California State University, Fullerton

PROGRAM PERFORMANCE REVIEW
(PPR)

Guidelines and Procedures

April 2018

PROGRAM PERFORMANCE REVIEW

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Program Performance Review
2018-2019 Cycle

1. Introduction

Program Performance Reviews (PPR) are to be conducted at least once every seven years for all academic departments and programs within the Division of Academic Affairs. The main purpose of these reviews is to serve both as a ***reflective assessment*** and forward-looking ***evidence-based planning tool*** that can guide the unit's strategic actions and strengthen its capacity to effect program improvements. In addition, increasingly the assessment of student learning outcomes/the documentation of student academic achievement is of paramount importance in determining departmental effectiveness. For more than a decade, the content and tone of the PPR has transformed from "brag sheets" and massive compendia of individual and collective accomplishments to more concise, action-oriented reviews and plans. In that spirit, departments and programs are <u>encouraged to stay within 25 pages in length for the PPR</u> (excluding appendices).

2. Program Review Process

- Review Team
- Recommendations
- Outcomes

Following preparation of the department/program self-study, the PPR involves a review team that includes both internal and external reviewers (selected by the Dean) with appropriate professional experience and expertise. The review team shall be composed of a minimum of three members, two of whom must be external reviewers. Internal reviewers of an academic unit may include members of another academic unit on campus. External reviewers may not be CSUF employees. Often times, one external reviewer comes from another CSU campus, and the other is chosen from a non-CSU institution. Both internal and external reviewers must possess the professional and scholarly experience and qualifications for their role. The review team evaluates the unit's progress in implementing the departmental/program mission, goals and strategies and their contribution to the University's Mission and Goals. Typically, the review team spends one or two days on campus, allowing sufficient time to interact with all unit members and for careful study and analyses of the evidence presented in the review document. The review team assesses the alignment among the goals and criteria developed and results/outcomes achieved and planned and makes recommendations for quality improvement. The review team submits its analysis and recommendations (report) in a timely manner (within two weeks) to the dean or appropriate administrator. After review and discussion of the review team's report by the unit under review, the unit (chair) prepares a written response for the Dean or appropriate administrator.

The Dean, in turn, provides a written evaluation and makes recommendations regarding the unit, including budgetary and programmatic issues. The unit responds to the Dean's evaluation with a brief summary on the changes enacted or planned. The complete PPR package, including all of the aforementioned documents, should be submitted electronically to the Provost and Vice President for Academic Affairs (VPAA) via a designated email address: ppr@fullerton.edu. With the approval of the Provost and VPAA, the Office of Assessment and Institutional Effectiveness will facilitate the review of the documents, summarize the major accomplishments and issues raised in the PPR process, and organize a Culmination Meeting between the Provost and VPAA and/or her designee (typically the Associate Vice President for Academic Programs), the Dean, and the Department/Program chair and faculty to discuss all aspects of the review. A memo will be generated based on the discussion in the Culmination Meeting.

3. Outcome of the Review

The outcome of the review process is an agreed upon set of prioritized goals for the unit and a long-term plan to achieve those goals, designed to implement the University Mission and Goals, and arrived at in consultation with the members of the unit. In addition, the review informs long-term budgetary decisions.

4. Disciplinary Accreditation: Limited Option for Substitution

Departments and programs that complete disciplinary accreditation may substitute their accreditation materials for a Program Performance Review, subject to certain conditions. First, the department/program must obtain the consent of the appropriate Dean and the Provost and VPAA (or designee such as the Assistant Vice President for Institutional Effectiveness) to make such a substitution. Second, the Provost and VPAA or designee "may require that certain questions, unique to the Program Performance Review, be answered and submitted with the Accreditation Report." [UPS 410.200, sec. III.D.] One example might be that the discipline-based accreditation report does not address the matter of direct assessment of student learning (which may differ considerably from university or program goals).

Any department/program that wishes to substitute the accreditation materials for the standard PPR must confer with the respective Dean and the Assistant Vice President for Institutional Effectiveness about the substitution and make formal request in writing to the Dean prior to or during the fall semester.

5. Content Requirements and Elements of the Self-study

The Program Performance Review must address each of the following eight (8) topics:

- Department/Program Mission, Goals and Environment
- Department/Program Description and Analysis

- Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
- Faculty
- Student Support and Advising
- Resources and Facilities
- Long-term Plans
- Appendices Connected to the Self-Study (Required Data)

I. *Department/Program Mission, Goals and Environment*

   A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

   The mission of the department is to provide students with an understanding of communication sciences and disorders within a diverse society. Our faculty and staff aspire to combine excellence in teaching, research, and clinical practice for students in and out of the classroom. In the on-campus Speech and Hearing Clinic and off-campus medical, community, and educational training sites, we strive to provide graduates of our program with the essential knowledge and skills to become professional practitioners in speech-language pathology who are capable of serving in clinics, schools, community centers, hospitals, and private practice. We strive to prepare our graduates to become 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 learning is preeminent, graduates represent our aspirations to combine the best of current theory with contemporary clinical practices across the broad areas within our profession.

   Refer to the Department Strategic Plan (2018-2023) on the http://communications.fullerton.edu/comd/about_us/dept_message.php and Appendix 1.

   B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact

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the program. (Community/regional needs, placement, and graduate/professional school).

Our undergraduate enrollments has increased steadily and have a total headcount of 534 students in 2017-2018 (refer to Appendix Table 2-B). Volunteering at public schools, hospitals, or private practice clinics will help the students connect their classroom learning to clinical application of the knowledge, as well as the probability of admission to graduate programs. Most students find their own volunteer sites. However, it will be helpful for some students to have organized guidance through an internship course. Therefore, our program submitted a new course proposal (COMD 495, Internship in Communication Sciences and Disorders) to Curriculog by the college Internship coordinator in collaboration with the Chair to offer it in fall 2018. With delays in having the course be approved for fall 2018 offering, it was approved to offer in spring 2020.

Some of our undergraduate students become speech-language pathology assistant (SLPA) by enrolling in a SLPA programs (Loma Linda, CSUN, etc.) after completing their B.A. at CSUF. Our undergraduate adviser, Dr. Minjung Kim, advocated for our program to offer a course for our currently enrolled undergraduate students to be eligible to apply to SLPA license. We made a programmatic decision with the faculty support to use the approved COMD 495 as a course for our undergraduates to meet the SLPA license requirement when they completed their B.A. In fall 2019, we developed the course content of our approved COMD 495 to meet the SLPA license requirement by having the enrolled student to gain 100 hours of Speech Language Pathology Fieldwork experience along with 20 hours of pedagogical content as a hybrid course. Twenty-one students are enrolled in spring 2020.

