**ANNUAL PROGRAM REPORT**

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|---|---|
| College | College of Health |
| Department | Speech, Language, and Hearing Sciences |
| Program | B.S. in Speech Pathology and Audiology |
| Reporting for Academic Year | 2024-2025 |
| Last 5-Year Review | 2024 |
| Next 5-Year Review | 2029 |
| Department Chair | Eve Higby |
| Author of Review | Eve Higby |
| Date Submitted | October 3, 2025 |

## I. SELF-STUDY

### A. Five-Year Review Planning Goals

In Fall 2024, the department conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis as part of updating the department's strategic plan. Based on the results of this analysis and recommendations and concerns identified in the self-study, we developed the following strategic goals, spanning the graduate and undergraduate program.

**Goal 1: Academic Excellence and Innovation**
**Objectives:**

1. Establish a path for undergraduate students in the major to obtain SLP-A certification in the undergraduate program.
2. Complete curricular review of current undergraduate and graduate coursework to reduce redundancies, expand breadth and identify logical sequence of courses.
3. Explore development of undergraduate certificate(s) to increase depth of instruction in focus areas (for e.g., multilingualism/diversity issues).
4. Review and refine current graduate capstone experience with a focus on authentic assessment of knowledge and skills across ASHA's Big 9 areas of practice
5. Increase student recruitment and retention through student advising and mentoring programs.

**Goal 2: Financial Sustainability**
**Objectives:**

1. Launch online MS Program through Continuing Education with clear MOU for revenue sharing.
2. Increase external funding for faculty scholarship and student research through grants and clinical contracts
3. Collaborate with University Advancement to implement strategies for increasing donations to support students, programs, and facilities (e.g., outdoor clinic space).
4. Expand continuing education offerings to generate revenue for departmental activities.
5. Develop a meaningful alumni engagement plan.

**Goal 3: Growth and Expansion**
**Objectives:**

1. Increase undergraduate enrollment through university wide outreach
2. Increase visibility of SLHS majors by increasing awareness of currently available SLHS GE courses for outside majors.
3. Increase the number of tenured/tenure track faculty to meet student needs.

4. Grow the number of qualified bilingual clinical supervisors to support clinical instruction
5. Explore school district partnerships to fund graduate education for students.

**Goal 4: Clinical Excellence and Impact**
**Objectives:**

1. Expand clinical programs through development of speciality clinics
2. Integrate increased knowledge and practice in clinical writing and evidence based practice across courses (such as labs).
3. Grow opportunities for specialized clinical training through various collaborations (e.g., IPP simulation clinics, speciality community based clinics, grant funded interprofessional training programs etc)

## B. Progress Toward Five-Year Review Planning Goals

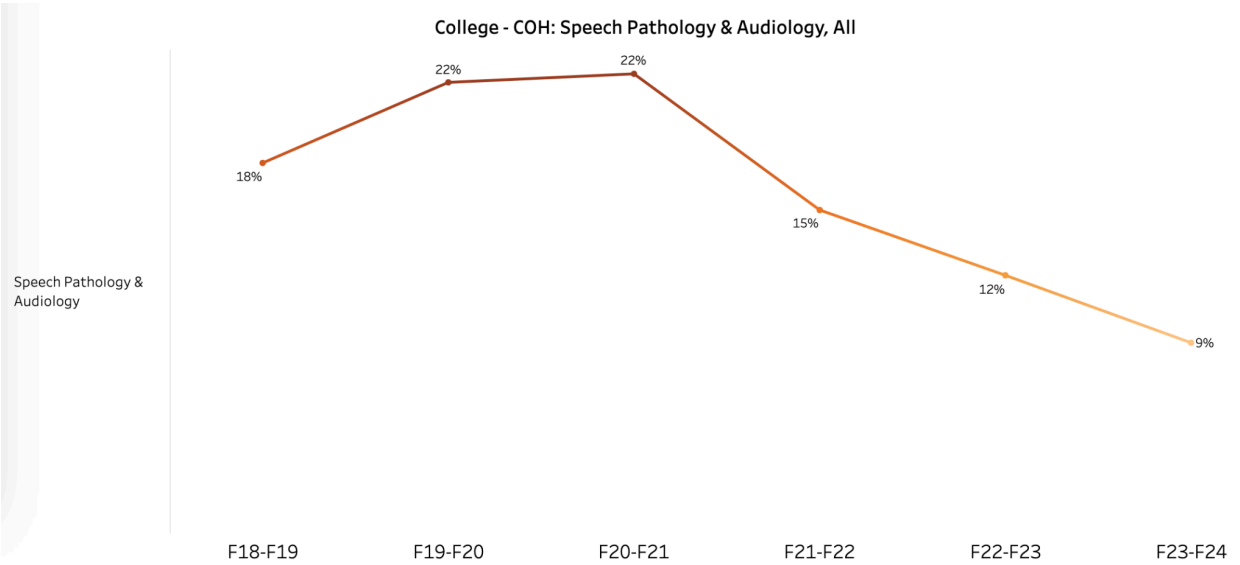
**Goal 1: Academic Excellence and Innovation**
In AY 24-25, the department addressed and made progress on 3 of the 4 objectives relevant to the B.S. program.

