ANNUAL PROGRAM REPORT

College	CLASS
Department	Speech, Language and Hearing Sciences
Program	Speech Language Pathology
Reporting for Academic Year	2017-2018
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020 (moved with permission to match re-accreditation dates)
Department Chair	Dukhovny
Date Submitted	12-7-18

I.   **SELF-STUDY**   *(suggested length of 1-3 pages)*

A. **Five-Year Review Planning Goals**
Present your planning goals from your last 5-year plan.
Planning goals from last 5-year plan (submitted 05/30/2013) were:

Goal 1: Implementing a strategic plan for continuity in department leadership

Goal 2: Increasing the number of full-time TT faculty in the department.

Goal 3: Enhancing graduate student advising for completion of coursework and clinical practicum sequencing.

Goal 4: Ensuring stability in curricular planning and offering coursework

Goal 5: Improving consistency in tracking of student performance in clinical practicum

B. **Progress Toward Five-Year Review Planning Goals**
Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goal 1: Implementing a strategic plan for continuity in department leadership

Progress since last (07/2016) report: Dr. Shubha Kashinath, the most senior faculty member in the department, has been serving as Department Chair since Fall 2015. The department conducted a search for an outside chair in 2016-2017, but that position was not filled due to significant shortage of applicants. Given the shortage of applicants, but keeping in mind our need for senior

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faculty, the department conducted a search for an Assistant/Associate Professor position in 2017-2018. We extended an offer to a qualified candidate with Associate standing, but the offer was not accepted. Dr. Elena Dukhovny was awarded tenure in 06/2018 and is currently (Fall 2018) serving as Interim Chair while Dr. Kashinath is on Sabbatical. Dr. Kashinath will resume service as Chair in Spring 2019.

Goal 2: Increasing the number of full-time TT faculty in the department.

Progress since last report: The department conducted an unsuccessful search in 2016-2017, and a successful search in 2017-2018, hiring Dr. Katrina Nicholas. However, Dr. Ai Leen Choo, who started in Fall 2016, left the department in Spring 2018. Currently, there are two associate professors (Kashinath and Dukhovny) and two assistant professors (Ramanathan and Nicholas) in the department. We are conducting another faculty search this year. If this year's search is successful, there will be five full-time faculty. This would still be short of the goal of seven full-time tenure track faculty suggested by our accrediting organization. We have put consistent effort into advertising / recruitment for our positions, but there is a significant nation-wide shortage of qualified applicants for tenure track positions in Communicative Sciences and Disorders. Given this, and the very high cost of living in the Bay Area, the department has concerns about meeting the full-time faculty requirements during our upcoming re-accreditation visit in 2019-2020.

Goal 3: Enhancing graduate student advising for completion of coursework and clinical practicum sequencing.

Progress since last report: Faculty advising roles are now clearly delineated, with each faculty member advising cohorts of undergraduate and/or graduate students. Face-to-face group advising is conducted at least once per term. Advanced graduate student cohorts also receive regularly scheduled individual advising. Road maps are posted on the department website and written advising summaries are sent out to students. Clinical performance guidelines were revised and clarified in 2017-2018. Of students who graduated in 2016-2017 and 2017-2018, 70/74 graduate students completed their degree on time, with 1/74 completing later than on time and 3/74 not completing the program. Advising is now systematic, but the department would benefit from additional faculty to take on parts of the advising load.

Goal 4: Ensuring stability in curricular planning and offering coursework

Progress since last report: All required courses were offered as planned in AY 2016-2017 and 2017-2018 and additional electives (e.g. School-based issues and Traumatic Brain Injury) were offered at the graduate level. Curriculum has been stable.

Goal 5: Improving consistency in tracking of student performance in clinical practicum

Progress since last report: In 2016-2017, the department moved to a unified online system for evaluation of student performance in clinical practicum. The online system Calipso allows for consistency in evaluation between clinical supervisors and tracks competencies directly related to standards presented by ASHA, our professional accrediting organization. Thus, consistency in tracking student performance across clinical practicum has improved.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

Curriculum: All curriculum was offered as planned in 2016-2018. Along with departments in the College of Education and Allied Studies, SLHS was re-accredited by the California Commission on Teacher Credentialing (CTC) in Fall 2017 and will therefore continue to offer graduate students the credential required for speech-language pathologists to work in the public school system. In 2017, the department received curriculum feedback from our community advisory board and incorporated it as we were planning semester conversion.

Students: The number of undergraduate students in the program has been stable in 2016-2018, with 113 majors in 2016-2017 and 121 in 2017-2018. As requested by CLASS, and due to faculty shortages, the department has capped graduate student admissions at about 13 regular M.S. and 17-20 extended M.S. each year in 2017 and 2018 (from a pool of about 250 applicants). Numbers of graduate students have therefore also remained steady between 112-122.