C. Identify the unit's priorities for the future.
To prepare our undergraduate students to be admitted to graduate programs including our own and have some of the undergraduates be able to work as SLPA.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).

None

II. *Department/Program Description and Analysis*

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any

programs been discontinued? No changes other than adding an internship course, COMD 495.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

Required Courses (39 units)
The first **four** courses are **prerequisites** for other upper division courses:

- COMD 241 Introduction to Phonetics (3)
- COMD 242 Introduction to Communicative Disorders (3)
- COMD 307 Speech & Language Development (3)
- COMD 344 Anatomy & Physiology of Speech & Hearing Mechanism (3)
- COMD 300 Introduction to Research in Communication Sciences and Disorders (3)
- COMD 350 Speech & Hearing Science (3)
- COMD 352 Child Language Disorders & Phonological Disorders (3)
- COMD 461 Audiology & Audiometry (3)
- COMD 465 Aural Rehabilitation (3)
- COMD 472 Voice & Craniofacial Disorders (3)
- COMD 474 Neurology & Neurogenic Communicative Disorders (3)
- COMD 475 Fluency Disorders (3)
- COMD 476 Clinical & Procedures (3)

Elective Courses (3 units)

- COMD 302 Introduction to Manual Communication (3)
- COMD 345 Communication & Aging (3)
- COMD 404 Communication Disorders of the Bilingual/Multicultural Child (3) **OR**
- COMD 478 Counseling skills in CD (3)

We implement strict prerequisite requirement in compliance with the Council on Academic Accreditation in Audiology and Speech-language pathology (CAA) requirement (Standard 3.0B: Curriculum (Academic and Clinical Education) in Speech-Language Pathology). In particular, St 3.2B: An effective speech-language pathology program is planned and delivered in an organized, sequential, and integrated manner to allow each students to meet the program's established learning goals and objectives and develop into a competent speech-language pathologists.
Samples of *Advanced level COMD major core classes and their prerequisites in parentheses below.*

_____ **350** (pre-reqs: 241+344)
_____ **352** (pre-reqs: 241+242+307)
_____ **461** (pre-reqs: 242+344)
_____ **472** (pre-reqs: 241+242+344)
_____ **474** (pre-reqs: 241+242+307+344)
_____ **475** (pre-reqs: 241+242+307+344)
_____ **465** (pre-req: COMD 461)
_____ **476** (pre-reqs: COMD 241, 242, 307, 344, 352, and one of 472/474/475)

C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See instructions, Appendix I)

Number of freshman application ranged between 123 AY 12-13 and 166 in AY 17-18. While percent admitted freshman ranged between 90.2% in AY12-13 and 63.9% in AY17-18, the percent enrolled ranged between 38.7% in AY12-13 and 29.2% in AY17-18. Number of transfer application ranged between 225 in AY12-13 and 339 in AY17-18. The percent admitted transfer students ranged between 82.7% in AY12-13 and 51.6% in AY 17-18 and the percent enrolled transfer students ranged between 47.3% in AY 12-13 and 67.8% in AY17-18. Approximately two-thirds of our enrolled undergraduates are transfer students. Our total enrolled undergraduate students' headcount in AY 2017-2018 were 534. There has been steady increase in total headcount of undergraduate students from 454 in AY12-13 to 534 in AY17-18.

With the current number of undergraduate students, registration times have been stressful for both students and the faculty due to insufficient sections from the time I started serving as the CD Program coordinator in fall 2013. We have managed the course enrollment within the constraint of the instructors and classroom availabilities by offering second sections of junior level courses in fall and senior level courses in spring. However, that was not enough to accommodate the students' demand. Starting in fall 2018, we started offering two sections of all required undergraduate courses, which seems to alleviate the registration challenges due to insufficient sections. Offering two sections of all required undergraduate courses has helped registration related challenges for students. In the past, transfer students were not able to take any major courses in their first semester at CSUF because all major courses were already closed. This has gotten better for transfer students to be able to enroll at least one of the first four major courses (COMD 241, 242, 307, and 344). Collaboration between the undergraduate adviser and the chair during registration period has been working well.

The 4-year graduation rates increased from 20 % for freshman who entered in 2010 to 38.1% who entered in 2014. Two-year graduation rate of transfer students increased from 19% who entered in 2012 to 29.9% who entered in 2016. Please note that the data for freshman who entered in 2015 and 2016 are not available in the data provided from the OAIE.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)

Undergraduate FTES (LDFTES + UDFTES) has grown steadily from 250.7 in 2012-2013 to 276.9 in 2017-2018.

Currently, we have 11 tenure-track faculty; two faculty members are in their final year of the FERP program and teach 2 courses per semester, and one serving as the department chair. Seven of the 11 tenure track faculty members are teaching full-load and teach mostly graduate courses.

In fall 2018, one full-time non-tenure track faculty was added to teach three undergraduate courses and two graduate clinical practicum. Two tenure-track faculty and one non-tenure track clinical educator joined the program in Fall 2019. The two new tenure-track faculty members teach both undergraduate and graduate courses as well as graduate clinical practicum if needed. The clinical educator's primary responsibility is supervising graduate students' practica and teach an undergraduate course as needed.

In summary, seven of the 11 tenure-track faculty members are currently teaching one or two undergraduate courses and undergraduate courses are taught mostly by part-time faculty members. Please note that our part-time faculty members have their full-time job as licensed/certified speech-language pathologists and teach our courses in the evening.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

No plan to make undergraduate curricular changes other than offering two sections of required courses in both fall and spring semesters to ensure timely graduation as needed.

F. Include information on any Special Sessions self-support programs offered by the department/program.

None.

III. _Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes_

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has

to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the Appendices.

A. Describe the department/program assessment plan (e.g. general approach, time table, etc.) and structure (e.g. committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR. To assess the retention of the foundational knowledge of the major courses, undergraduate assessment has been conducted each semester in COMD 476, Clinical Method class that students take in their final semester. Multiple choice questions were compiled from COMD 242 (Introduction to Communicative Disorders), 307 (Speech Language Development), 350 (Speech Science), 461 (Audiology & Audiometry), and 476 (Clinical Methods & Procedures). Five questions from each course content were constructed by faculty who taught the courses and the entire questions were reviewed by the full-time faculty at the faculty meeting and finalized the assessment test. Instructor(s) of the COMD 476 administered the assessment test toward the end of the semester, which was not related to the course grade. To maintain consistency of administration between two sections, the department chair now administers the assessment test in COMD 476 class.