***Objective #2: Complete curricular review of current undergraduate and graduate coursework to reduce redundancies, expand breadth and identify logical sequence of courses.*** The department's Curriculum Committee completed a thorough review of the undergraduate curriculum in Spring 2025 and revised the Student Learning Outcomes (SLOs) and listed prerequisites for all courses. They also recommended curricular changes including 1) splitting SLHS 302 into 2 courses, 2) changing SLHS 303 from 3 units to 4 units to expand the hearing science content, 3) adding a new course (SLHS 408) on aural rehabilitation. All of the committee's recommendations have been implemented through Curriculog submissions in September 2025, with the following additional curricular updates: 1) merging the content from SLHS 310 into SLHS 400 and increasing the units of SLHS 400 from 2 units to 3, 2) proposing new GEOC designations for three existing courses: SLHS 300 (GE UD-4), SLHS 303 (GE UD-5), and SLHS 401 (GE UD-5), and 3) updating the course classifications for several courses to C2 for better consistency. A few changes were made to the location of specific courses on the degree roadmap as well.

***Objective #3: Explore development of undergraduate certificate(s) to increase depth of instruction in focus areas (for e.g., multilingualism/diversity issues).*** A working group on the department's IDEA (Inclusion, Diversity, Equity, and Access) Committee worked on developing two new certificate programs during AY 24-25, one of which is open to undergraduates. The "Certificate in Fundamentals of Spanish in Speech-Language Pathology" comprises 5 courses (4 required courses and an elective) and 30 hours of clinical or research volunteering that uses Spanish. This certificate will be available to both undergraduate and graduate students. The "Certificate in Fundamentals and Clinical Skills of Spanish in Speech-Language Pathology" comprises 5 courses (4 required courses and an elective) and 50 hours of supervised clinical experience working with clients in Spanish. This certificate will be available only to graduate students. These programs will be submitted in October 2025 for university review and will be available in Fall 2026 if approved.

***Objective #5: Increase student recruitment and retention through student advising and mentoring programs.*** The program has improved its retention rate over the past few years (from 22% between F20-F21 to 9% between F23-F24 (see Figure 1). While data on fall-to-fall retention between F24-F25 is not yet available in Pioneer Insights, our own departmental records indicate that only 4 students in the major failed to return between F24-F25, representing less than 5% of all majors enrolled in Fall 2024. In Fall 2025, the department made the decision to expand our Peer Ambassador mentorship program from 1 undergraduate peer ambassador to 3 to better support our growing undergraduate student population.

**Figure 1. Fall-to-fall attrition rates from F18-F24 (no data yet available for F24-F25).**




*Source: Pioneer Insights (https://data.csueastbay.edu/#/enrollment/majors/student_departure)*

**Goal 2: Financial Sustainability**

We have only addressed this goal as it relates to the M.S. program at this time.

**Goal 3: Growth and Expansion**

The department addressed and made progress on all 3 of the objectives relevant to the B.S. program.

***Objective #1: Increase undergraduate enrollment through university wide outreach.*** We have increased our enrollment of students in the B.S. program from a total of 90 in Fall 2024 to 99 in Fall 2025 (see Table 1). This represents a 50% increase in the number of new majors (students at junior status who are beginning the major course sequence) from 32 in Fall 2024 to 48 in Fall 2025.

