Planning for Distinction: Instructional Program

Name of Person Completing this Report: Nidhi Mahendra
Title of Person Completing this Report: Associate Professor & Department Chair
College or Unit: CLASS
Report No.: 2
Programs Included: BS in Speech-Language Pathology and Audiology

Total number of service courses: 1

Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

The Bachelor of Science program in Speech-Pathology and Audiology began in 1970 and has a 43-year history at CSUEB. In the last 5 years, our undergraduate numbers have risen in response to our regional reputation as a program of choice in the Bay area. Strong emphasis on a cutting-edge curriculum, service learning, diversity issues, evidence-based-practice and on-campu clinical training offers undergraduates a unique opportunity to acquire a solid foundation for a stable, in-demand, lucrative profession that makes a difference for millions of Americans with communicative disorders. Undergraduates are immediately employable as therapy/rehab aides, applied behavioral therapists, speech-language pathology assistants (SLPAs), teacher's aides and ASL interpreters. Our distinction is having one of the most diverse undergraduate student bodies in our profession, with a point of pride in graduating the most Asian-American students with a BS degree than any other program nation-wide. CSD has recently embarked on a goal of promoting the undergraduate major to CSUEB freshmen and sophomores through a just-approved GE science course, Introduction to Communication Disorders (SPPA 2850). CSD does not have additional service or GE courses. However, our undergraduates contribute hugely to FTEs in other departments as they complete interdisciplinary prerequisites across colleges in Biology, Human Development, Psychology, ASL, Ethnic Studies, Anthropology and Statistics. Ours is a residential program with most classes offered face-to-face and occasional hybrid and online offerings. We also have a PreRequisite Courses in Speech Pathology-Online Certificate Program recently approved which will attract several undergraduates without a BS in Speech-Pathology, seeking entry into graduate programs.

4. Criterion 1

Link to Scoring Rubric

I. Institutional Learning Outcomes: (70%)

Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)

1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and...

CSD students learn to integrate basic science, clinical research, cultural competence strategies, cutting-edge technology and contemporary practice patterns to best serve diverse clients with varied communication disorders across the lifespan. Emphasis is placed on direct and indirect interactions with real patients, case studies, challenging real-world scenarios, service learning
<table>
<thead>
<tr>
<th>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others</th>
<th>Across CSD courses and practica, students present information to instructors, peers, health care providers, patients, and their families. Students learn techniques to conduct interviews and collect case history data, and to communicate concisely via clinical writing. CSD strives to address culturally competent communication, civil discourse and conflict resolution in multiple courses and a core course on cultural competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities</td>
<td>Within multiple CSD courses through clinical, service-learning, and collaborative pedagogies as well as explicitly in a required stand-alone course on Cultural and Linguistic Diversity, students develop knowledge of multicultural issues pertinent to the profession and to serving diverse clients across the lifespan.</td>
</tr>
<tr>
<td>4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities</td>
<td>Mandatory courses in the CSD major require, strongly support and structure collaborative practice and experiential learning. In multiple courses and a stand-alone required course, students receive a strong foundation in exploring issues of cultural and linguistic diversity, health disparities and learn to communicate with and serve diverse clients effectively.</td>
</tr>
<tr>
<td>5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels</td>
<td>CSD interprets sustainability uniquely as envisioning a region/nation where critical clinical services are accessible to diverse clients, at a reasonable cost. Our commitment to subsidized clinical fees on-campus, community outreach (e.g., use of mobile hearing screening van), particular research collaborations (HPN), offsite clinical practicum, service learning, and paid/unpaid student clinician volunteer positions are towards sustaining clinical service provision to underserved clients.</td>
</tr>
<tr>
<td>6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.</td>
<td>CSD majors are trained in the theory and practice of disorders affecting speech, language, hearing, cognition, respiration, and swallowing over the lifespan. Over their course of study, students have to integrate information on typical development, developmental and acquired disorders, multicultural issues, and best practices in screening, assessment, treatment, and prevention of communicative disorders.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**II. Shared Strategic Commitments: (30%)**

Externally accredited nationally and by two state agencies, Communicative Sciences and Disorders excels at delivering a contemporary curriculum, scholarly contributions, and developing innovative clinical programs supported by scientific research, best practices, and leadership. CSD celebrates diversity by supporting diverse students and clients providing rigorous training and highly sought-out, specialized therapy services for individuals with Autism, Aphasia, Brain Injury, and those seeking transgender voice therapy and accent reduction. Student excellence results from cohesive academic and clinical instruction provided by recognized experts and enhanced by deep collaborative roots with on-campus programs, community partners (hospitals, schools), and alumni. The rigorous curriculum, clinical training, and varied internships provide sound preparation to diverse students for rewarding clinical careers with opportunities for specialization and advanced degrees.

