants' pool for AY25-26 search.

2. Status of the department website updated through improvements in faculty profiles, lab information, and Clinic pages

   Met: Thanks to Dr. Henley, the department website was updated to V5 accessibility consistent with university-wide policies during Summer 2025, and will continue update maintenance with the assistance from the College IT and Mr. Bebe in Dean's office

3. Data tracking of presentations in reputed global and regional conferences

   In progress: CSHA ASHA in addition to conference presentation list in COMD Dept Office Dropbox. Other conference presentations will be added to the DP.

   In October 2025 Lisa Erwin-Davidson (LED) presented for the International Society for Augmentative & Alternative Communication (ISAAC), and April webinars for the U.S. Chapter - United States Society for AAC (USSAAC); LED is an active member and participant in ISAAC and USSAAC). Reeman Marzouqah presented with a graduate student at ASHA on SLP practice in medical settings across countries, where she organized and facilitated a panel discussion.

4. Monitoring the posting in IG, FB, X (Twitter) and LinkedIn

   In progress: Analyst, Ms. Ladino, has updated the Clinic IG and FB. We need to identify responsible person for the department IG and FB and LinkedIn posting

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
    Met: **CSUF** Equitable pedagogy modules were completed by the majority faculty members. **There are also faculty members who regularly complete ongoing continuing education workshops/trainings on how to establish an equitable learning/teaching experience for students through other professional development trainings (e.g., ASHA).**
    > All faculty and staff members completed mandatory University anti-discrimination training.
    > Faculty search committee completed Faculty Recruitment and Hiring training which provided info on how to conduct an equitable and diverse candidate search

2. Faculty and staff participation in opportunities to enhance belongingness
    Met: Several faculty are members of campus and ASHA affinity groups that support their sense of belonging.
    During this year's Fall department meetings, the department chair expressed the importance of establishing a department meeting climate where all faculty have the opportunity to share.

3. Opportunities for faculty/staff to share their observations
    Not met:
4. Opportunities for faculty/staff to share their personal experience
    Not met

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
    Met: Tenure track faculty who presents at ASHA, CSHA, or conferences are provided up to $2000 annually
2. Campus-wide professional development opportunities
    Met: Faculty participated in FDC workshops
3. Mentoring for RTP processes and future departmental leaders

In progress: Tenure-track faculty members participated in FDC mentoring workshops and met with the Chair monthly in Fall 2025. Any faculty with interest in serving the future Chair will be provided mentoring by the current Chair.

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
   In progress: Most faculty members and clinic supervisors have docking stations. Still waiting for docking stations for student clinicians.
2. Wheelchair access to the Clinic and AAC room, secured client parking spaces, and automatic door opener
   Met: Eight client parking spaces were secured in Fall 2025 and onward
   In progress: Clinic new entrance will have automatic door opener for wheelchair.
3. New Clinic entrance improvement for accessibility and visibility to the community
   In progress: Current temporary signs will be replaced with permanent signs in Spring 2026
4. Continue collaboration with the college Director of Development
   In progress: College Director of Development established a $1000 scholarship with an alum and is working with potential doners

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
   Not met
2. Grant funding opportunities for graduate clinician training and early intervention services
   Not met

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
   In progress: Dr. Henley is working with Kinesiology and Dr. Marzouqah is working with Nursing departments
2. Collaborative grant funding opportunities, utilizing funding portal (Pivot) for available grant funding
   Not met

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
   In progress: The Chair is working on updating the alumni database with the College Director of Development.
2. Alumni invitation to classes as guest speakers in both undergraduate/graduate classes including clinical practicum courses
   In progress: Four alums were invited as guest speakers in COMD 564 in Fall 2025; Alumni are regularly invited in 554 to present on their experiences working with clients from diverse backgrounds and/or previous research completed as part of the COMD Multicultural Certificate. For example, alum, Nicki Kim, was invited to share about both of these experiences in Spring 2026 554 course.
3. Highlight positive community impact on OC via graduates' employment and clinical services
   Not met

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

Not met

2. Assignment of tasks to ASCII, Analyst, and student assistants

In progress: Chair has monitored balance of tasks.

Analyst:

Speech and Hearing Clinic

- Assist the Clinic Director with daily operations and administrative needs
- Co-supervise clinic student assistants; review monthly timesheets and track budget
- Assist student assistant hiring process
- Order and purchase clinic supplies (e.g., tests, protocols, materials)
- Maintain and monitor the placement site contracts master list
- Verify supervisor licenses and certifications
- Process supervisory honoraria
- Track requirements for new graduate cohorts
- Process observation forms
- Troubleshoot copier, printer and Volt system issues in collaboration with College IT
- Manage the client/clinician check-in system
- Issue clinical practicum permits
- Manage and update clinic social media

Graduate Program

- Assist with the graduate committee in Spring
- Make/distribute ISSs to admitted cohort in July
- Assist with Cognitive/Social KASA-related tasks (e.g., receiving exam responses from students, distributing results)

Department

- Assist the Department Chair with administrative needs
- Reconcile the Department Chair's P-Card
- Process faculty and student travel requests and claims for ASHA, CSHA, and conferences
- Support the IRA Funded Program(s):
- o Assist with the application process
- o Track and monitor the program budget

<u>ASCII</u>

- Hiring & Supervising department student assistants

- Course scheduling

- Part-time faculty contract each semester

- FAD report each semester

- Support the Chair and faculty members

- Purchasing office supplies for the department and reconciliating P-Card

- Submit D11 for department hospitalities

- Audiology suite equipment calibration annually

- Collecting course syllabi and office hours from all faculty each semester

- Permits for undergraduate and graduate academic courses

- Faculty search tasks (TRF, travel arrangements, etc.)

- Annual honors and award planning

- Commencement

- Department scholarship processing

- Departmental event planning (e.g., Interpreter training workshop in Fall 2025 and Spring 2026)

3. A staff to organize COMD Faculty Dropbox (consistent file names and creation of sub-folders)
Not met

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
   In progress: The Chair has reviewed the allocated department instructional budget and enrollment data with the Dean and will be shared with the faculty during faculty meeting.
2. Undergraduate program student learning outcome assessment plan

Not met

3. Review of the undergraduate program assessment results by the faculty and plan for curricular planning
   In progress: It was reviewed during faculty meetings and retreat. Assessment plan needs to be established in Spring 2026.

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) Wi-Fi or eduroam

Progress Indicators:
1. Standardize a quick Qualtrics assessment to report on the availability and effectiveness of using the provided technology
   Not met
2. Development of 3-year technological/application roadmap and upgrade plan
   Not met