Faculty: One new faculty member (Nicholas) was hired and one (Choo) left the university, so the department is at the same number of full-time faculty as reported in 2016. To meet instructional needs and in anticipation of reaccreditation visits for the degree program, upcoming in 2019-2020, the department needs to increase the number of instructional faculty by at least two, with a priority for a new faculty member with specialization in medical speech pathology and adult neurogenic language disorders.

Staff: In 2016-2017 and 2017-2018, the department continued to employ three full time staff (Marianna Wolff, ASC; Shelley Simrin, Clinic Director; Jenny Rosenquist, Clinical Supervisor) and one half-time staff (Anna Krajcin, Clinical Supervisor).

Resources: *(facilities, space, equipment, etc.)* Based on student feedback, the department created a shared study / collaboration space for graduate students in 2017, which has been received with enthusiasm by the students. The department was approved to purchase the clinical training software SimuCase in Spring 2018. The department additionally applied for IREE funding in Spring 2018 for a variety of services and materials (to update clinic equipment, ATP supervisor salary; transcranial direct current stimulation equipment; 10 iPADs, early language learning assessments, concussion program software), but the request was not approved.

Assessment: Along with departments in the College of Education and Allied Studies, SLHS was re-accredited by the California Commission on Teacher Credentialing (CTC) in Spring 2018 and

will therefore continue to offer graduate students the credential required for speech-language pathologists to work in the California public school system. The department submits yearly reports to the Council for Academic Accreditation (CAA) of Speech-Language Pathology programs. The most recent review by the CAA (of report submitted Summer 2017) found no areas of non-compliance.

Other: *(e.g., major program modifications)*

N/A

II.   **SUMMARY OF ASSESSMENT**   *(suggested length of 1-2 pages)*

A. **Program Learning Outcomes (PLO)**
   List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a B.S. in Speech Pathology and Audiology from California State University East Bay will be able to:

OUTCOME	I.L.O. *
Demonstrate the foundational knowledge for entry-level professional training in speech-language pathology and audiology	1, 6
Integrate knowledge from natural, behavioral and social sciences with contemporary theory and practice in speech-language pathology and audiology	1, 6
Demonstrate quantitative and critical thinking skills to address complex problems in Speech Pathology and Audiology	1
Describe typical and atypical communicative and cognitive development and behavior across the lifespan	2, 6
Articulate the importance of cultural competence, ethics and advocacy in serving a diverse population	3, 5
Communicate ideas, contemporary perspectives and professional values clearly and persuasively in speech and writing	2
Demonstrate skills in working collaboratively with peers, professionals and community partners	4

(from http://www.csueastbay.edu/slhs/files/docs/student-learning-outcomes-bs-speech-pathology.pdf)

B. **Program Learning Outcome(S) Assessed**

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

SLHS assessed PLO 1, "Communicate ideas, contemporary perspectives and professional values clearly and persuasively in speech and writing," which aligns with the Written Communication subsection of the Communication ILO for CSUEB. This is the first time in five years that we have assessed this PLO.

C. **Summary of Assessment Process**

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): *(include if new or old instrument, how developed, description of content)*

To assess this PLO, SLHS adapted a Written Communication Rubric (Proposed by ILO subcommittee, November 2016) to fit our clinical writing requirements. Rubric was adapted by the regular instructor for Clinical Methods and Diagnostics (SPPA/SLHS 407), a course with a heavy clinical writing component, in consultation with department chair. Rubric targeted professional clinical writing skills in the areas of *audience awareness* (use of professional word choice and syntax), *content* (elements of clinical progress notes, including client levels of performance, types and levels of cueing and scaffolding, and recommendations), and *mechanics* (grammar, spelling, punctuation, etc).

Sample Characteristics:

The sample included all students in Clinical Methods and Diagnostics, SPPA 407, Fall 2018. It is important to note that, while the course is an undergraduate course, due to semester conversion, this fall, the class was comprised of extended M.S. students (those in the graduate program who come from non-SLP backgrounds and are taking leveling courses).

Data Collection: *(include when, who, and how collected)*

Requirement was to compose a clinical progress note (a SOAP – Subjective / Objective / Assessment / Plan) following an observed therapy session in SPPA 407. Students were required to track client performance through live data collection, and document client performance, an analysis of performance, and create a related plan of treatment for a subsequent session. Students received sample notes and a rubric for expectations and grading, notably for both classroom points and for the PLO review process.

SOAP note assignment was assigned 3 weeks prior to due date, and submitted both on BB and via hard copy to instructor.

Data Analysis:

Using the grading rubric above, each student was scored across 3 main categories (see above). For the 16 students who submitted this assignment, the average score was 3.69/4 for *audience awareness* (use of professional terminology and syntax), 3.13/4 for *presentation of supporting evidence* (inclusion of correct clinically relevant components within SOAP) and 3.5/4 for *mechanics, grammar and format*.