**5. Criterion 2**

**Link to Scoring Rubric**
I. FTES, Number of Majors, and Number of Degrees Awarded

SPPA

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>22.07</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>43.27</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>66.08</td>
<td></td>
</tr>
<tr>
<td>TOTAL FTES</td>
<td>153.86</td>
<td>2</td>
</tr>
</tbody>
</table>

B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Speech Pathology and Audiology BS</td>
<td>Degree Programs Total DUPLICATED</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Speech Pathology and Audiology Minor</td>
<td>MINOR</td>
<td>0.4</td>
</tr>
</tbody>
</table>

C. Number of Degrees Awarded (30%)
<table>
<thead>
<tr>
<th></th>
<th>Speech Pathology and Audiology BS</th>
<th>No Option</th>
<th>18.4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Speech Pathology and Audiology BS</td>
<td>Degree Opt. Tot</td>
<td>18.4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Speech Pathology and Audiology BS</td>
<td>Degree Tot</td>
<td>18.4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Speech Pathology and Audiology</td>
<td>MINOR</td>
<td>0.4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**D.**

Regarding the lower-division 5-year average of 22.07, this number is low because until 2012, we offered no lower division courses. One contextual detail about the MS-Speech Pathology program significantly influences the BS program. CSD is the only MS program in the Bay area that admits persons with/without a BS in Speech-Pathology. Thus, undergraduate classes include MS students completing undergraduate prerequisites in Speech-Pathology. CSD notes that the BS major is not well-known to CSUEB undergraduates. We seek to grow our undergraduate program, though we would need support/funding to offer multiple course-sections, given use of a cohort model of sequential courses, currently only offered once yearly. This makes the BS major less flexible for undergrads/transfers who can only begin the sequence annually in Fall. Combined with the 17-unit-cap, students cannot settle on our Major/Minor last-minute, without extending the duration of undergraduate study. Further, CSD has 'performance gates' so UG majors must earn a B or better in 3 CSD-courses their junior year to progress in the major. To provide CSUEB freshmen early exposure to the major, we recently secured Academic-Senate approval to offer SPPA 2850 (Introduction to Communication Disorders) as a GE-science course. External demand for the major is extremely high, evidenced by 400+ applicants for admission to the MS program. Half of these applicants do not have a BS in Speech-Pathology. Internal demand has remained stable—we lose potential majors who cannot earn B-or-better grades in 3 key courses. Minors would be encouraged with multiple sections of key courses.

**Link to Scoring Rubric**

**II. California State Jobs Projections for Each Program (35%)**
<table>
<thead>
<tr>
<th>Programs</th>
<th>Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Health Educators</td>
<td>410</td>
</tr>
<tr>
<td>2 HealthCare Practitioners and Technical Workers, All Other</td>
<td>450</td>
</tr>
<tr>
<td>3 Education, Training and Library Workers, Al Others (To include speech-language pathology assistants and special education aides in public schools)</td>
<td>960</td>
</tr>
<tr>
<td>4 Teachers/Instructors All Other</td>
<td>3340</td>
</tr>
<tr>
<td>5 Interpreters and Translators (for our bilingual/ASL-fluent students who work in HealthCare/Education)</td>
<td>510</td>
</tr>
<tr>
<td>6 Therapists, All Other (includes Applied Behavior Analysis Therapists)</td>
<td>180</td>
</tr>
</tbody>
</table>

**B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3**

Titles chosen include some but not all titles from Table 10—our choices reflect current disciplinary knowledge of jobs held by BS-degree-holders. The American-Speech-Language-Hearing-Association has identified an acute shortage of qualified speech-pathologists and audiologists in California. In 2010, certified personnel-to-population ratios were 4.1 certified audiologists and 41.4 certified speech-pathologists for every 100,000 people nation-wide. This is contrasted with merely 2.4 certified audiologists and 25.4 certified speech-language-pathologists for every 100,000 people in California. In 2011, CSD ranked first in the nation (DIVERSE:Issues in Higher Education) for granting BS degrees in Speech Pathology-Audiology to Asian-American students. Given the paucity of providers in CA and that communication disorders are among the most common disabilities, this major offers students immediate employment and incredible access to a rewarding, lucrative profession.

