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-	

	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

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

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: F(t)-2 (i)-26 (1 (rt.9 (s)-6.5 (e)--3.2 Tc -0.001 Tw 6 (nt)-2.7 (,d(i)-16 .-7 (g)10MTw

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,

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)."

(from http://www.csueastbay.edu/slhs/files/docs/student-learning-outcomes-bs-speech-pathology.pdf)
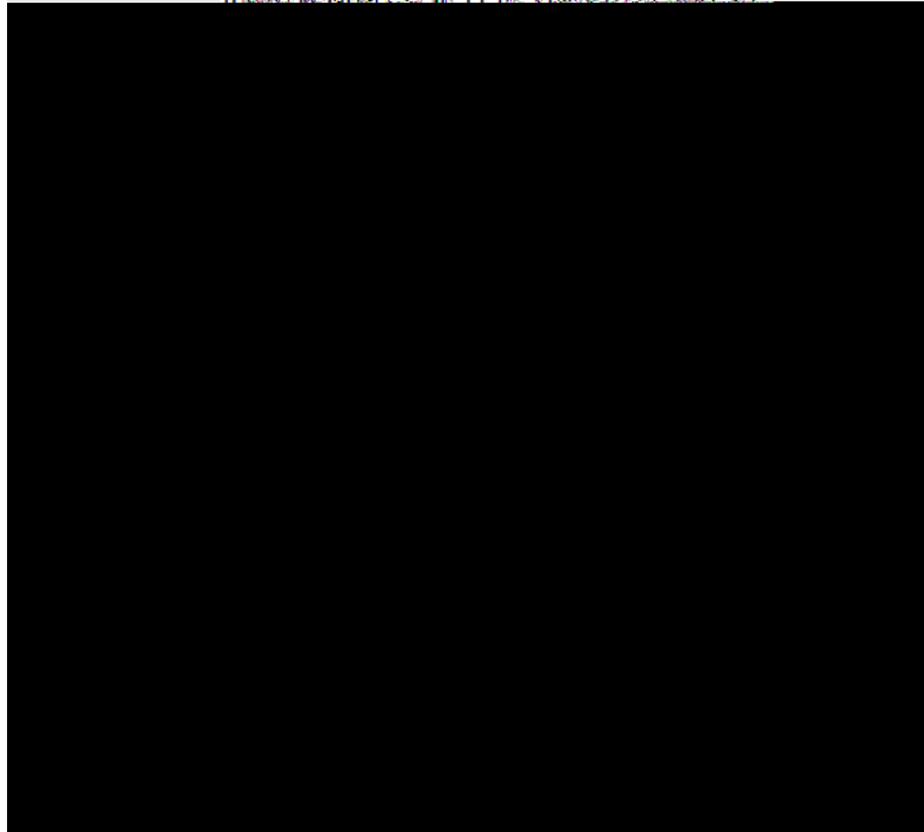
Using the grading rubric above, each student was scored across 3 main categories (see above). For the 16 students who submitted this assignment, the average score was 3.69/4 for *audience awareness* (use of professional terminology and syntax), 3.13/4 for *presentation of supporting evidence* (inclusion 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 relativn thgtg2 (t)-f (c)4 (r)3t5-1

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

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

    1. Request for Tenure-Track Hires –