The assessment data have been handled by the department chair. The assessment data were reviewed/discussed at the faculty retreat. At the fall 2018 retreat, it was decided to remove the questions from COMD 242 (Intro to Communication Disorders) and add questions from COMD 344 (Anatomy and Physiology of Speech and Hearing). Additionally, questions from COMD 350 and 461 were revised. The revised assessment test was administered in fall 2018 by the department chair. With the accreditation focused sight visit in May 2019, the chair forgot to administer assessment test in spring 2019.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.
Learning Outcome: Application of key concepts and skills relevant to the Communication Sciences and Disorders. The learning goal for the Communicative Disorders major is for our students to maintain the accumulated essential knowledge in the major courses so that they can apply the knowledge to clinical issues in graduate school or in their work settings as SLPA. Our undergraduate learning outcome is the retention of the information from the following courses: Speech/language development(COMD 307), Anatomy and Physiology of Speech and Hearing (COMD 344), Speech Science (COMD 350), Audiology and Audiometry (COMD 461), and Clinical Methods and Procedures (COMD 476).
Methods (Direct): The average percent correct scores on content from several undergraduate courses (COMD 307, 344, 350, 461, and 476) are obtained. This assessment test is administered in COMD 476 (that is typically

taken the last semester of the undergraduate program) in the 14-15th week of the semester. Five questions regarding key concepts from each of the above courses are compiled in one test and is administered at the end of the semester in COMD 476 class(es). The test score is not related to their course grade.

Results: Table 1 below is a summary of mean total percent correct of the assessment test administered in COMD 476 classes. Table 2 is a summary of the total percent correct of each course content and percent correct by each item within the course content in spring 2017, fall 2017, and spring 2018. The validity of the content included in the assessment test and the items were discussed at the faculty retreat. Students tend to retain science course content (COMD 344 and 350) lower than language content (COMD 307).

Table 1. Summary of Mean Percent Correct of the Assessment Test Spring 14-Fall 18.

Class administered	Semester	Number of Forms	Class Average (%)
COMD 476	Spr 14	41	68
476	Fall 14	43	67
476	Spr 15	40	70
476	Fall 15	39	70
476	Spr 16	49	69
476	Fall 16	40	68
476 - 1	Spr 17	43	63
476 - 2	Spr 17	53	60
476	Fall 17	51	61
476 - 1	Spr 18	46	64
476 - 2	Spr 18	76	61
476 - 1	Fall 18	44	63
476 - 2	Fall 18	22	61

Table 2. Summary of assessment test results in spring 2017-2018.

COMD 307													
Spring 17				Fall 17		Spring 18				Fall 18			
Section 1		Section 2		Section 1		Section 1		Section 2		Section 1		Section 2	
Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct
1	66%	1	53%	1	61%	1	57%	1	68%	1	59%	1	55%
2	70%	2	60%	2	59%	2	70%	2	64%	2	64%	2	61%
3	79%	3	77%	3	75%	3	76%	3	83%	3	86%	3	89%
4	79%	4	88%	4	88%	4	87%	4	93%	4	86%	4	93%
5	83%	5	88%	5	82%	5	85%	5	75%	5	91%	5	95%
Total	**75.4%**		**73.2%**		**73.0%**		**75.0%**		**76.6%**		**77.2%**		**78.6%**

COMD 344

	Spring 17			Fall 17		Spring 18				Fall 18			
	Section 1		Section 2		Section 1		Section 1		Section 2		Section 1		Section 2	
Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct
1	70%	1	56%	1	57%	1	70%	1	64%	1	59%	1	75%
2	74%	2	74%	2	65%	2	78%	2	62%	2	73%	2	66%
3	53%	3	47%	3	31%	3	35%	3	36%	3	23%	3	34%
4	36%	4	44%	4	45%	4	35%	4	43%	4	45%	4	45%
5	32%	5	51%	5	41%	5	37%	5	41%	5	41%	5	48%
Total	53.0%		54.4%		47.8%		51.0%		49.2%		48.2%		53.6%

COMD 350

	Spring 17			Fall 17		Spring 18				Fall 18			
	Section 1		Section 2		Section 1		Section 1		Section 2		Section 1		Section 2	
Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct
1	51%	1	53%	1	47%	1	46%	1	38%	1	59%	1	45%
2	38%	2	42%	2	41%	2	39%	2	36%	2	45%	2	30%
3	45%	3	28%	3	27%	3	13%	3	28%	3	41%	3	25%
4	55%	4	58%	4	53%	4	41%	4	46%	4	36%	4	57%
5	77%	5	63%	5	67%	5	72%	5	67%	5	68%	5	61%
Total	53.2%		48.8%		47.0%		42.2%		43.0%		49.8%		43.6%

COMD 461

	Spring 17			Fall 17		Spring 18				Fall 18			
	Section 1		Section 2		Section 1		Section 1		Section 2		Section 1		Section 2	
Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct
1	83%	1	81%	1	98%	1	93%	1	95%	1	95%	1	95%
2	45%	2	47%	2	65%	2	80%	2	78%	2	73%	2	77%
3	42%	3	42%	3	35%	3	46%	3	42%	3	45%	3	41%
4	26%	4	16%	4	24%	4	41%	4	21%	4	23%	4	27%
5	68%	5	53%	5	65%	5	72%	5	64%	5	55%	5	77%

Total	52.8%		47.8%		57.4%		66.4%		60.0%		58.2%		63.4%

COMD 476													
Spring 17				Fall 17		Spring 18				Fall 18			
Section 1 (n=53)		Section 2 (n=43)		Section 1 (n=43)		Section 1 (n=43)		Section 2 (n=43)		Section 1 (n=43)		Section 2 (n=43)	
Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct	Item	% Correct
1	98%	1	95%	1	94%	1	96%	1	100%	1	95%	1	95%
2	68%	2	53%	2	69%	2	80%	2	51%	2	45%	2	52%
3	77%	3	84%	3	78%	3	74%	3	83%	3	82%	3	80%
4	87%	4	62%	4	75%	4	78%	4	83%	4	68%	4	57%
5	79%	5	77%	5	78%	5	96%	5	86%	5	73%	5	84%
Total	81.8%		74.2%		78.8%		84.8%		80.6%		72.6%		73.6%

Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

With the SSI funding, we have provided student tutors for our COMD 350 courses in addition to the instructor's office hours. Tenure-track faculty members used to teach COMD 344 courses until both of them retired. We will examine the source of low retention rate of anatomy and physiology information if it is the issue of the assessment test items or instructional methods.

C. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

To work as a certified/licensed speech-language pathologists (SLPs), graduate degree (M.A. or M.S.) is required. After completing their B.A. in Communicative Disorders, students pursue their graduate degree in our program or other universities within CSU or outside of California, or enroll in Speech-Language Pathology Assistant programs. Our students have been admitted to various graduate programs including other CSU program, Chapman, Biola, Redland, Pennsylvania State University, Arizona State University, University of Washington, Temple University, Columbia Teachers College, Massachusetts General Hospital Graduate program, etc.

A total of 107 of our graduates with B.A. were enrolled in other graduate programs in fall 2016 and spring 2019. A total of 47 of our graduates with

B.A. were enrolled in our graduate program from fall 2016 to spring 2019. A total of 10 students graduated with their B.A. were enrolled in audiology graduate programs (Portland State University, Vanderbilt University, etc.) from fall 2017 to spring 2019. In sum, high percentage of our undergraduates and post-bac students who were not included in Appendix Table 4 (Degrees Awarded) pursued their graduate degree (total graduates from AY 2015-2018 were 398 and total enrolled in graduate programs were 164).

D. Many department/programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

None

IV. *Faculty*

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae, see Appendix VII).
In fall 2019, we have 11 tenure-track faculty including two FERP faculty members and two new hires, two full-time lecturers (one new hire), and 17 part-time lecturers teaching undergraduate and graduate courses. This is an improvement from spring 2019 when we had 9 tenure track-faculty members, one full-time lecturer, and 23 part-time lecturers. We have a total of 616 students (480 undergraduates, 56 credential only, post-bac students, and 80 graduate students) according to the census fall 2019.

Name	Rank
Rahul Chakraborty, Ph.D.	Associate professor
Michael Davis, Ph.D.	Associate/FERP
Lisa Erwin-Davidson, Ph.D	Assistant professor
Russell Johnston, Ph.D.	Assistant professor
Minjung Kim, Ph.D.	Associate professor
Kurt Kitselman, Ph.D.	Full professor/FERP
Terry Saenz, Ph.D.	Full professor
HyeKyeung Seung, Ph.D.	Full professor & Chair
Ying-Chiao Tsao, Ph.D.	Associate professor
Weir-Mayta, Ph.D.	Assistant professor
Wyatt, Ph.D.	Full professor
Cooper, M.A.	Lecturer
Giess, Ph.D.	Lecturer

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

A full-time non-tenure track faculty (Therese Cooper) was added to teach undergraduate courses and a tenured Associate professor (Rahul Chakraborty) was hired to teach the graduate voice disorders seminar and undergraduate courses (COMD 472 Voice and Cranio-facial disorders and 300 Intro Research in Communication Sciences and Disorders. Currently in fall 2019 we have hired a faculty member (Lisa Erwin-Davidson) for Augmentative Alternative Communication (AAC) tenure-track faculty position to fill the vacant position since Spring 2018. Additionally, we have hired another tenure-track faculty (Russell Johnston) who will take the credential responsibilities. Per CAA site visit observation of insufficient number of clinical faculty to supervise graduate students' practicum courses, we have searched for a clinical educator (non-tenure track full-time lecturer position) in spring 2019 and have hired SallyAnn Giess. Currently we are searching for an Audiology tenure-track position as a replacement of Michael Davis who will finish his FERP in spring 2020.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Most of the undergraduate courses (25 out of 30 sections, 83%) are taught by part-time faculty in spring 2019. Per CAA requirement, all of our graduate seminars are taught by tenure-track faculty or part-time faculty with a doctorate. Our part-time faculty members are speech-language pathologists who are working in public school or private practice clinics during the day and come to teach our undergraduate courses. They bring the currency of the clinical practice. However, currently we dependent on too many part-time faculty for our undergraduate courses. It will be helpful to have additional full-time non-tenure track faculty members who will devote to our undergraduate education. It will provide more stability of the undergraduate program. Our undergraduate courses are taught by either tenure-track faculty (COMD 350, Speech Science, 472-1, Voice and Cranio-facial Disorders, 478, Counseling in Speech-Language Pathology, and 461-50, Audiology and Audiometry) or part-time faculty. None of the undergraduate courses are taught by teaching assistants.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

None

V. *Student Support and Advising*

   A. Briefly describe how the department advises its majors, minors, and graduate students.

We have a faculty member who is elected as an undergraduate adviser with one course release per semester. The undergraduate adviser provides initial major advising that establishes course plans for the junior and senior years and participates in summer orientation. Once the course plans are developed, students are assigned to faculty advisers who can guide them as needed. During the registration time, the undergraduate adviser collaborates with the department chair to ensure graduating seniors to enroll in the course they need to graduate on-time. Communication Sciences and Disorders do not have minors.

Similarly, a tenure-track faculty member who is elected to serve as the graduate adviser handles graduate admission and develops Individual Study Schedule (ISS) for the entire graduate study. Then she assigns a faculty adviser to meet with them each semester and make sure they are progressing as planned academically and clinically.

   B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Our faculty members have served as the faculty mentor for Honors students. See the list below.

Faculty name	Student name	Project title	Year
Kurt Kitselman	Micaela Chacon	The Use of Thickened Liquids in Adult Dysphagia Management	2018
	Samantha Voisan		2015
Minjung Kim	Desirae Terrain	The Use of Efficacy of Music in Speech and Language Therapy	2017
	Ethan Richtsmeier	An Acoustic Analysis of Children with Autism	2015
HyeKyeung Seung	Michelle Glasell	Childhood apraxia of speech: Literature review	2019

	Jessica-Thanh Truc Hoang	Getting services for children with disabilities: Non-native English-speaking parents' perspective.	2019
	Jeongyon Hahn	How intervention programs have an effect on language outcomes in children with autism.	2018
	Carina Barbosa	Bilingualism's effect on the language development of children with developmental disabilities.	2017
	Janell Gumayagay	From mind to movement: Using motor learning to treat childhood apraxia of speech.	2015
	Kaylie Lewis	The public's understanding of autism spectrum disorders: A survey study.	2014
Terry Saenz	Michelle Neu	Attitudes and Perceptions Towards Speech Disorders in the Chinese/Taiwanese American Community	2018
	Estefania Higareda	Articulation Therapy for children with Severe Cerebral Palsy and Dysarthria	2018

Our undergraduate and graduate students presented at the American Speech-Language-Hearing Association (ASHA) and California Speech-Language-Hearing Association (CSHA) conventions. See the list below. Students apply for their travel support to CICC, our student club (National Students Speech-Language Hearing Association, NSSHLA). Graduate students apply to Giles T. Brown Travel grant.