**6. Criterion 3**

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.
1b. System for continuous improvement of teaching

The CSD chair and chair of departmental RTP committee visit junior faculty classrooms for observations and to relay student feedback to instructors early in the quarter. Informal course evaluations are implemented at mid-quarter. Direct student feedback to the chair is shared confidentially with individual instructors. Chair facilitates junior faculty informational sessions on instructional design; the Clinic Director offers direct, sustained support to all faculty in clinical teaching assignments and practicum supervision. CSD faculty routinely participate in CSUEB faculty learning communities, specific projects (e.g. Diversity and Social Justice Faculty Fellows, Critical Thinking Assessment Project, PEIL grants) to enhance instructional competence.

2. Teaching awards, teaching grants, and recognitions

Grant Awards
- Leadership-Research Training Grant for Minority Students, California Wellness Foundation (2012-2015; Amount: $180,000, PIs: Mahendra, Kashinath)
- CSUEB RSCA Grant (Mahendra, 2013): Advancing Diversity in Aging Research
- CSUEB Critical Thinking Assessment Project (Greene, 2013) - Funding awarded
- CLASS Diversity-Social Justice Faculty Fellows (Mahendra, 2013) - Funding awarded

Individual Awards
- 2012: Kashinath, CSUEB Accessibility Services Award for Outstanding Commitment to Inclusive Practices
- 2012: Mahendra, Certificate of Recognition, Significant Contributions to Multicultural Affairs (In Teaching, Research, Service), American Speech Language Hearing Association
- 2012, 2010: Mahendra, Recipient, Award for Commitment to Diversity Issues as Instructor (Course: SPPA 4868 - Cultural & Linguistic Diversity), Diversity Day, CSUEB

3. Faculty-supervised student projects

CSD has a rich legacy of faculty-supervised student projects in clinical research, consumer outreach-education, and advocacy for persons with communication disorders. Evidence of this legacy appears below:
- 2 student research fellows in 2012-13, funded by CSUEB's Center for Student Research (CSR)
- 8 student research fellows in 2013-14, funded by CSR
- 5 peer-reviewed, student-authored presentations at the 2013 convention of the American Speech and Hearing Association; over 15 student presenters at conferences since 2010
- 1 CSD student - a finalist in 2009 Inter-CSU Research Competition
- 8 students co-authored peer-reviewed publications with faculty since 2008

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

Multiple areas deserve special mention. In 2009, CSD redefined its curriculum with commitment to research and evidence-based practice, clinical skills across the lifespan, and diversity issues. CSD has an incredibly diverse faculty (3 women, 2 men). 4 of these 5 faculty are bi/multilingual speech pathologists; 2 are LGBT faculty; 2 were once international students; 3 are first-generation Americans.

With our technical staff, we also represent a unique clinical skill set spanning a variety of disorders across the lifespan. We strive ceaselessly to celebrate and support this diversity in our research, curriculum, advising interactions, commitment to students and CSD's envisioned future.

1a. TT faculty contributions
2008 - Total Number 2008 - Average per TT 2009 - Total Number 2009 - Average per TT 2010 - Total Number 2010 - Average per TT 2011 - Total Number 2011 - Average per TT

Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books 4 1.00 4 1.00 2 0.40 9 1.80

Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities 12 3.00 16 4.00 11 2.20 11 2.20

Number of TT faculty in Table 1 in supplemental data package * 4 4 5 5 4

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

Given the critical need and demands on CSD to maintain external accreditations, service loads are substantial. Coupled with low faculty numbers, this rendered faculty achievement a heavy hit in 2008-2011. Yet CSD remained productive earning internal and external grants, multiple awards, mentoring student researchers, launching collaborations/new programs, and generating scholarship.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

CSD lecturers and FERPs are uniquely qualified and recognized with multiple lecturers being former faculty (Patterson, Lohman), long-term CSD lecturers/staff (Simrin, Rosenquist, Henderson-Sabes), and having specialty recognition in areas they teach (Lohman, Deane, Patterson). All generously volunteer some service and have distinguished records of professional achievement with extensive experience.