**Table 1. Enrollment figures for Fall 2024 and Fall 2025**

| | **Fall 2024** | **Fall 2025** |
|---|---|---|
| First-time frosh | 28 | 39 |
| Transfer | 58 | 54 |
| Postbaccalaureate | 4 | 6 |
| **Total** | **90** | **99** |

*Source: Data from Fall 2024 comes from Pioneer Insights (https://data.csueastbay.edu/#/apr/program_data/program_enrollment). Data from Fall 2025 comes from Bay Advisor and department tracking documents.*

***Objective #2: Increase visibility of SLHS majors by increasing awareness of currently available SLHS GE courses for outside majors.*** The department currently offers 3 GE courses (SLHS 204, 208, 306). In 2024, we revised one course (SLHS 306) to fulfill the University Writing Requirement (UWR) in addition to the other two GE designations it holds (UD-4 and Diversity overlay). In Fall 2025, we revised three existing courses (SLHS 300, 303, 401) to add GE designation to them in an effort to broaden participation in these courses by students from other majors (particularly from other College of Health departments) and increase visibility of the Speech Pathology and Audiology degree program. These proposals are still under review.

**Table 2. SLHS courses with current or anticipated GE designations**

| Lower-division GE courses | Upper-division GE courses |
|---|---|
| SLHS 204 (UD | SLHS 306W (UD-4, Diversity overlay, UWR) |
| SLHS 208 (UD | *SLHS 300 (UD-4)* |
| | *SLHS 303 (UD-5)* |
| | *SLHS 401 (UD-5)* |

Note: The courses in italics were submitted as GEOC proposals in September 2025, which are currently under review.

***Objective #3: Increase the number of tenured/tenure track faculty to meet student needs.*** In September 2025, our request for a new tenure-track faculty member was approved by the Dean and Provost. The department will run this search in AY 25-26 for a start date of Fall 2026.

**Goal 4: Clinical Excellence and Impact**

The department has addressed and made progress toward the objectives that are part of this goal, but these advancements are more relevant to the graduate program. Increased clinical opportunities may allow for increased opportunities for undergraduate students to volunteer in clinical programs, but data needed to track this is unavailable.

### C. Program Changes and Needs

**Overview:** The B.S. program continues to serve a diverse set of students pursuing career pathways in speech-language pathology, audiology, and adjacent roles in educational and healthcare settings. The most significant changes in the department during AY 2024-25 include a change in the department chair, a major curricular review of all courses in the undergraduate program, and the development of a bilingual certificate program.

**Curriculum:** The department Curriculum Committee conducted a comprehensive review of the undergraduate curriculum in Spring 2025. The committee reviewed the Student Learning Outcomes (SLOs) for all courses, all course prerequisites, and the sequence of courses on our undergraduate program roadmaps. The committee also addressed student and instructor feedback on desired curricular changes. The committee provided recommended edits for each of these areas, which are being submitted to Curriculog this fall as course and program revisions. Additionally, the department developed a bilingual certificate program that includes two new courses focused on obtaining Spanish-language clinical skills. These changes reflect emerging trends in undergraduate foundational training in our discipline, changes in requirements for graduate school admission in speech-language pathology and audiology programs, and the need for better preparation of bilinguals entering the field. The department will need to recruit more Spanish-English bilingual clinical supervisors to meet the needs of the bilingual certificate program, expected to launch in Fall 2026.

**Students:** Student engagement in the major and graduation rates remained high. The department continues to support an active professional student organization, the National Student Speech, Language, and Hearing Association (NSSLHA), which earned gold honors from National NSSLHA last year as in past years. The department anticipates engaging in greater collaboration with students in other College of Health departments, possibly holding joint events, now that the department has moved into the College of Health.

**Faculty:** In May 2025, a transition occurred in the department chair role with Dr. Eve Higby taking over the role (in an interim capacity) from Dr. Elena Dukhovny. In addition, Dr. Shubha Kashinath was appointed Interim Associate Dean of the newly established College of Health. These changes represent a significant leadership transition for the department.

Our program continues to operate with a reduced faculty size, which has strained faculty capacity and led to an unsustainable workload burden, particularly in terms of service to the department and the university and meeting the needs of our students. The program has been approved for a new tenure-track faculty line beginning in Fall 2026, with the position currently awaiting HR approval. However, faculty capacity remains a critical need to support program growth, maintain coverage of required courses, and expand research and service contributions. Thus, the department requests an additional tenure-track faculty line to begin in Fall 2027 to bring us to the necessary faculty size to support the needs of all of our programs.