Faculty name	Students authors	Presentation title	Year	Convention
Minjung Kim	Joyce Lee, Esther Joo, Jessica Shin, & Na Young Shin	Speech Sound Acquisition in Korean-English	2019	CSHA
	Deborah Hong, Joshua Stockton,	Investigation of Speech Motor	2018	ASHA

	Crystal Munoz, Danielle Urbina	Learning & Feedback Frequency in Healthy Older Adults.		
	Joyce Lee, & Angela Park	English speech sound productions of Korean-English bilingual children	2017	ASHA
	Emily Wang	Phonological development in simultaneous bilingual Mandarin-English speaking children with language delay.	2016	ASHA
	Ethan Richtsmeier	Speech characteristics of children with autism spectrum disorder	2015	ASHA
	Emily Wang	Phonological development in simultaneous bilingual Mandarin-English speaking children in varying academic contexts.	2015	ASHA
	Ethan Richtsmeier	An acoustic analysis of a child with autism.	2015	CSUF 9th Annual Autism Conference
	Ethan Richtsmeier	Acoustic characteristics of speech produced by a child with autism.	2015	CSHA
	Emily Wang	Phonological development of a sequential Mandarin-	2015	CSHA

		English speaking child		
HyeKyeung Seung	Julissa Sandoval	Do Minimally Verbal Children with Autism have Childhood Apraxia of Speech?	2019	CSHA
	San Pham, Kristina Iorga, & Jamie Bui	Autism: A Look Into Vietnamese Culture	2019	CSHA
	Pham, S., Iorga, K., Bui, J.	Vietnamese children with ASD: SLP's perspectives.	2018	ASHA
	Iorga, K., Pham, S., Bui, J., Nguyen, N., Quock, L.	How to address the negative social stigma attached to autism spectrum disorder amongst Vietnamese community	2018	Rite Care Conference
	Bui, J., Nguyen, N., Ko, A.	Examination of the M-CHAT-R Vietnamese.	2017	ASHA
	Bui, J., Nguyen, N., Ko, A.	Screening Vietnamese-American children for autism risk	2017	CSHA
	Lewis, K.	Treatment and causes of ASD: A survey perspective of public understanding.	2015	CSHA
	Lewis, K.	The public's understanding of autism spectrum disorders; A survey study.	2014	ASHA
Phil Weir-Mayta	Joshua Stockston,	Investigation of Speech Motor	2019	CSHA

	Crystal Munoz, & Danielle Urbina	Learning and Feedback Frequency in Healthy Older Adults		
	Danielle Urbina, Sarah Green, Stephanie Abbott, Leslie Chen, Joshua Stockston	Refocusing the Learning Lens: Incorporating IPE and Standardized Patients Into Graduate Programs	2018	ASHA
	Hong, D., Stockton, J., Munoz, C., Weir-Mayta, P., & Kim, M.	Identifying Age-based Motor Learning Differences Using Voicing and Formant Frequency Measurements.	2018	ASHA
	Urbina, D., Green, S., Abbott, S., Chen, L*, Munoz, C., Stockton, J., Weir-Mayta, P., & Doyer, B.	Refocusing the Lens of Learning: Incorporating IPE and Standardized Patients into Graduate Student Education.	2017	ASHA
	Weir-Mayta, P., Paff, A.*, Stockton, J.*, & Munoz, C.*	Speech Motor Learning and the Application of Motor Learning Principles.	2017	ASHA
	Weir-Mayta, P., Paff, A.*, Stockton, J.*, & Munoz, C.*	Investigation of feedback schedules in healthy younger and older adults.	2016	ASHA

VI. *Resources and Facilities*

A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V).

	Academic Year			
	AY15-16	AY16-17	AY17-18[1]	AY18-19
State support	3,266,193.19	3,599,519.66	1,328,169.74	1,406,029.40
Non-state support	n/a	n/a	6800.48[2]	14,595.99[2]

[1] Budget as a newly established department
[2] NSSHLA fund and client donations

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

Our clinic recording equipment in the observation rooms needs to be updated from analog to digital system. Since spring 2016, we have been exploring options along with the dean's office. With the college and campus IT support, we have updated the recording system gradually by replacing video recorders to laptop computers. The observation rooms are equipped with one-way mirrors that allow our undergraduate students observe live-clinic sessions, which allow them to link their classroom learning to clinical practice.

Clinical materials (i.e., standardized tests, computers) have been updated with the funds from our student club, CSUF National Students Speech Language Hearing Association (NSSHLA), donated from their fund raising, and clinic funds generated from clients fees, which became donation-only since Spring 2018 due to Medicaid rule that requires 100% supervision of the graduate students who provide therapy.

Our clinic waiting room appearance has been improved by replacing old torn out furniture with donated furniture from the Univision in LA and painting walls with orange and blue in AY 2016-2017. To ensure timely graduation of the graduate students, we have added more sections of our graduate practicum courses. We need more therapy rooms for the clinic and secured parking spaces for our clinic clients (child and adult on wheel chairs). We received a few complaints from the caregivers that they had to wait for the parking space for 30 minutes, which cut out their therapy time.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.
None

VII. *Long-term Plans*

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix V)
We wrote our goals and objectives to be measurable. Please refer to Department Strategic Plan (2018-2023) in the link, http://communications.fullerton.edu/comd/about_us/dept_message.php

B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.

We have aligned our departmental strategic plan with the university strategic plan as compared in the table below.