2. List significant examples for the following (up to 100 words):

Grants
Leadership-Research Training Grant for Minority Students, California Wellness Foundation (2012-2015, $180,000, PI: Mahendra, Co-I: Kashinath)
New-Investigator Grant, Alzheimer’s Association (2006-2010, $198,624, PI: Mahendra)

Awards
2012: Kashinath, CSUEB Accessibility Services Award-Outstanding Commitment to Inclusive Practices
2012: Mahendra, Recognition for Significant Contributions to Multicultural Affairs by American Speech-Language-Hearing-Association
2011: Patterson, Awarded title of Fellow, American Speech-Language-Hearing-Association (for Outstanding Professional Contributions)
2010: Simrin, Outstanding Service Award, California Speech-Language-Hearing-Association
2007: Lohman, Cambridge Who’s Who-Professional of the Year (Speech-Pathology)
2006, 2008: Lohman, ASHA Award for Continuing Education
2006: Mahendra, Editor’s Award, American Journal of Speech-Language-Pathology (for most meritorious article)
3. List significant professional activities (up to 100 words)

Abbreviations: American Speech-Language-Hearing Association (ASHA), California Speech-Language-Hearing Association (CSHA)

Select Activities

Fellowship
Mahendra: Stanford University School of Medicine (Ethnogeriatrics, 2011-13)

ASHA
Patterson: Key leadership roles—since 2007
Kashinath, Mahendra, Patterson: Members—multiple years (Convention Committee)
Mahendra: Chair, Multicultural Issues Board—2005

CSHA
Lohman: Past Regional Director
Greene, Kashinath, Mahendra, Rosenquist, Simrin, Bernstein-Ellis: 2014 Convention Committee
Mahendra: Chair, Diversity Issue Committee—2008-to-2010

Editorial Contributions
Mahendra: Member, Editorial Board, Journal: Nonpharmacological Therapies in Dementia
Kashinath: Invited article—CSHA Magazine (2011)
Patterson, Kashinath, Mahendra: Multiple invited chapters in leading textbooks
Mahendra: Guest-Editor—CSHA Magazine issue on Multiculturalism Revisited (2010)
Patterson: Co-Editor, Journal: Perspectives on Neurophysiology—Neurogenic Language Disorders (2006-09)

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

CSD completed an exhaustive curriculum overhaul in 2008-09, with implementation effective Fall 2010, to align with latest professional standards issued by our accrediting agencies. CSD maintains an Advisory Board composed of community stakeholders (clients, employers) and program stakeholders (internship-supervisors, alumni, emeritus-faculty, donors) who provide regular input and speak for the program's needs/distinctive aspects at accreditation site-visits. Features of program tracking include annual alumni surveys, exiting graduates survey, biennial employer surveys, and recently-implemented advising satisfaction survey for progressing students. We are doing our best to increase interest and knowledge about the undergraduate major and professions of speech-pathology and audiology, with multiple forthcoming initiatives.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

CSD currently has a bold, comprehensive undergraduate curriculum strongly emphasizing a basic science-foundation while requiring courses in Clinical Methods, Evidence-based Practice, Cultural-Linguistic-Diversity, instrumentation-based labs, and permitting enrollment in interdisciplinary electives. CSD has rapidly expanded service-learning opportunities providing undergraduates unprecedented access to patients, within courses. Last year, 3 undergraduate courses had service-learning components. CSD is also among fewer programs state-wide, committed to offering qualified undergraduates (3.5-or-better GPA) direct clinical practicum training. An Online Certificate course for undergrad pre-requisites to the MS degree, recently gained Senate approval. CSD plans to build its faculty ranks before launching this program.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

State-wide Accreditation
Council on Academic Educator Preparation-CAEP (formerly NCATE)
California Commission on Teacher Credentialing (CCTC)

CSD has been continuously accredited by ASHA since 1970. In the 2006-08 accreditation by NCATE-CCTC, CSD was stated to be "a model program in speech-language pathology state-wide". Notable distinctions: Innovative curriculum (required course on Diversity Issues, expanded elective offerings, topics covering the lifespan). Two of CSD's clinical programs have national recognition- the autism language clinic recognized by the Autism Society of America (2006) and the Aphasia Treatment Program (that recently received an award from National Stroke Association-2013).