D. **Summary of Assessment Results**
   Summarize your assessment results briefly using the following sub-headings.

   Main Findings:

   Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)* While students generally performed well on this assignment, there were indicators that our students continue to benefit from support and extended instruction in clinical writing, and in the general writing process, overall. Students' most significant difficulties lay in the area of *presentation of supporting evidence*, such as clearly and correctly describing intervention cues that matched their observed session, judging the relative significance of qualitative therapy observations (i.e., including observations that were not necessary), writing clear and specific recommendations, and more. There were some occasional additional difficulties with spelling and grammar.

   Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

   In consultation with the department, re-introduce more clinical writing activities into Clinical and Diagnostic Methods, with a focus on conceptual understanding of SOAP components (cues, intervention strategies, components of recommendations, etc) across a variety of disorders. Provide additional resources for clinical writing, including more sample SOAP notes.

   Other Reflections: SPPA 407 had a new format in Fall 2018 due to semester conversion. Because of this, time spent on clinical writing was shorter than usual and the target assignment was also fairly short, but a pattern still emerged. It will be useful to compare this assignment, completed by graduate students, with the same or similar assignment completed by UGs, to develop any additional strategies for differentiated instruction.

E. **Assessment Plans for Next Year**
   Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

   Assessment plans for next year are TBD pending the results of a self-study the department is conducting in Spring 2019 for accreditation by ASHA in Spring 2020.

III.   **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**
Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. **Discussion of Trends & Reflections**
    Notable Trends:
    Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Student numbers since 2013 reflect about an 8% rise in undergraduate enrollment, from 106 in 2013 to 113 in 2017 (see TT hire request document for table). Graduate enrollment has been capped, and therefore relatively stable, though application numbers continue to be very high. The number of applications for the extended Master's program (for those with non-SLP Bachelor's degrees) has decreased from 127 in 2013 to 75 in 2017. This is likely due to the recent proliferation of year-long, online, post-baccalaureate programs that are available to individuals looking to complete prerequisite UG course work. However, even this reduced number of applications still means that we only accept about 25% of applicants to the extended M.S. program. The number of applicants into the regular M.S. program has decreased slightly from 281 in 2013 to 204 in 2017, with the department now accepting, on average, 12 applicants per year into the regular M.S. program.

   Reflections on Trends and Program Statistics:
   Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

The graduate programs continue to be in very high demand, with the regular M.S. program demand decreasing, but still high. The undergraduate program has grown somewhat, likely due to a nationwide shortage of SLPs that ensures close to 100% employment with graduate degree, and additional opportunities with high employment prospects for those with an undergraduate degree in SLP (e.g. SLP-Assistant certificate, teaching credential in Special Education).

B. **Request for Resources** *(suggested length of 1 page)*

    1. Request for Tenure-Track Hires – (summary here, please see full request attached).

Brief overview of the position.
    Assistant professor - Teaching and research: Articulation/phonology, literacy, school-based issues, fluency, motor speech disorders, clinical practicum (areas of specialization may change pending the results of the 2018-2019 search)

How does this position help the department meet its strategic goals, those of the College, and those of the University?
    One of the Department's long-time strategic goals has been to increase the number of tenure-track faculty to 7 members, as per the recommendation of the ASHA CAA (American Speech, Language and Hearing Association Council for Academic Accreditation, our external professional accrediting agency). We currently have four full-time faculty, and will have five if we hire a faculty member during our current (2018-2019) search. We are currently struggling to meet the ASHA requirement that most graduate courses be taught by PhD-level faculty. Additional goals include offering specialty elective courses, reducing the time to degree for our extended M.S. graduate students from 3.5 to 3 years, and providing sufficient faculty advising to students.

Faculty Composition.
The number of faculty in department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)
2014-2015: Bob Peppard retires June 2013; enters FERP (half-time in 2013-14, reduced to quarter time in 2014-15), retires June 2015.

2014-2015: Kai Greene, Assistant Professor hired in January 2013, leaves the department in June 2015.

2015-2016: Nidhi Mahendra, Associate Professor, leaves the department in June 2016

2017-2018: Ai Leen Choo, Assistant Professor hired in September 2016, leaves the department in June 2018.

Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.
Only a tenured or tenure-track faculty member can hold service roles various levels, including vital roles such as advising and department chair. Tenured or tenure-track faculty members are much more likely to engage students in ongoing research projects, which is known to improve student retention. Most importantly, our accrediting agency requires that most courses be taught by instructors holding the Ph.D. degree. Very few lecturers hold this degree and there is a national shortage of PhD level faculty in our field. Thus, unlike in other disciplines, there is no surplus available to take on part-time or non-tenure-track work. Moreover, even Master's – level lecturers can be hard to find, as most speech-language pathologists are employed in full-time clinical positions.

    2. Request for Other Resources – N/A