

December x, 2018

Jennifer C Friberg, Ed.D, Chair

Council on Academic Accreditation in Audiology and Speech-Language Pathology

Re: CAA File #69-CAA Site Visit Report Response

Dear Dr. Friberg,

I thank the site visit team and your office for your time conducting the site visit at California State University, Fullerton on October 1 and 2, 2018 and providing the detailed feedback of your observations. The site visit provided us an opportunity to improve our graduate education based on the site visit team's observations. We are able to strengthen our clinical education (St 3.1B and 3.7B) with the support from the Dean's and President's offices. I will describe our responses to the identified observations by each standard.

Correction on the CAA #69 Site Visit Report page 1: Our degree is M.A., not M.S.

1.5: The program develops and implements a long-term strategic plan.

Observation: "partial evidence to support verification of this standard" and "many of the objectives did not contain specific measurable criteria. The strategic plan did not include either strategies for the attainment of goals and objectives or a schedule for analysis of the plan."

Response: We revised our strategic plan to include "Schedule for analysis of the plan" and "Sharing of the analysis of the plan" in the preamble, specific measurable criteria in our objectives, and strategies. Please refer to Appendix 1, Revised Strategic Plan (2013-2018). The revised strategic plan is updated on the department website, http://communications.fullerton.edu/comd/about_us/dept_message.php

When we review the strategic plan next year, we will align it to the newly released University Strategic Plan 2018-2023, <https://planning.fullerton.edu/2018-2023-plan/>.

2.1.5 : The number of composition of the full-time program faculty are sufficient to deliver a program of study that is offered on a regular basis so that it will allow the students to complete the program within the published time frame.

Observation: "partial evidence to support verification of this standard," and "not able to offer sufficient sections of on-campus clinical practicum to allow all of the students scheduled"

Response: Per CAA site visit recommendation, the change of clinical workload formula of 4:1 student-to-supervisor ratio to 3:1 in on-campus practicum courses starting in spring 2019 involves hiring more part-time clinic supervisors. We are able to have supervisors to cover all sections in spring 2019. However, it creates challenges of staffing supervisors with part-time faculty. Therefore, having a full-time clinical educator on site along with part-time faculty will provide stability of clinical training. With institutional support, we will hire a full-time non-tenure track clinical educator who will be devoted to clinical practicum course supervision. We are currently searching for this position. Our goal is to fill this position by the end of spring 2019. It was posted on the following sites:

HR Diversity - http://hr.fullerton.edu/diversity/job-openings/ft/10866BR_Clinical_Educator.asp

Diverse Jobs - <http://jobs.diversejobs.net/job/ca/fullerton,-ca/communication-sciences-and-disorders-clinical-educ-AC445-6YDL?source=search>

Higher Ed -

<https://www.higheredjobs.com/search/details.cfm?JobCode=176863393&Title=Communication%20Sciences%20and%20Disorders%20Clinical%20Educator%20%2D%20Non%20Tenure%2DTrack>

Chronicle - <https://chroniclevitae.com/jobs/0000455782-01>

Titan Recruit – 10866BR

Council of Academic Programs in Communication Sciences and Disorders,
<http://www.capcsd.org/academic-postings/find-a-position/>

3.1B: Curriculum (clinical education)

Observation: “partial evidence to support verification of this standard,” and “not sufficient sections of on-campus practicum courses (i.e., COMD 548 Clinical Practicum: Speech and Language Disorders in Children and COMD 558A Clinical Practicum: Speech and Language Disorders in Adults).” “Since the program’s published graduation completion time frame is a range from 2.5 to 3 years, these issues are not apparent in the program’s published completion rate data.”

Response:

The number of graduate students admitted to the program is 28 annually (fall admit only). However, in fall 2015 we admitted 23 students due to several late withdrawals after the admission offers were accepted. Subsequently, we admitted 32 students in fall 2016 to maintain the annual 28 admits. Twenty-eight students were admitted in fall 2017 and 2018.

Child clinic (COMD 548) was offered with 2 sections in fall, 3 sections in spring, and 2 sections in summer (a total of seven sections annually), and adult clinic (COMD 558A) was offered with 3 sections in fall, 2 sections in spring, and 2 sections in summer (a total of seven sections annually) until summer 2017 as shown in Table 1. The total number of sections in COMD 548 per year has increased from 7 to 8 sections and from 7 to 9 sections in COMD 558A in AY17-18 within the constraints of available clinic supervisors to accommodate the 32 students admitted.

Table 1. A summary of on-campus clinic sections offered in AY15-18.

Semester	COMD 548 # of sections	COMD 558A # of sections
Fall 15	2	3
Spring 16	3	2
Summer 16	2	2
Fall 16	2	3
Spring 17	3	2
Summer 17	2	2
Fall 17	2	3
Spring 18	3	3
Summer 18	3	3

Ninety-four percent of the Fall 2016 class will still complete their degree in 2.5 to 3 years (10 will graduate in 2.5 years, and 20 will graduate in 3 years). Two of the 32 students (J.C. and K.H. in Appendix 2) extended their study periods to 3.5 and 4 years respectively for family reasons (having two young children) and personal family issues and to repeat the adult clinic (COMD 558A). Refer to the Appendix 2. A summary table of the fall 2016 class' expected semester/year to graduate.

