

California State University, Fresno

Department of Communicative Sciences and Deaf Studies Speech-Language Pathology Strategic Plan 2019-2024

Our University Mission Statement

The University's primary mission is to boldly educate and empower students for success.

Our College of Health and Human Services Mission Statement

To provide a professionally oriented education at the undergraduate level and to provide graduate programs in specialized disciplines that serve the needs of students - as well as foster the emerging needs of residents and health and human service providers in the Central California region.

Our Department Mission Statement

Consistent with these missions, the Department of Communicative Sciences and Deaf Studies offers undergraduate and graduate programs to prepare students for professional practice in communicative sciences and deaf studies. Accordingly, our department mission is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, deaf studies, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative sciences and deaf studies.

Speech-Language Pathology Strategic Plan

The Speech-Language Pathology strategic plan aligns goals with the university, college, and department's mission statements and with the American Speech-Language-Hearing Association (ASHA) strategic objectives for ASHA's Strategic Pathway to Excellence.

Responsible persons/positions: Department Chair/Faculty

- **Schedule for analysis of the plan:** The progress toward meeting each goal/objective of the strategic plan will be reviewed and analyzed by the full-time faculty and staff members annually at a CSDS faculty meeting.
- **Sharing of the analysis of the plan:** The executive summary of the status of the goals/objectives will be shared with the College and posted on the CSDS department website.

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.

Strategies:

1. Develop a valid process whereby students achieving a 3.0 GPA for the four prerequisite courses (i.e., CSDS 80, CSDS 95, CSDS 101, and CSDS 102) will be identified and allowed to progress within the major coursework.
2. Monitoring of clinical facilities (e.g., technology/equipment and assessment tests update) and space will be implemented annually with regards to the recommendations of the CSDS faculty, Clinic Director, and staff.
3. Graduate faculty adviser will document advising session to review coursework and students' progress in acquiring their critical clinical knowledge- and skill-based Knowledge and Skills Acquisition (KASA) competencies.

Responsible Persons/Positions: CSDS Department Chair/Faculty

Strategic Goal 2. Provide students with high-quality clinical training in various clinical, educational, and medical settings with an emphasis on cultural and linguistic diversity and interprofessional/interdisciplinary practice.

Objectives:

1. 90% of bilingual (i.e., Spanish) student clinicians will have an on-campus clinical placement matched with bilingual supervisors and clients at least one semester during their clinical practicum.
2. 90% of students will be exposed to and participate in at least one IEP meeting during their student teaching.
3. 90% of students will be exposed to and participate in at least one IPP collaboration opportunity during the medical externship.
4. Develop and maintain attractive, accessible, and functional on-campus clinical facilities that support clinical learning.

Strategies:

1. Clinic director will track the languages that our newly admitted graduate students speak on the Graduate Student Practicum Master List. Each semester, four bilingual clinicians are chosen to participate in the bilingual clinic on campus. By the end of the third semester, all bilingual clinicians are provided an opportunity to participate in on-campus clinical placements with matched bilingual clinicians and clients.
2. Clinic director will generate Calipso Cumulative Evaluations by Cohort. This report will outline all IPP encounters the students will have enrolled for both on-campus and off-campus placements.

3. Enhancement of clinical facilities, space, technology/equipment, and assessment tests will be implemented annually with regards to the recommendations of the faculty.
4. Continue to expand the off-campus practicum sites for medical settings and public schools.

Responsible person/position: Clinic Director/Faculty

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:

Direct Measures:

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.

Indirect Measures:

1. **Graduate Exit Survey.** At least 80% of students will indicate a rating of “agree” or “strongly agree” to statement #7 on the Graduate Exit Survey. Graduate exit survey results will be reviewed each semester during the 2020-2021 AY and 2022-2023 AY.
2. **Employer Survey.** At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the employer survey. Employer surveys will be reviewed during the 2021-2022 AY.
3. **Alumni Survey.** At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the alumni survey. Alumni surveys will be reviewed during the 2021-2022 AY.
4. **Minutes of the Speech-Language Pathology Advisory committee.** While there is no quantitative measure, qualitative themes will be generated from this data source.

Strategies:

Direct Measures:

1. **Clinic Evaluation.** Each semester, supervisors complete an evaluation of students under their supervision. Those items reflecting on student performances will be averaged (per item) and tracked across semesters.

2. **PRAXIS Results.** The number of graduate students passing or not passing the PRAXIS Examination in Speech Pathology and Audiology will be summed for the academic year.
3. **Graduate Writing Requirement Results.** The percent of students passing the graduate level writing requirement each year.
4. **Comprehensive Examination Results.** Percent of students passing, passing in oral examinations, and failing the comprehensive examination per academic year.

Indirect Measures:

1. **Exit Survey.** Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey.
2. **Employer Survey.** At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the Employer Survey.
3. **Alumni Survey.** At least an average rating of “good” on applicable items (questions 1, 3, 4, & 5) of the Alumni Survey.
4. **Minutes of the Speech-Language Pathology Advisory committee.** Minutes of the Speech-Language Pathology Advisory committee will be reviewed to indicate strengths and opportunities improvement.

Responsible person/position: Graduate SOAP Coordinator

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

Objectives:

1. 90% of students will be exposed to and participate in at least one off-campus clinical setting.

Strategies:

1. CSDS Clinic Director will establish partnerships and collaborations with high-need school districts and community organizations to provide students with valuable, clinical experiences, and meet the assessment and treatment needs of children with communicative disorders.

Responsible person/position: Clinic Director/Faculty