2018-2023 COMD strategic plan	University strategic plan 2018-2013
Goal 1: Ensure the preeminence of learning by addressing the knowledge and skill areas delineated in the appropriate ASHA standards for CCC-SLP	Transformative educational experience and environment for all students
Goal 2: Provide high-quality clinical training with an emphasis on cultural/linguistic diversity and ethical practices	
Goal 3: Incorporate formative and summative assessment instruments to evaluate student achievement	
Goal 4: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs	
Goal 5: Strengthen institutional and community collaboration through clinical site connections, educational partnerships, and alumni activities	
Goal 6: Create an environment where students have opportunities to succeed academically and clinically	Strengthen opportunities for student completion and graduation
Goal 7: Improve student persistence, increase graduation rates, and narrow the achievement gap for underrepresented students	

Goal 8: Recruit and retain a high-quality and diverse faculty and staff	Recruit and retain a high-quality and diverse faculty and staff
Goal 9: Expand and strengthen our financial and physical capacity	Expand and strengthen our financial and physical capacity

      C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

The strategic plan will be reviewed annually at the department retreat by the faculty and the progress toward meeting each goal/objective will be analyzed and summarized. The executive summary of the status of the goals/objectives will be shared with the College and campus leadership team and with students. The executive summary will be distributed to the College leadership team and posted on the department website .

      D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

New funding request include: 1) Funding to support students' travel to present with faculty at the national and state conventions (American Speech-Language-Hearing Association and California Speech-Language-Hearing Association), 2) funding to compensate for externship site supervisors of COMD 559A Advanced clinical practica and 589A Public school practica.

VIII. *Appendices Connected to the Self-Study (Required Data)*

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Faculty
4. Resources
5. Long-term planning
6. *Curriculum Vitae* of faculty (which should include recent scholarly/creative activity and any research funding)

6. Submission Deadline

The required PPR documents shall be submitted electronically to the Provost and VPAA via a designated email address: ppr@fullerton.edu **no later than Wednesday, May 1, 2019.**

The final PPR documents shall include the following:

1) Self-study prepared by the department/program faculty including required data.
2) ~~Report of internal/external review visiting team.~~
3) ~~Written response to the visiting team by the department or program.~~
4) Dean's comments and recommendations.
5) Department/program's response to the Dean's recommendations, summarizing any changes enacted and/or planned.

7. Appendices to the Self-Study

Upon request, the Office of Assessment and Institutional Effectiveness (www.fullerton.edu/data) will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix, and the narrative and analyses should be woven into the body of the self-study.

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments
For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	pctAdmitted	# Enrolled	pctEnrolled
2012-2013	123	111	90.2	43	38.7
2013-2014	196	135	68.9	33	24.4
2014-2015	192	130	67.7	26	20.0
2015-2016	166	108	65.1	34	31.5
2016-2017	196	113	57.7	24	21.2
2017-2018	166	106	63.9	31	29.2

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	pctAdmitted	# Enrolled	pctEnrolled
2012-2013	225	186	82.7	88	47.3
2013-2014	378	182	48.1	87	47.8
2014-2015	354	184	52.0	110	59.8

2015-2016	361	213	59.0	142	66.7
2016-2017	377	227	60.2	122	53.7
2017-2018	349	180	51.6	122	67.8

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic year	Enrollments in FTES			
	LDFTES	LDFTES by Majors Only	UDFTES	UDFTES by Majors Only
2012-2013	34.4	25.0	216.3	148.6
2013-2014	30.2	21.8	192.8	149.6
2014-2015	26.7	21.4	185.1	137.8
2015-2016	28.8	23.4	193.1	150.7
2016-2017	29.5	25.0	203.9	162.5
2017-2018	33.7	27.9	243.2	197.9

[1] All students' FTES regardless of student major enrolled in Lower Division Courses of the program
[2] Students' FTES with the major enrolled in Lower Division Courses of the program
[3] All students' FTES regardless of student major enrolled in Upper Division Courses of the program
[4] Students' FTES with the major enrolled in Upper Division Courses of the program

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors			
	Lower Division	Upper Division (including Post-Bac & 2nd Bac)	Total	FTES per headcount
2012-2013	98.5	355.5	454.0	0.8
2013-2014	131.0	357.0	488.0	0.8
2014-2015	115.0	347.0	462.0	0.8
2015-2016	111.5	380.0	491.5	0.8
2016-2017	104.5	411.0	515.5	0.8
2017-2018	94.0	440.0	534.0	0.8

TABLES 3. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Enter edIn	headc ount	maj 4yr	NotInM aj4yr	maj 5yr	NotInM aj5yr	maj 6yr	NotInM aj6yr	maj 7yr	NotInM aj7yr
2007	12	41.7	0.0	66.7	8.3	66.7	8.3	66.7	8.3
2008	13	30.8	7.7	46.2	15.4	46.2	23.1	46.2	23.1
2009	21	38.1	9.5	61.9	14.3	66.7	19.0	66.7	19.0
2010	20	20.0	15.0	40.0	15.0	40.0	25.0	40.0	25.0
2011	34	32.4	11.8	44.1	26.5	52.9	32.4	NA	NA
2012	50	26.0	20.0	40.0	40.0	NA	NA	NA	NA
2013	58	19.0	17.2	NA	NA	NA	NA	NA	NA
2014	42	38.1	9.5	NA	NA	NA	NA	NA	NA

TABLE 3-B. Transfer Student Graduation Rates for Majors

Enter edIn	headc ount	maj 2yr	NotInM aj2yr	maj 3yr	NotInM aj3yr	maj 4yr	NotInM aj4yr	maj 5yr	NotInM aj5yr
2009	43	18.6	0.0	48.8	14.0	65.1	16.3	67.4	14.0
2010	60	20.0	1.7	48.3	8.3	61.7	16.7	61.7	18.3
2011	79	19.0	3.8	54.4	10.1	67.1	11.4	67.1	16.5
2012	95	18.9	3.2	55.8	14.7	60.0	21.1	60.0	23.2
2013	90	7.8	4.4	44.4	11.1	58.9	13.3	NA	NA
2014	83	20.5	2.4	53.0	16.9	NA	NA	NA	NA
2015	90	16.7	4.4	NA	NA	NA	NA	NA	NA
2016	77	29.9	0.0	NA	NA	NA	NA	NA	NA

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

College Year	Degrees Awarded
2012-2013	101
2013-2014	129
2014-2015	116
2015-2016	114
2016-2017	127
2017-2018	157
Total	744

APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	# Enrolled
2013-2014	425	28	28
2014-2015	419	28	28
2015-2016	488	23	23
2016-2017	523	32	32
2017-2018	561	28	28

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

TABLE 6-A. Graduate Program Enrollment in FTES

AY	FTES
2012-2013	49.2
2013-2014	46.0
2014-2015	49.3
2015-2016	50.2
2016-2017	51.2
2017-2018	48.3

Table 6-B. Graduate Program Enrollment in Headcount

Academic Year	Headcount	FTES per headcount
2013-2014	77	0.7
2014-2015	78	0.8
2015-2016	78	0.8
2016-2017	85	0.7
2017-2018	84	0.7

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rate for Master's seeking students.

