

**California State University, Fresno**  
**Department of Communicative Sciences and Deaf Studies**  
**Speech-Language Pathology Strategic Plan 2019-2024**

**Executive Summary**

Summary Date: Wednesday, April 24, 2024.

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### Strategic Goal 1

Strategic Goal 1. Establish a learning environment to educate and empower students for success academically and clinically.

Objectives:

1. No undergraduate students will continue in the major without achieving an average of 3.0 GPA in the four prerequisite courses (i.e., CSDS 80, CSDS 95, CSDS 101, and CSDS 102).
  
2. Establish and maintain attractive, accessible, and functional on-campus clinical facilities that support clinical learning in Speech-Language Pathology and Audiology.
  
3. 100% of graduate Speech-Language Pathology students will meet with their academic advisor each semester to review their progress in acquiring their critical clinical knowledge- and skill-based Knowledge and Skills Acquisition (KASA) competencies.

*Results:*

In the 2020-2021 academic year, the requirements listed in Objective 1 were eliminated from the Catalog. This objective does not apply. Repairs and cleaning of the clinical facilities have been ongoing during the duration of the strategic plan. All graduate students meet with their academic advisor each semester to update data in KASA

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## Strategic Goal 2

Strategic Goal 2 focuses on providing students with high-quality clinical training in diverse settings while emphasizing cultural and linguistic diversity and interprofessional/interdisciplinary practice.

Objective 1 aims to ensure that 90% of bilingual student clinicians participate in on-campus clinical placements matched with bilingual supervisors and clients for at least one semester during their practicum.

Objective 2 seeks to expose 90% of students to Individualized Education Program (IEP) meetings during their student teaching.

Objective 3 aims to provide 90% of students with opportunities for Interprofessional Practice (IPP) collaboration during their medical externship.

Objective 4 focuses on maintaining functional and attractive on-campus clinical facilities to support clinical learning.

### *Results:*

Since Fall 2021, 63% of enrolled bilingual students have been placed with bilingual supervisors and clients. All students are required to attend at least one IEP meeting during their student teaching. All students require to engage in at least one IPP collaboration opportunity during their externship.

The clinic assesses needs for up-to-date technology and assessment materials each year. There is regular cleaning of the space, and ongoing faculty and student input for improvements. Maintenance and cleaning work are typically completed during breaks and do not interfere with clinic operations.

Strategies to achieve these objectives include tracking student language proficiency to facilitate bilingual clinical experiences, generating reports to monitor IPP encounters, enhancing clinical facilities and equipment based on faculty recommendations, and expanding off-campus practicum sites for varied experiences. Overall, the strategic initiatives and objectives outlined demonstrate a commitment to providing students with comprehensive clinical training experiences that are culturally sensitive, linguistically diverse, and interprofessional in nature. Ongoing efforts to improve facilities and expand opportunities ensure the program remains responsive to the evolving needs of both students and the community.

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## Strategic Goal 3.

Strategic Goal 3. Incorporate formative and summative assessment instruments in the student outcomes assessment plan (SOAP) to evaluate students for curriculum and program development.

### Objectives:

1. Clinic Evaluation. At least 80% of students will score at or above “present (3)” for clinical practicum evaluations when their scores on applicable items are averaged each year. Clinic Evaluations will be reviewed during the 2019-2020 AY and 2022-2023 AY.
2. PRAXIS Results. At least 80% of graduates taking the PRAXIS will pass each year. PRAXIS results will be reviewed during the 2021-2022 AY.
3. Graduate Writing Requirement Results. At least 80% of students will pass the graduate-level writing requirement on their first attempt each year. Graduate Writing Requirements results will be reviewed during the 2020-2021 AY and 2023-2024 AY.
4. Comprehensive Examination Results. Each year, at least 80% of students will pass the comprehensive examinations in each area. Comprehensive Examination results will be reviewed during the 2019-2020 AY and 2022-2023 AY.

### Results:

The department continues to be dedicated to the ongoing collection of formative and summative data on student performance. Consistent with university guidance, SOAP data reporting was canceled for the 2019-2020 academic year due to the COVID-19 pandemic. SOAP plans then underwent assessment timeline and content revisions during Fall 2022. SOAP reports are written annually and reviewed by departmental faculty to determine any needed instructional or curricular changes. SOAP reports for 2020-2021, 2021-2022, and 2022-2023 were reviewed over the course of this 5-year strategic plan. Data sources analyzed across these reports included: clinic evaluations, comprehensive examination results, graduate writing requirement results, and advisory committee minutes. Results indicated that the SOAP outcomes tied to these measures were met across reviewed years. PRAXIS pass rates have consistently been above 80%.

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## Strategic Goal 4

Strategic Goal 4. Enhance university, community, and professional collaboration through external clinical site placements in high-need organizations and school districts.

Objective: 90% of students will be exposed to and participate in at least one off-campus clinical setting.

### *Results:*

All graduate students participate in two off-campus clinical settings, one public school and one medical or private practice. Of these placements, 28 school districts are considered “high need” from Santa Rosa, California (north of Fresno State), to Bakersfield, California (south of Fresno State). Two externship sites (Community Regional Medical Centers and the non-profit Exceptional Parents Unlimited) are considered “high need.” See Appendix for list of agencies. In this way, the program is providing potential speech-language pathologists to those agencies in most need of Speech-Language Pathology personnel.

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## Summary and Conclusions.

The first objective for Strategic Goal 1 is no longer applicable to the undergraduate program in Speech-Language Pathology. All other objectives were met within the duration of the plan with the exception of Objective 1 of Strategic Goal 2. It should be noted that some objectives specified for 2020 and 2021 were delayed due to the COVID-19 pandemic protocols in place at Fresno State University.

It is recommended that a SWOT Analysis be conducted in early fall 2024 and a new strategic plan developed for 2024-2030.

Submitted by,

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## Appendix

High Need Districts and Collaborations	Medical	Schools	Other
Burton Elementary District		✓	
Central Unified		✓	
Ceres Unified		✓	
Chatom Unified		✓	
Chowchilla Elementary School District		✓	
Clovis Unified		✓	
Coalinga-Huron USD		✓	
Community Regional Medical Centers	✓		
Cutler Orosi Joint Unified		✓	
Exceptional Parents Unlimited Non-profit collaboration			✓
Fowler USD		✓	
Fresno County Superintendent of Schools		✓	
Fresno Unified School District		✓	
Gustine Unified		✓	
Kerman Unified		✓	
Kings Canyon USD		✓	
Kings Co Office Of Ed		✓	
Laton Unified		✓	
Lindsay Unified SD		✓	
Madera Office of Ed		✓	
Madera Unified		✓	

<b>High Need Districts and Collaborations</b>	<b>Medical</b>	<b>Schools</b>	<b>Other</b>
<b>Panama Buena Vista Schools</b>		✓	
<b>Parlier Unified</b>		✓	
<b>Rincon Valley Union School District</b>		✓	
<b>Rosedale Union</b>		✓	
<b>Sanger Unified</b>		✓	
<b>Selma Unified School District</b>		✓	
<b>Standard School Dist</b>		✓	
<b>Visalia Unified</b>		✓	
<b>Washington Unified- Fresno</b>		✓	
<b>TOTALS</b>	<b>1</b>	<b>28</b>	<b>1</b>