**Staff:** The program is supported by a full-time Administrative Support Coordinator (ASC), Tiffany Ramoneda. This ASC role is unlike others in that it supports both the undergraduate and graduate programs as well as the on-campus speech and language clinic, which includes 2.5 FTE clinical staff positions and several temporary clinical supervisory staff. This is a significant amount of work for the position. Additional administrative staff, particularly to support clinic activities, would ease the excessive workload currently placed on Tiffany and allow her to better support faculty and focus on administrative tasks relevant to the academic programs.

**Resources:** The department continues to operate within existing space and facility constraints. Major equipment and software used in the department includes SimuCase clinical training software, ClinicNote electronic medical records, CALIPSO clinical training tracking platform, and a clinical observation and feedback closed-circuit system (VALT). There are some upgrades needed for instructional lab equipment, particularly those used in the Hearing and Speech Science (SLHS 303) and Audiology (SLHS 402/403) courses. We anticipate being able to use donation funds allocated for lab equipment upgrades to purchase updated equipment and software. Long-term planning for additional facilities, including exploration of an outdoor clinic space, remains a priority.

**Assessment:** The department conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis in December 2024. The analysis involved input from all regular faculty and staff members in the department and considered the needs of students, staff, faculty, and clinic clients, as well as trends in the field. The analysis also considered the anticipated change to the College of Health in Summer 2025. The outcome of the analysis was revised department mission and vision statements as well as a revised set of program goals and objectives.

**Other:** No major program modifications were made in AY 2024-25.

## II. SUMMARY OF ASSESSMENT

### A. Program Learning Outcomes (PLO)

**Table 3. Alignment of PLOs with ILOs**

| PLO # | PLO | ILOs |
|---|---|---|
| PLO 1 | Demonstrate the foundational knowledge for entry-level professional training in speech-language pathology and audiology | 1, 6 |
| PLO 2 | Integrate knowledge from natural, behavioral and social sciences with contemporary theory and practice in speech-language pathology and audiology | 1, 6 |
| PLO 3 | Demonstrate quantitative and critical thinking skills to address complex problems in Speech Pathology and Audiology | 1 |
| PLO 4 | Describe typical and atypical communicative and cognitive development and behavior across the lifespan | 2, 6 |

| | | |
|---|---|---|
| PLO 5 | Articulate the importance of cultural competence, ethics and advocacy in serving a diverse population | 3, 5 |
| PLO 6 | Communicate ideas, contemporary perspectives and professional values clearly and persuasively in speech and writing | 2 |
| PLO 7 | Demonstrate skills in working collaboratively with peers, professionals and community partners | 4 |

### B. Summary of Assessment Process

The SLHS Curriculum Committee regularly reviews the curriculum for the Speech Pathology and Audiology major, meeting weekly or biweekly during the semester. The committee discusses curricular needs based on student and instructor feedback, alignment with the prerequisite course content areas for SLP certification standards published by our professional governing body, the American Speech-Language-Hearing Association, and graduate program entrance requirements in our field.

### C. Summary of Assessment Results

Based on the discussions in the Curriculum Committee about curricular needs, we made several important changes to our course offerings and major roadmap last year. For example, we:

a) Made changes to degree requirements based on the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)'s SLP Standards for Certification
b) Revised an existing course (SLHS 306W) to meet the requirements of the University Writing Requirement
c) Developed a course on aural rehabilitation in response to application requirements of graduate programs in our field (currently under review in Curriculog)
d) Divided a content-heavy course (SLHS 302) into two separate courses (currently under review in Curriculog)
e) Increased the units for Hearing and Speech Science (SLHS 303) from 3 to 4 units to sufficiently cover speech science and hearing science topics (currently under review in Curriculog)
f) Increased the units for Careers in Communication Sciences and Disorders (SLHS 400) from 2 units to 3 units to include more preparation of students for graduate school applications (currently under review in Curriculog)
g) Revised three existing courses (SLHS 300, 303, 401) to add GEOC designations (currently under review in Curriculog)

### D. Assessment Plans for Next Year

In AY 2025-26, the program will:

- Continue curricular review with a focus on career readiness and graduate school preparedness of students in the B.S. program
- Collect data for the ILO on Thinking and Reasoning across the curriculum

