

APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW (See preceding document for detailed descriptions for each section)

ANNUAL PROGRAM REPORT

College	CLASS
Department	Speech, Language and Hearing Sciences
Program	Speech-Language Pathology
Reporting for Academic Year (i.e., the last academic year)	2021-2022
Last Five-Year Review	2018
Next Five-Year Review	2023
Department Chair	Elena Dukhovny
Author of Review	Elena Dukhovny
Date Submitted	10-01-2022

I. SELF-STUDY (suggested length of 1-2 pages)

A. Five-Year Review Planning Goals

Present your planning goals from your last Five-Year plan.

Strategic goals, SLHS, 2018

Goal 1: Build departmental strength through recruitment and retention of qualified faculty.

Goal 2: Enhance growth in faculty scholarship and productivity

Goal 3: Enrich the academic and clinical training experience through innovative instruction that meets the needs of our pluralistic communities.

Goal 4: Provide comprehensive academic and career advising to our diverse study body to support student success and transition to a successful professional career.

Goal 5: Develop and enhance external collaborations and resources for academic and clinical faculty and programs.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the Five-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

Goal 1: In 2021-2022 we maintained our six full-time faculty, two full-time staff and one half-time staff member. We submitted a request for a seventh tenure track faculty line, to

conducted over a dozen professional conference presentations. In 2021-2022, the department benefitted from ongoing and new grant funding from the National Science Foundation, the U.S. Dept. of Education, the Mellon Foundation and the Christopher & Dana Reeve Foundation.

Goal 3: In terms of students' academic and clinical training, we were reaccredited by the Council for Academic Accreditation in speech-language pathology (CAA) and we meet all rigorous academic and clinical requirements of the CAA. In our community-serving on-campus free clinic, we continue to hold innovative specialty clinics such as the Conversation Club for adults with autism spectrum disorders, the award-winning Aphasia Treatment Program, ConversAACtion clinics for individuals who use speech-generating devices to communicate and the increasingly popular Pioneer Pals summer camp for children with autism spectrum disorders. In alignment with best practices in student success and retention, the department faculty engage students in clinical and research activities, with 19 student SLHS scholars funded by the Center for Student Research in 2021-2022. To better meet the needs of our bilingual populations, in 2021-2022 we adapted a new clinical assessment checklist that supports graduate students as they develop the skill of assessing bilingual clients. Additionally, to improve academic and clinical training of our undergraduates, we got approval for two courses, SLHS 309 (Foundations of Success in SLP & Audiology - 1) and SLHS 310 (Foundations of Success in SLP & Audiology - 2), to formalize instruction for our undergraduates on skills necessary for success in our field. The pilot run for these courses is 2022-2023.

Goal 4: Academic and career advising has traditionally been challenging for our small faculty, given the need for individual advising for parts of the graduate program, the intensity of the major for undergraduates who are preparing for competitive graduate school applications, and the often precarious financial position of East Bay students, which results in high work hours and unstable living situations. We have advisors assigned to each cohort of undergraduate and graduate students. Additionally, in 2021-2022, as previously, chair Shubha Kashinath held once-a-semester "coffee with the chair" events for all students in the department. Clinic director Shelley Simrin supports graduate students towards the end of their program as they navigate their options for required clinical internships.

In 2021-2022, we have taken a new initiative to improve advising. As part of our departmental Inclusion Diversity E

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to your programs such as program additions and changes, Diversity, Equity and Inclusion efforts (including closing the equity gaps), and any significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

The graduate and undergraduate programs have stable enrollments and high graduation rates. No significant events have occurred in 2021-2022 in faculty or staff changes. Graduate program demand continues to be high and undergraduate program enrollment in 2021-2022 was stable, though, like the rest of the university, we are seeing lower enrollment in Fall 2022 and are exploring recruitment options for the undergraduate program.

Curriculum:

Curriculum was offered as planned in 2021-

Graduate program enrollment (retrieved from Pioneer Insights)

Race/ethnicity	Fall 2021 - n	Fall 2021 - %
Black	2	3%
Unknown	3	4%
International	5	6%
Multirace	6	8%
Asian	12	15%
Latino/a	22	28%
White	29	37%
Sex		
Male	7	9%
Female	72	91%

Faculty:

In 2021-2022, the department continued to employ six full-time faculty (Shubha Kashinath, Elena Dukhovny, Pradeep Ramanathan, Katrina Nicholas, Eve Higby and Michelle Gravier).

Staff:

In 2021-2022, the department continued to employ three full time staff (Marianna Wolff, ASC; Shelley Simrin, Clinic Director; Jenny Rosenquist, Clinical Supervisor) and one half-time staff (Sophia Kanenwisher, Clinical Supervisor). With the continued growth in specialized clinical training programs, w 5539.62 634.66 0.47998 13.8 ref* EMC 92 Tftm; BDC q228.41 648.94 155.3 13

for new graduate students, an exploration into opening a NBASLH (National Black Association for Speech-Language and Hearing) regional affiliate group and an update of clinical assessment processes to align with evidence-based practices for multilingual speakers.

Other: (e.g., major program modifications)

We had no major program modifications in 2021-2022.

II. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)." Program Learning Outcome(s) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

From

Sampling Procedure:

SLIDE 8: Select 3 morphosyntactic patterns and native language influenced common errors that could be potentially interpreted as “disordered.” Could there be other features disambiguating language difference vs. disorder? (Kester, 2014)

SLIDE 10: Provide 3 RELEVANT differences that may exist between Main Stream American Culture and the culture of the speakers of the language regarding semantic nuances, body language and gestures, and customs of respect to aid the SLP in communicating effectively (certain gestures that are positive in one culture that are negative in another culture; expectations of the role of the professional, age, gender, etc.) Be sure to preface that this is not meant to be essentialism but rather to point out a possible difference to look for (Suggested sources: <https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/languages> and <https://www.asha.org/practice/multicultural/Phono/>)

Assignment (B) was the *final exam* in the course. The final exam was a written, take-home exam that included three case studies, each of which required students to create assessment and intervention plans for clients from a variety of linguistic, cultural and racial/ethnic backgrounds.

Data Analysis:

The two assignments were reviewed and scored by a single scorer according to the university-approved diversity rubric.

Summary of Assessment Results

professional communication. These clinical ratings are available via our clinical management system Calipso, but they are currently not explicitly standardized between different clinical supervisors.

3. There is limited capacity within SLHS 607, which is a 2-unit course, to provide multiple in-depth case studies that allow students to practice goal and therapy adaptations. However, many other graduate courses offer case studies that often include multicultural adaptation components. The next step in program improvement is to collect information on where these case studies may be offered and, depending on results, include further clinical instruction on practical ways to adapt intervention. One possibility for further case study, if needed is the course SLHS 600, *Foundations of clinical practicum*.

past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

Matriculated students:

	Fall 2019	Fall 2020	Fall 2021
Undergraduate	116	134	130
Graduate*	94	86	79

*Graduate numbers reflect a cap we place on number of admits.

Graduate program number of applications:

2019-2020: 272 graduate applications (for Fall 2020 start)

2020-2021: 374 graduate applications (for Fall 2021 start)

2021-2022: 269 graduate applications (for Fall 2022 start)

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

The lower number of matriculated graduate students in Fall 2021 reflects a program adjustment that went into effect in Fall 2018 that allowed graduate students in the extended M.S. program to graduate in three years rather than 3.5, rather than an authentic drop in student numbers. (In other words, students in the extended graduate program who began the program in Fall 2017 graduated at the end of Fall 2020, while the extended graduate students who began the program in Fall 2018 graduated at the end of Summer 2021.) Additionally, though we typically receive about 250-300 graduate applications annually, we cap the number of graduate admits to fit our small faculty. The 2020-2021 application cycle was a peak year across SLP programs nationally, so the 20-21 year is a high outlier, but we have consistently had 250+ applications for our graduate program and will be able to admit more students if we have the resources.

B. Request for Resources for the Upcoming Year *(suggested length of 1 page)*

Request for Tenure-Track Hires: provide evidence from trends provided

SLHS would like to request an open rank tenure track position (Assistant or Associate Professor commensurate with experience; salary dependent upon educational preparation and experience) to finally meet the faculty size recommendation (7 TT faculty) that was outlined at our previous site visit (2011-12) by our external accreditation agency, the American Speech Language Hearing Association. This recommendation was reiterated at our most recent site visit (2020-21). More importantly, SLHS is poised to grow in strategic ways that align with college priorities. Over the past three years, we have proposed and offered three new GE courses that have expanded learning opportunities for CLASS undergraduate students. We have discussed potential collaborations with colleagues in Modern Languages, Social Work, and other departments to continue to grow our ability to offer meaningful coursework to grow undergraduate majors, develop viable certificate programs (see below), and further distinguish our graduates with specializations that will set us apart from other regional programs.

We receive 250-300 applications for 30 spots in our graduate program. With additional faculty and resources, we will be able to continue to grow as it fits in the college's strategic plan and interest.

Potential Contribution of New Faculty Line

The department is seeking a faculty member with experience in serving culturally and linguistically diverse school age language disorders, second language acquisition, literacy, articulation & phonological disorders or in the areas of organic disorders (such as cleft palate). This will complement the teaching and research expertise of current faculty and increase our ability to mentor diverse students in the profession.

We have several departmental initiatives that this faculty hire will be recruited for:

- a) Development of a bilingual specialization such as medical translation (in collaboration with Modern Languages) for undergraduates in MLL and/or SLHS
- b) Development of new GE coursework to attract undergraduates to a CLASS major
- c) Creating a stronger collaboration with current programs such as Hayward Promise Neighborhood (with the literacy and bilingual focus)- leading to additional grant funding
- d) Development of a bilingual certificate program to train bilingual speech language pathologists (a huge need in the area).

Additionally, our two most recent accreditation reports recommended seven full-time faculty. It is a requirement of the accrediting body that 50% of our graduate courses should be taught by individuals with doctoral degrees. We have been able to secure occasional lecturers with doctoral degrees to meet the 50% cut-off. However, the vast majority of lecturers in our field are clinical speech-language pathologists with M.S. degrees., so we risk not meeting the 50% cut-off on any year when doctoral-level lecturers are not available, and/or when any of our faculty are away from teaching on administrative, research or other releases.

Thank you for your consideration and support of our department's faculty needs.