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
Fall 2012	22	13.6	95.5	95.5
Fall 2013	15	6.7	86.7	93.3
Fall 2014	28	3.6	96.4	100.0
Fall 2015	23	4.3	95.7	100.0
Fall 2016	31	0.0	100.0	100.0

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of master's degrees awarded.

TABLE 8. Master's Degrees Awarded

College Year	Degrees Awarded
2012-2013	27
2013-2014	25
2014-2015	24
2015-2016	24
2016-2017	31
2017-2018	23

APPENDIX III. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of
Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical,
Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent
(FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals	FERP	Lecturers	FTEF	AYFTES
2012-2013	7	1	1	0	10	11.3	300.0
2013-2014	8	1	0	0	11	11.5	269.7
2014-2015	7	1	0	0	11	10.7	260.4
2015-2016	5	3	0	2	13	11.9	272.6
2016-2017	6	2	0	2	15	12.1	284.9
2017-2018	5	2	1	2	19	14.8	325.5

APPENDIX IV. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and
the extent to which each is from the state-supported budget or from other sources, such
as self-support programs, research, contracts and/or grants, development, fund-raising,
or any other sources or activities.

Table 10. Department budget by academic year.

	AY 18-19	AY 17-18	AY 16-17	AY 15-16	AY14-15
MCF	8,404.85	12,128.00	1,981.54	2,236.50	13,811.30
TADCP	30,902.88		15,583.23	1,995.20	2,000.00
OE	107,690.24	63,912.94	221,242.17	257,788.14	163,621.62
Staff	111,801.40	106,464.00	181,281.24	148,816.44	159,773.69
Academic Salaries	114,7230.03	1,145,664.80	3,179,431.48	2,855,356.91	2,722,919.97
Total	1,406,029.40	1,328,169.74	3,599,519.66	3,266,193.19	3,062,126.58
Philanthropic	13,513.44	2,600.00	n/a	n/a	n/a

Note: AY14-16: refers to the budget of HCOM and COMD combined.

APPENDIX V. LONG-TERM PLANNING
The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline, the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g. graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?

Following is extracted from Department Strategic Plan (2018-2023) as relevant to the undergraduate program.

GOAL 3 Incorporate formative and summative assessment instruments to evaluate student achievement.

Objective 3: Annaully demonstrate undergraduate student learning by students demonstrating an average of 70% or higher on a multiple choice test of undergraduate students' cumulative learning given in COMD 476 Clinical Methods and Procedures.

GOAL 4 Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

Objective 3: Provide a minimum of two resources for programs that increase student participation in activities and services that link degree, career, and community.

      a.   Provide HIP experiences in, COMD 478 Counseling in Speech-Language Pathology, COMD 465 Aural Rehabilitation, and student clubs such as Students for Smile, by collaborating with such community organizations as the Tzu-Chi Foundation, Flying Samaritans, Smile Train, and other global organizations.

      b.   Support the COMD Peer Mentor program, National Student Speech Language Hearing Association (NSSHLA), Student Speech Therapists and Audiologists Nurturing Cultural Enrichment (S.T.A.N.C.E.), Students for Smiles, Student Academy of Audiology and any additional student groups focused on relevant issues such as diversity.

      c.   Continue to support and encourage student participation in the following existing COMD program High-Impact Practices (HIP)

- serving as student clinic assistants
- students participating in service learning
- students participating as research assistants
- students participating in mentoring programs such as the American Speech-Language Hearing Association's career-related programs of Student to Empowered Professional S.T.E.P) and Minority Student Leadership Program (MSLP).

GOAL 7 Improve student persistence, increase graduation rates, and narrow the achievement gap for underrepresented students.

Objectives: **1.** 100% of undergraduate students who are placed on academic probation will receive counseling as to their options, including the opportunity to repeat courses and strategies for improvement.

2. 70% of students who declare the major as undergraduates will successfully complete the bachelor's degree within four years.
3. 100% of available positions for student clinic assistants and research assistants will be filled each year.

Strategies:

a. Identify and expand programs that have a documented impact on increasing student achievement in bottleneck, gateway and low success rate academic courses. Collect data on the number of undergraduate students who repeat the first core undergraduate courses of COMD 241 Introduction to Phonetics, 242 Introduction to Communication Disorders, 307 Speech/Language Development, and 344 Anatomy and Physiology of Speech and Hearing. The undergraduate adviser and the chair will handle the data collection and analysis.

b. Identify and increase participation in new and ongoing efforts that support underrepresented student persistence and achievement. This includes faculty participation in Health Careers Opportunity Program (HCOP) 2 as well as student participation in the COMD Peer Mentor program.

c. Monitor the number of graduate students who must remediate each individual KASA examination and the specific failed competencies. The graduate adviser and the chair will handle the monitoring and data analysis.

d. Establish accountability metrics at the program level to ensure progress on retention and graduation rate strategies. The COMD chair will track undergraduate and graduate student graduation rates.

e. Strengthen the mandatory advisement requirement for current and transfer undergraduate students each semester including summer. Provide a stipend for the undergraduate advisor or provide a one-course teaching assignment for his or her advisement activities during the summer.