## III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

### A. Discussion of Trends & Reflections Notable Trends;

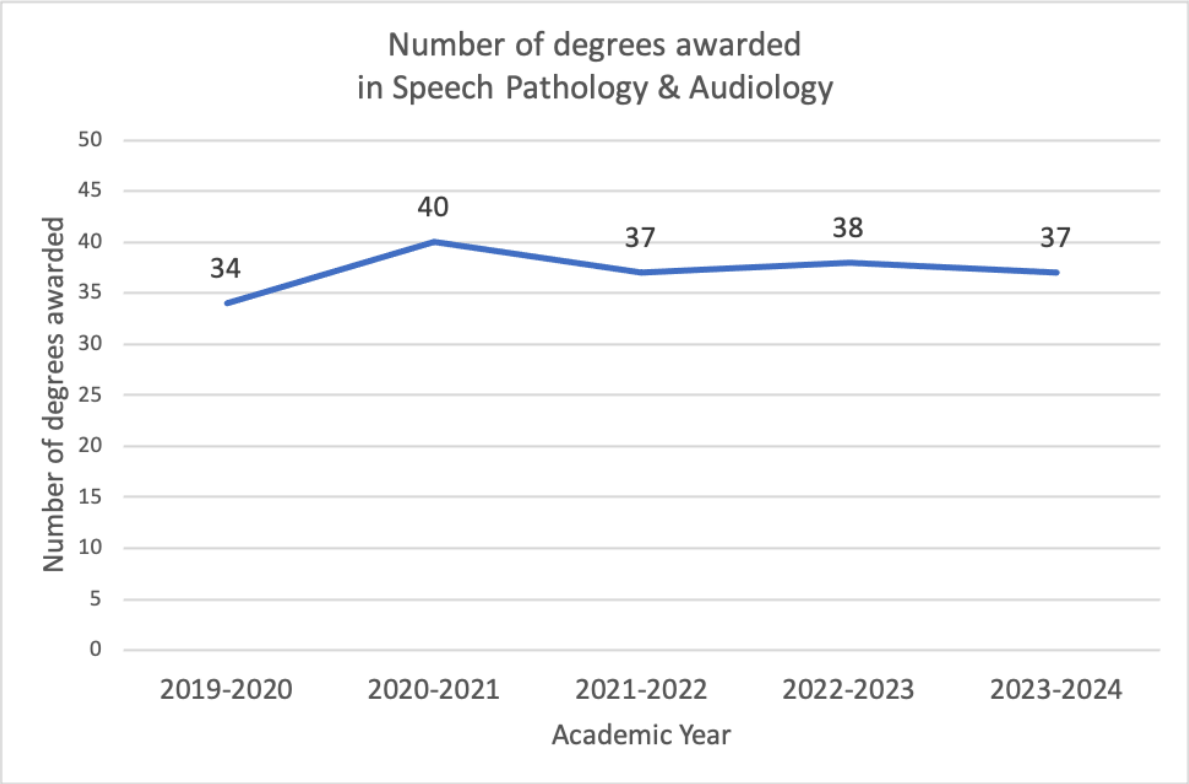
***Degrees awarded:*** Despite declining enrollments in the major over the past few years, the program has graduated a consistent number of students (ranging from 34-40 each year) over the past five years, which provides additional evidence of our improved student retention and support model (see Table 4 and Figure 3). Note that data is not yet available in Pioneer Insights for AY 2024-25.

**Table 4. Number of degrees awarded in Speech Pathology and Audiology from 2019 to 2024**

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|
| Number of degrees awarded | 34 | 40 | 37 | 38 | 37 |