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):
CSD has exceeded expectations, managing itself with meagre resources and the paucity of TT-faculty and senior leadership. Whereas CSD is benefiting immensely from major/minor IREE and ECL funding since last year, we have urgent needs to upgrade our clinic and instructional-lab spaces, enhance ADA-related accessibility, and fund technology-upgrades to enhance practicum supervision. We are a strong program that has used our own funds as-much-as possible for equipment/infrastructure needs, to minimize negative effects on program quality. That said, quality in equipment-reliant and lab-dependent classes and clinical services deteriorated given aforementioned need to upgrade facilities/equipment or provide more/larger space.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):
Faculty advisors have distinct roles (e.g. UG advisor, cohort-specific grad advisors, student organization chapter advisor) and CSD has recently enhanced its advising structure, new student orientation, and documentation of advising sessions in the wake of our recent national re-accreditation. Cohort-specific roadmaps are published on our website and provided to students during individual and group advising. The department partners with over a 100 external sites (e.g. public school districts, major hospitals, rehab centers, Veteran's Affairs centers, nursing facilities, early intervention sites) to offer each grad student two distinct internships beyond required on-campus clinical training, service learning, and clinical/research volunteer opportunities.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):
Given three external accrediting bodies, it is fair to say CSD is in a constant mode of programmatic assessment and quality improvement to maintain its reputation, be responsive to accreditation requirements, and to deliver a cutting-edge, STEM-enhanced undergraduate program. CSD recently revised its program SLOs to reflect alignment to CSUEB’s approved ILOs; our 5-year strategic plan also is being updated to demonstrate maximal alignment with our institution’s priorities. A new curriculum was recently implemented and was in partial response to student outcomes and feedback while also integrating the latest professional standards and practice patterns. Just last year, advising structure and roles/responsibilities were significantly redesigned in response to a program-wide advising satisfaction survey (completed as part-fulfilment of a college-level FACT project) completed by undergraduates and graduates. More recently, undergraduates have requested more exposure/access to faculty research -CSD is currently taking steps to respond thoughtfully and positively to this request.

5. Student success; list/describe the following (up to 100 words):
Most CSD undergraduates end up being employed (60%) or are admitted to graduate programs within/outside California (remaining 40%). CSD tracks these data loosely- several undergrads seek careers in other educational/community-service professions (social work, special ed teachers) or as other therapists (recreational-therapists, applied behavioral-therapists). 2 to 4 of our mean 18 UGs graduating annually are admitted to CSD's Masters program. Employer/alumni surveys usually target MS graduates. CSD has multiple paid research/clinical student-assistant positions and unpaid volunteer positions providing UGs unique opportunities. This year, 5 of 18 undergrads are in an externally funded minority training grant; another 3 are
7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>7%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>50%</td>
</tr>
<tr>
<td>Graduate</td>
<td>113%</td>
</tr>
</tbody>
</table>

combined SFR is 52%

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>1</td>
</tr>
<tr>
<td>Upper Division</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>5</td>
</tr>
</tbody>
</table>

combined trend is 4

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th></th>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>CSD</td>
<td>3,733.46</td>
<td>9.39%</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

III. Narrative (up to 250 Words) (50%)

These data place us consistently above the EB and system-wide SFR. This suggests clearly that CSD is
working as efficiently and sustainably (regarding cost) as possible for a professional preparation program that has consistently maintained its external accreditation, high graduate-student enrollments, and a reputation for being a rigorous, outstanding clinical training program.

CSD has unique nuances that require explanation. First, in 2012-13, CSD had 5 TT faculty (in Winter-Spring 2013) and 2 technical staff (who are 12-month employees). Technical staff have higher-than-regular-admin-staff salaries, commensurate with fair market rate for experienced, licensed speech-language-pathologists. To remain a competitive program, CSD needs to be able to hire qualified, experienced technical staff. These staffers teach clinic-specific courses, heavily supervise on-site practicum students and offsite interns, and render crucial patient/student services given our on-campus clinic operating 4-days weekly. Next, every faculty in CSD teaches two classroom courses (8 wtu) and another 4 wtu of clinical practicum every quarter. Routinely, when faculty are released from instructional duties for grants/administration, we get university funding to hire lecturers for classes but not to replace faculty supervision (of practicum) in clinic. There is ambiguity as to how this questionable precedent resulted but it impacts us significantly. For example, last year CSD paid for hourly part-time clinical supervision to the tune of $53,809 out of its department trust to staff clinical practicum teaching and patient-service needs. So far, we have been unable to hire clinical supervisors as lecturers in the program. This also speaks to our self-sufficiency, to a degree.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