The on-campus practicum section issue became stable for COMD 548 and 558A by fall 2018. All 28 of the fall 2017 class will finish their 548 and 558A by fall 2018 except four students, who will take COMD 548 in spring 2019. These are the ones who came in with three to four undergraduate deficit courses. One of the fall 2017 class (S.B. in green in Appendixes 3 and 4) will take 548 and 558A in summer 2019 and spring 2019 respectively, due to a personal issue. S.B. is the student who had undergraduate deficit courses and took a reduced load due to personal issues he was dealing with. Appendix 3 is the current COMD 548 Clinical Practicum Plan that shows the fall 2018 class (initials of their names in black) and four of the fall 2017 class (in green). Appendix 4 is the current COMD 558A Clinical Practicum Plan that shows all of the fall 2018 class (initial of their names in black) and two of the fall 2017 class (in green) for personal circumstances and preference respectively.

The subsequent impact of the fall 2016 class on the off-campus public school practicum (COMD 589A) and on-campus multi-cultural clinic (COMD 558C) has been prepared for. We added a third section of COMD 589A, Public School Practicum, in fall 2018. COMD 558C, Multicultural Clinic, has not been offered during the summer. However, two sections of 558C were offered in summer 2018 to resolve the bottleneck of practicum courses. We will offer four sections of 558C in summer 2019 to ensure on-time graduation as planned.

The wait list is only to accommodate students who wish to change their established practicum schedule on the Clinical Practicum Plan (CPP). Occasionally, student(s) change their Individual Study Plans (ISS) due to personal circumstances and this creates an opening in practicum space. The purpose of having a waitlist is to handle any openings of practicum slots systematically. A copy of the Master CPP is available in the workroom for students to view. If any students wish to change their CPP, they can check the Master CPP for openings. If there are no openings, they can go onto the waiting list. If/when a spot becomes available, the first student on the wait list will be offered the spot. Any students on the waitlist have their practica scheduled in subsequent semesters.

Due to personal circumstances, if any student wants to change his or her practicum plan, the student meets with the adviser, who will then review the Individual Student Schedule (ISS) and discuss the requested change with the graduate advisor, who will approve the request to change the Clinical Practicum Plan (CPP). Subsequently, the clinical services coordinator updates the change on the CPP and communicates the opening of the practicum spot to students who are scheduled to take it in the subsequent semester.

In fall 2018, a total of 18 students are enrolled in COMD 590, Seminar in Speech/Language Services in Schools. Seventeen of them attended the class on October 1 when the site visit team members had a meeting with them. Two of the 18 students changed their final semester from fall 2018 to spring 2019. One of them (S.C. in Appendix 2) added completion of credential requirements (COMD 564 Seminar in Autism, 589 Public School Practicum, and 590 Seminar in Speech/Language Services in Schools) and extended one semester. The other student (J.T. in Appendix 2) changed COMD 559A, Advanced Clinical Practicum, from summer 2018 to spring 2019 because financial aid did not cover her summer class.

Current website information has been modified to read the following: **“On-Time Program Completion Rates:** expected time of study is 2.5 to 3 years. Required graduate seminars are offered annually beginning with the class of fall 2017. Clinical practicum courses are offered in fall, spring, and summer semesters. When students are admitted to the program and lack adequate undergraduate coursework, they may be required to take additional classes. Also, some students select to take a reduced course load due to personal reasons. In these circumstances, a student's progress through the program may be delayed and/or a clinic practicum spot may not be available during the semester they wish to complete the particular clinic. Thus, it may delay timely graduation and can take three years or more.”

In sum, all students are accommodated to ensure their completion in 2.5 to 3 years for fall 2016, fall 2017, and fall 2018 classes with additional sections created. Ninety-four percent of the fall 2016 class will graduate in 2.5 to 3 years. One hundred percent of fall 2017 (54% in 2.5 years and 46% in 3 years) and 2018 classes (71 % in 2.5 years and 29 percent in 3 years) will complete in 2.5 to 3 years. No students will be admitted exceeding the available clinic practicum spaces to ensure their timely graduation.

3.7B: An effective speech-language pathology program ensures that clinical education is provided in a manner that supports student development so that each student is prepared to enter professional practice. The type and structure of the clinical education is commensurate with the development of knowledge and skills of each student.

Observation: “not able to verify evidence to support verification of this standard”

Response: With institutional support, we changed the clinical workload formula of 4:1 student-to-supervisor ratio in on-campus practicum courses (COMD 548, 558A, and 558C) to 3:1 in spring 2019 and thereafter. This change will allow supervisors to have sufficient time available to help students who need more support than average. The number of sections in COMD 548, 558A, and 558C are four, four, and four respectively with three students per section in spring 2019.

Submitted by HyeKyeung Seung, Ph.D., CCC-SLP, Professor and Chair