*Source: https://data.csueastbay.edu/#/apr/program_data/degrees_awarded*

**Figure 3. Number of degrees awarded in Speech Pathology and Audiology from 2019 to 2024**




*Source: https://data.csueastbay.edu/#/apr/program_data/degrees_awarded*

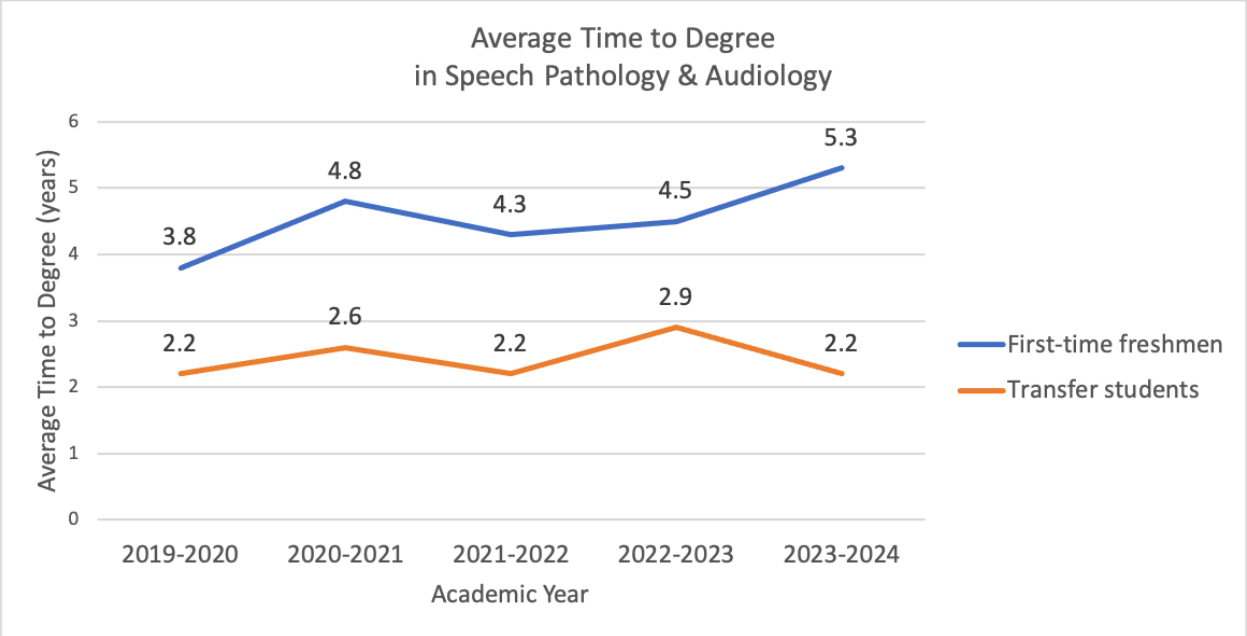
***Average time to degree:*** Students who earned the B.S. in Speech Pathology and Audiology in the past five years had an average time to degree of 4.5 years for first-time freshmen and 2.4 years for transfer students (see Table 5 and Figure 4). The time-to-degree for majors is consistently shorter than the average for all students in CLASS for both first-time freshmen and transfer students. Note that data is not yet available in Pioneer Insights for AY 2024-25.

**Table 5. Average time to degree for Speech Pathology & Audiology majors and all CLASS majors from 2019-2024**

| Time to degree (yrs) | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | *Average* |
|---|---|---|---|---|---|---|
| First-time freshmen | | | | | | |
| Speech Path & Aud | 3.8 | 4.8 | 4.3 | 4.5 | 5.3 | ***4.5*** |
| CLASS | 4.9 | 4.9 | 5.0 | 4.7 | 5.2 | ***4.9*** |
| Transfer students | | | | | | |
| Speech Path & Aud | 2.2 | 2.6 | 2.2 | 2.9 | 2.2 | ***2.4*** |
| CLASS | 2.7 | 2.9 | 3.3 | 2.9 | 3.2 | ***3.0*** |