Against a backdrop of meagre resources and small faculty numbers, the program has exceeded expectations by sustaining excellence in instruction, research, clinical program development, securing grant funding, receiving state and national awards, and earning external re-accreditation by 3 agencies. With current faculty numbers and only offering one course section a year in the undergraduate and graduate major, we are not in a position to grow the program with current resources. We likely can realize minor enhancements to our efficiency (e.g. managing admissions review, academic advising for large graduate cohorts, slightly reducing number of clinical practicum hours, and redesigning clinical supervision on-campus) and a planned approach to making these enhancements is reflected in CSD’s 5-year strategic plan document, currently being updated.

II. Impact of Declining Resources (Up to 125 words)

Since 2009-2010, CSD has survived and demonstrated its resilience given reduced faculty numbers (from retirement/resignation), loss of a full-time-ASA, and reduced Supplies-Services (S+S) funding. Yet we earned external re-accreditation, maintained high graduation rates, outstanding employment rates for new graduates, attracted qualified new faculty, and our faculty/programs have been recognized by national awards. Our fate with further reduction of resources depends on the resource type potentially reduced. We cannot function with fewer tenured/tenure-track faculty, however, we could stomach an added reduction in Supplies and Services funding. Further reduction in personnel resources would render the faculty workload crushing negatively impacting scholarship, faculty retention, effectiveness of student advising, and potentially the ability to maintain program accreditation and reputation. Declining resources would also completely halt programmatic innovation and development.

III. Impact of Augmentation (Up to 125 words)

Given more resources, CSD would undoubtedly achieve national distinction. We have thrived impressively with dwindling resources. CSD is a strong program and could easily become outstanding given more faculty, more space (for labs, clinical services, research), and improved clinical teaching/research infrastructure. We would confidently be able to launch an approved Online Certificate Program for Speech Pathology-Prerequisites, expand Continuing Education Workshops for professionals simultaneously earning revenue, consider course/clinic offerings at Concord, and if the opportunity arises, even launch a joint-doctoral program with UCSF or UC Berkeley (to mirror PhD in Special Education offered by SFSU and UC Berkeley, and PhD in Speech Pathology by SDSU and UCSD, both in the CSU-system). We would also realize a vision of consumer outreach, education, and service learning to benefit our community.
IV. Additional Information (Up to 250 words)

We sincerely hope reviewers appreciate that CSD has successfully placed CSUEB on the national map and will remain a striking jewel in CSUEB's crown. Consider select noteworthy accomplishments:
1) A stellar regional reputation, a highly sought-after graduate program, with 400+ applicants for 30 spots last several years
2) The undergrad program in Speech-Language-Pathology with the most number of Asian students earning a B.S., nation-wide
3) 100% employment rate for new MS graduates
4) An award-winning Aphasia (post-stroke language impairments) Treatment Program for stroke survivors- 1 among only 9 or 10 such programs nation-wide- recently awarded a 2013 Award of Excellence, by the National Stroke Association
5) The only mobile hearing-screening van in the state, and a unique/rare clinical service program for adults (CSUEB students) diagnosed with autism
6) Multiple faculty and staff having received state-wide or national awards for excellence in our professional discipline
6) External grant earnings approximating $600,000 since 2006-07, with 14 faculty RSCA grants since then
7) Commendation by California Commission on Teacher Credentialing, holding up CSD as a model program state-wide in last accreditation cycle
8) Recent successful re-accreditation by American-Speech-Language-Hearing Association, for maximum permissible 8-year interval
9) A commitment to student training and clinical-service provision across the lifespan, which distinguishes us from Bay area-sister schools that emphasize childhood disorders
10) An edge in preparing students for medical speech-language pathology careers
11) A strong, deep commitment to multiculturalism and diversity issues reflected in the curriculum, faculty research and scholarship, clinical-service delivery, and student body composition

Response Location

<table>
<thead>
<tr>
<th>Country:</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region:</td>
<td>CA</td>
</tr>
<tr>
<td>City:</td>
<td>Hayward</td>
</tr>
<tr>
<td>Postal Code:</td>
<td>94542</td>
</tr>
<tr>
<td>Long &amp; Lat:</td>
<td>Lat: 37.658199, Long:-122.043098</td>
</tr>
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