

## **Program Performance Review: Culmination Meeting Memo Communicative Disorders, BA, MA**

The 2017-2018 Program Performance Review (PPR) process for Communicative Disorders, BA and MA programs concluded with a culmination meeting on March 13, 2020. Please note that the Communicative Disorders MA program was re-accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) on July 20, 2019.

The following people attended the meeting: Pamella Oliver (Provost), Mark Filowitz (AVP of Academic Programs, AVPAP), Bey-Ling Sha (Dean, CCOM), Deanna Leone (Associate Dean, CCOM), HyeKyeung Seung (Chair), Minjung Kim (Undergraduate Advisor), and Su Swarat (Assistant VP for Institutional Effectiveness, AVPIE).

The Provost started the meeting by providing a general overview of the PPR process. She congratulated the program for successfully passing the CAA reaccreditation (January 2019-December 2026), and thanked the program faculty for their hard work. She specifically highlighted the following accomplishments:

For both the BA and the MA programs:

- High quality learning environments centered on learners, knowledge and skill, and assessment.
- Curriculum based on current standards of speech-language pathology practice and delivered using sound pedagogical methods.
- Regular and ongoing assessment protocols are administered to evaluate program quality and facilitate continuous quality improvement.
- Faculty recognized as the body that may initiate, implement, and evaluate decisions affecting all aspects of the professional education.
- Faculty possess appropriate qualifications and expertise to provide the depth and breadth of the curriculum.
- Faculty engaged in productive scholarly and creative activities, faculty governance, student advising, and other relevant activities.
- Support, incentives, and resources are available for faculty professional development.

For the MA program only:

- Courses and clinical experiences are organized and sequenced, and allow for integration across all elements of the program.
- Student program completion, employment, and Praxis examination rates met or exceeded CAA expectations.
- Mission statement and program goals guide decision-making to prepare students for entry level into professional practice in speech-language pathology.
- Clinical educational experiences provide students with the opportunity to experience the breadth and depth of clinical practice.

Major recommendations and issues raised through the PPR process were discussed as follows:

## Program Performance Review: Culmination Meeting Memo Communicative Disorders, BA, MA

### 1. Curriculum roadmap for the BA program:

- The Dean inquired about course sequencing for the BA program; the AVPAP recommended clarifying prerequisites to clearly present the course sequence to students.
- The Undergraduate Advisor provided examples (handouts) of the program roadmap and course planning form used in advising sessions. She stated that there are four core prerequisites for the program along with two other course sequences (i.e., COMD 461 before COMD 465 and COMD 352 before COMD 476). Upon meeting these prerequisites, students can take any other courses. The curriculum is designed to be less hierarchical in order to avoid delay of graduation by allowing some flexibility of taking any available major courses when they met the prerequisite courses.
- The Undergraduate Advisor stated that the course schedule, as well as the **recommended order** to take the courses, is shared with students at orientation. She meets with every student for initial advisement, creates a study plan prioritizing prerequisites with the student, and assigns the student to a faculty member who serves as advisor. The students are informed in the meeting when they can anticipate to graduate, and are given the option of taking summer courses depending on course availability and student interest.
- The Provost urged the program to make the curriculum pathways as easy to understand as possible for the students.

### 2. Enrollment in the BA program:

- The Dean asked the department to outline clear and specific strategies for enrollment growth in the undergraduate program. She also recommended the program to articulate goals for undergraduate students who are neither admitted to graduate programs nor licensed to work as speech-language pathology assistants (SLPAs).
- The Chair stated that the faculty members in the department advise students to consider Special Education or Applied Behavior Therapy as alternative career options.
- The AVPAP asked about the internship course requirement. The Chair indicated that internships are not required. Many students volunteer at various places, which helps them for graduate school application and connecting the classroom learning to clinical application of their learning. COMD started offering COMD 495, Internship elective course in spring 2020. The students can use the internship hours to apply for SLPA licensing, which is very useful for students who do not go to graduate school.
- The Dean suggested the possibility of setting up an Associate Degree for Transfer (ADT) pathway to make the BA program more attractive to transfer students. Because of the high cost of the MA program with several clinical practica with 3 to 6 students per section, the department needs to boost undergraduate enrollment to balance out the two programs.
- The Provost concurred, and recommended the department to explore the ADT option, and thus to increase undergraduate enrollment. The Chair will work with the college to do so.

### 3. Undergraduate advising:

- The Chair commented that collaborating with an Undergraduate Advisor during registration period is very useful in streamlining student registration.
- The Dean inquired how sustainable it is to have one Undergraduate Advisor take care of all the students. The Advisor said that it is doable with 3 units release time per semester,

## **Program Performance Review: Culmination Meeting Memo Communicative Disorders, BA, MA**

- and it is critical to have structured individual meeting time (~20 minutes) with the students to walk them through the roadmaps.
- The Dean emphasized the importance of balancing out the number of students advised, the amount of time spent with each student, and improving the clarity of curriculum roadmaps.
4. High Impact Practices:
    - The Dean inquired how High Impact Practices (HIPs) opportunities are made known or available to students.
    - The AVPIE explained that the University has developed a model to systematically inventory HIPs courses, including major and capstone courses.
    - The Chair agreed that more communication and coordination on HIPs are needed. The department has provided research opportunities and Peer Mentoring experiences to students. One faculty member has done HIPs work, which needs to be expanded and enhanced.
  5. Faculty hiring plan:
    - The Dean asked the department to articulate priority needs over the coming years in both the short term (3years), and long term (10years) in regard to faculty hires.
    - The Chair indicated the desire for more faculty lines, but currently the plan is to prioritize replacement for retirement.
    - The CAA reviewers recommended the department to hire a full-time, non-tenure track clinical educator devoted to clinical practicum course supervision. The Provost reported that this hire was completed with GI2025 funds.
  6. Funding for externship sites:
    - The Chair asked for funding to compensate for externship site supervisors of COMD 559A Advanced Clinical Practica and 589A Public School Practica. Due to competition from other universities in the area, placing students in hospitals and public schools has been challenging.
  7. The Chair requested the use of miscellaneous course fees to pay medical and public school sites. Space and other resource needs:
    - The external reviewers recommended the clinic recording equipment in observation rooms to be updated from analog to digital. The Chair indicated that some funds have been received from the CSU Office of the Chancellor, and the department is in the process of receiving quotes for this update.
    - The Chair requested additional therapy rooms for the clinic. She is working with the Dean's office to explore possibilities.
    - The Chair requested secured parking space for clinic clients (e.g., two "reserved" slots in the "paid parking" spots). The Associate Dean will work with the parking office to explore whether this is possible.
  8. PPR schedule for the BA and MA programs:

**Program Performance Review: Culmination Meeting Memo  
Communicative Disorders, BA, MA**

- The Dean requested the BA and MA PPR processes to be separated, since the BA program is not included in the CAA accreditation for the MA program. As such, separate conversations need to take place for specific program levels. The Provost concurred.
- The Chair acknowledged that, while PPR requires additional work, the process will improve the programs in the long run. She indicated that the MA program will be reaccredited in 2026, and thus the MA program will complete its next PPR in 2025-2026. The BA program will conduct its next PPR in 2023-2024, which will include external review.

The Provost concluded the meeting by thanking the programs for their excellent performance, and thanking the faculty for their hard work.