*Source: https://data.csueastbay.edu/#/apr/program_data/degrees_awarded*

**Figure 4. Average time to degree**




*Source: https://data.csueastbay.edu/#/apr/program_data/degrees_awarded*

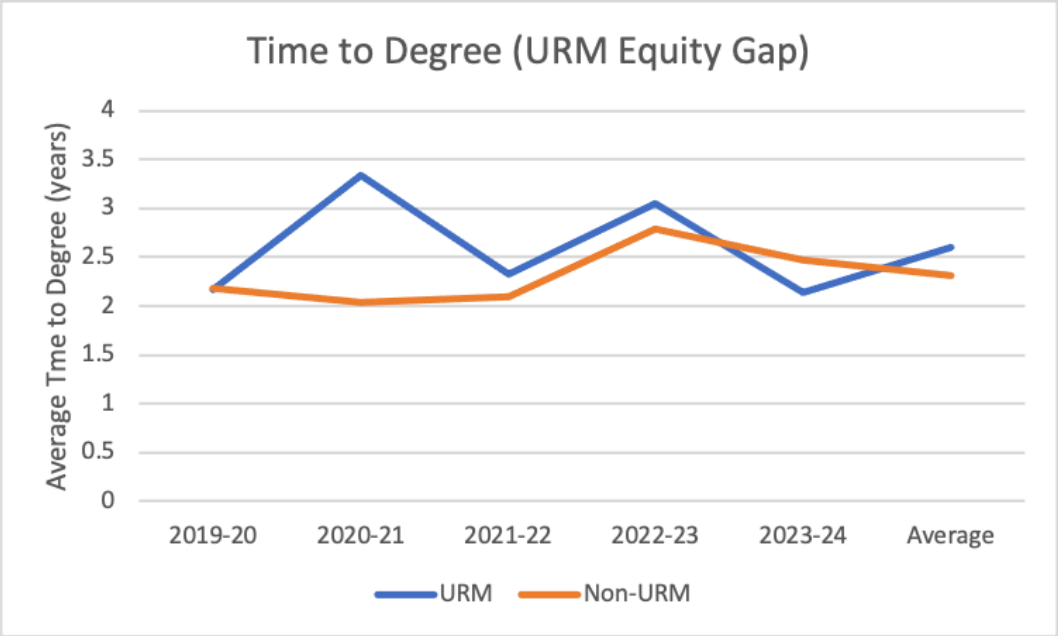
***Equity gaps:*** Time to degree is one way of measuring equity gaps. The average time to degree for Speech Pathology and Audiology majors is similar for the various groups that can be compared using data from Pioneer Insights (see Table 6 and Figures 5-7).

**Table 6. Average time to degree for Speech Pathology and Audiology majors in different equity comparisons (2019-2024)**

| | URM | Non-URM | Low Inc | Non-LI | First Gen | Non-FG |
|---|---|---|---|---|---|---|
| Time to degree (yrs) | 2.6 | 2.3 | 2.5 | 2.5 | 2.4 | 2.6 |

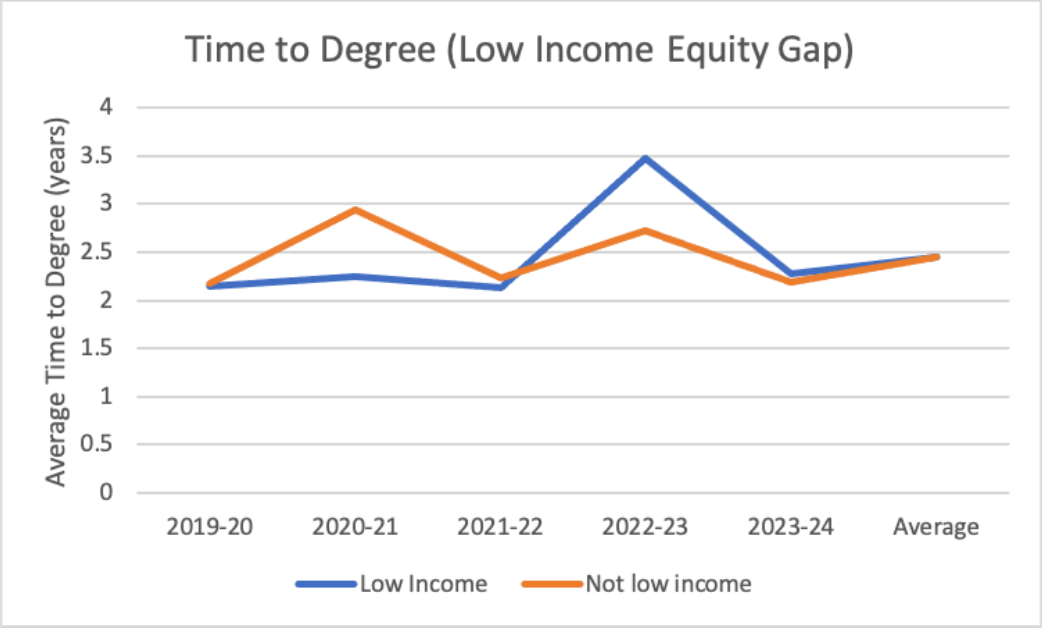
*Source: https://data.csueastbay.edu/#/apr/program_data/degrees_awarded*
Note: URM = Under-represented minorities, LI = Low Income, FG = First Generation

**Figure 5. Average time to degree for Speech Pathology and Audiology majors comparing URM (under-represented minorities) and non-URM students (2019-2024)**