CSHA 2019 presentation list: bold in the authors indicate students or faculty in COMD

Title	Author
Adventures in Leadership: Experiences of a CSHA Leadership Academy Learning Team	Marcy Fox, SLP.D, Whittier Area Cooperative Special Education Program **Leann Schouten**, SLP.D, California State University, Fullerton & Jump and Schout Caitlin Francis, M.S., Irvine Unified School District Hilary Serota, M.S., Long Beach Unified School District Emily Perez Yi, M.S., Long Beach Unified School District Laura Isaacson, M.S., Santee Schools
Selective Mutism and the SLP	**Elena Viviano-Brown**, M.A., California State University, Fullerton
Do Minimally Verbal Children with Autism have Childhood Apraxia of Speech?	**Julissa Sandoval, B.A.**, California State University, Fullerton **HyeKyeung Seung, Ph.D.**, California State University, Fullerton
Autism: A Look Into Vietnamese Culture	**San Pham,** Student, California State University, Fullerton **Kristina Lorga, B.A.,** California State University, Fullerton Jamie Bui, B.A., Pennsylvania State University **HyeKyeung Seung, Ph.D.,** California State University, Fullerton
ABCs of Advocacy and Leadership: What Every Student Needs to Know	**Michelle D'Mello, B.A.,** California State University, Fullerton Amanda Perrotti, M.A., California State University, Los Angeles Robert McKinney, M.A., SDSU, Sweetwater Union High School District
Speech Sound Acquisition in Korean-English Bilingual Children	**Minjung Kim, Ph.D.,** California State University, Sacramento **Joyce Lee, B.A.,** California State University, Los Angeles **Esther Joo, B.A.,** California State University, Fullerton **Jessica Shin, B.A.,** California State

	University, Fullerton **Na Young Shin,** B.A., California State University, Northridge
Ethics: How SLPAs can Avoid Sticky Situations	**Leann Schouten**, SLP.D, California State University, Fullerton & Jump and Schout Therapy Danielle Sison, Student, Jump and Schout Therapy
Revisiting Larry P. and African American Student Language Assessments: Clarifications and Updates	**Toya Wyatt, Ph.D.,** California State University, Fullerton
Investigation of Speech Motor Learning and Feedback Frequency in Healthy Older Adults	**Joshua Stockton, B.A.,** California State University, Fullerton **Crystal Munoz, B.A.,** California State University, Fullerton **Danielle Urbina, B.A.,** California State University, Fullerton **Phil Weir-Mayta, Ph.D.,** California State University, Fullerton
Refocusing the Learning Lens: Incorporating IPE and Standardized Patients Into Graduate Programs	**Danielle Urbina, B.A.,** California State University, Fullerton **Sarah Green, B.A.,** California State University, Fullerton **Stephanie Abbott, B.A.,** California State University, Fullerton **Leslie Chen, B.A.,** California State University, Fullerton **Joshua Stockton, B.A.,** California State University, Fullerton Barbara Doyer, MSN, RN **Phil Weir-Mayta, PhD**, California State University, Fullerton
Effects of Seat Surface Position on Breath Support in Children	**Leann Schouten, SLP.D,** California State University, Fullerton & Jump and Schout Therapy

ASHA 2018 Convention

Title	Author
Investigation of Speech Motor Learning & Feedback Frequency in Healthy Older Adults	**Deborah Hong** **Joshua Stockton** **Crystal Munoz** **Danielle Urbina** **Phil Weir-Mayta** **Minjung Kim**
Refocusing the Lens of Learning: Incorporating IPE & Standardized Patients into Graduate Student Education	**Danielle Urbina** **Sarah Green** **Stephanie Abbott** **Leslie Chen** **Crystal Munoz** **Joshua Stockton** **Phil Weir-Mayta** Barbara Doyer (Author Only, Not Presenting)
Survey Findings of Asian and Pacific-Islanders in the speech-language-hearing sciences: Implications for recruitment and support	**Tsao, Ying-Chiao**
Vietnamese Children With ASD: SLP's Perspectives	**Jamie Bui,** **San Pham** **Kristina Iorga** Ngoc Nguyen HyeKyeung Seung
SLPs' Perception of Non-Native Accent: A Pilot Survey	**Rahul Chakraborty** Amy Schwarz

ASHA 2019 Convention presentation

Title	Presenters
Getting Services for Children With Disabilities: Non-Native English-Speaking Parents' Perspective.	**Hoang, J. T. T, & Seung, H.K.**
A Cross-Cultural Examination of SLPs' Perspectives on Working With the Vietnamese ASD Population.	**Pham, S.*, Iorga, K.*, Bui, J.*, & Seung, H.K**
Exploring Aspects of Articulatory Behaviors in Spanish-English Bilinguals.	**Chakraborty, R., Kim, M., Wu, J., Teng, K., & Trevino, C.**

Exploring Interactions Among Variable Linguistic and Cognitive Constructs in Bilinguals from Four Different L1 Backgrounds.	**Kim, M., Chakraborty, R., Hong, D., Yeh, K., Nguyen, J., & De La Cruz, R**
An Embodied Cognition Framework to Understanding Concept Acquisition in Preschoolers with CCN who Require AAC.	**Erwin-Davidson, L.**
Evidence-Based Practice: Making a Client-Specific Clinical Decision Regarding Role Control Strategy.	**Tsao, Y.-C.**
How Incorporating IPE and Standardized Patients Enhanced Student's Educational Experience: A Graduate Program's Journey.	**Weir-Mayta, P., Green, S., & Abbott, S.**
Differences in Supplementary Aids & Services for Students with Extensive Support Needs.	Gross-Toews, S., **Joshston, R.,** Kurth, J., Ruppar, A., McQuestion, J., & McCabe, K.
Effects of Aided Language Input Intensity on AAC Use.	**Johnston, R.**
Incremental Change: Inclusive Education and AAC.	**Johnston, R.,** & Leatherman, E.
Child-Directed Singing and Nursery Rhymes in Low-Income, Multilingual Households.	Davis, T., Hernandez, B., & **Vine, A.**
ABCs of Advocacy & Leadership: What Every Student Needs to Know. *ASHA Convention*. Talk presented at 2019 ASHA Convention, Orlando, FL.	**D'Mello, M.**, Perrotti, A., & McKinney, B.
Diverse Student Leadership Pathways: Empowering Future Student Leaders. *ASHA Convention*.	Miller, C., D'Mello, M., Khalil, A., & Woodard, C.,
Leadership Pathways & Possibilities for Early Career Leaders that Want More.	O'Silas, S., Corbin, N., Sullivan, B., Blake, J., D'Mello, M., Nichols, M., Mikajlo, B., Muecke, K., & Gorenberg, B.
It Takes Everyone to Affect Change: The ABCs of Advocacy for ASHA Members.	Ward-Williams, D., Swain, D., McMahon, N., Regan, J., Estomin, E., Wheat, K., Stine, L., Van Dam, M., & **D'Mello, M.**

APPENDIX VI. FACULTY CURRICULUM VITAE

Include recent scholarly/creative activity and any research funding obtained.