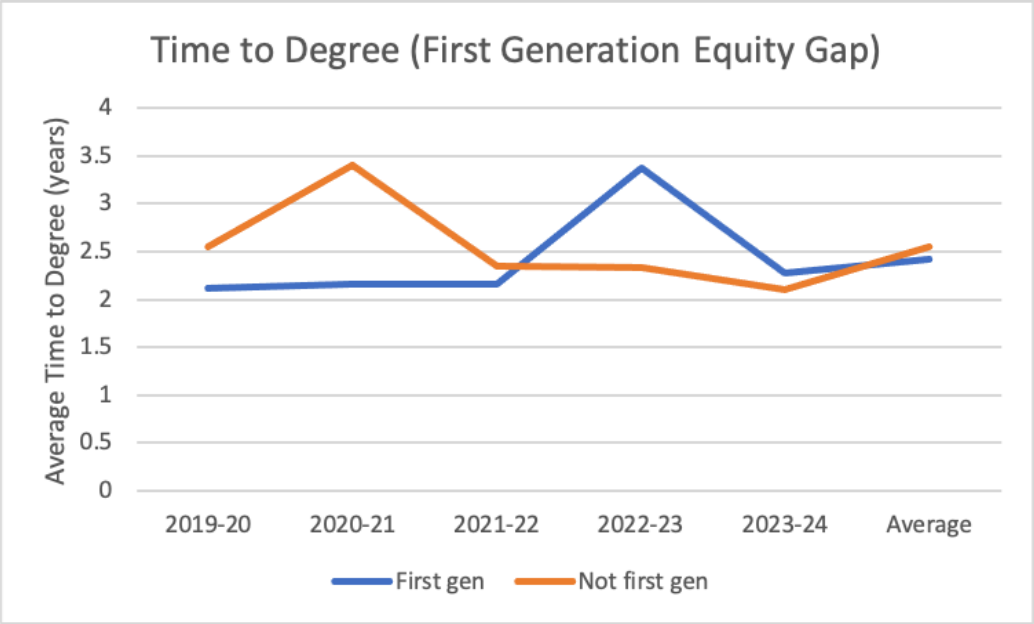

*Source:* [https://data.csueastbay.edu/#/apr/program_data/degrees_awarded](https://data.csueastbay.edu/#/apr/program_data/degrees_awarded)

**Figure 6. Average time to degree for Speech Pathology and Audiology majors comparing Low Income and non-Low Income students (2019-2024)**




*Source:* [https://data.csueastbay.edu/#/apr/program_data/degrees_awarded](https://data.csueastbay.edu/#/apr/program_data/degrees_awarded)

**Figure 7. Average time to degree for Speech Pathology and Audiology majors comparing First Generation and non-First Generation students (2019-2024)**




*Source:* [https://data.csueastbay.edu/#/apr/program_data/degrees_awarded](https://data.csueastbay.edu/#/apr/program_data/degrees_awarded)

**Reflections on Trends and Program Statistics**

The data reflect an undergraduate program that is academically strong, professionally relevant, and responsive to student and professional needs. Enrollment in the program took a hit post-COVID but has seen a strong recovery. The average time to degree (4.5 years for first-time freshmen and 2.4 years for transfer students) reflects the program's dual pathways (two-year and three-year roadmaps), and students are completing their programs in alignment with program design. Time to degree completion rates are similar for various subgroups of students, reflecting a program that centers equitable practices.

Graduation and completion rates remain high, with approximately 95% of students completing the program within the expected time frame and Praxis pass rates near 100%. These outcomes demonstrate that the program delivers rigorous, supportive, and effective preparation for graduate students. Notably, the program maintains a student body that is significantly more racially and ethnically diverse than the national averages in speech-language pathology, preparing graduates to serve California's multilingual and multicultural communities.

These achievements are notable given the program's limited faculty capacity. The Council on Academic Accreditation (CAA) recommends at least seven tenure-track faculty for a program of this size, yet the department currently operates with 4-5. This creates an ongoing strain on teaching, advising, research, and service responsibilities. While the program has sustained excellence through external funding, innovative clinical partnerships, and the launch of the online M.S. program, continued reliance on such a small faculty base is not sustainable long term. Additional tenure-track hires are critical to ensure that these strong outcomes can be maintained and that the program remains in compliance with accreditation expectations.

### B. Request for Resources

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

The most urgent need is for additional tenure-track faculty lines. Data trends clearly demonstrate strong and sustained student demand, steady enrollment, and excellent student outcomes. However, current faculty numbers (4–5) fall below CAA's recommended minimum of seven faculty for a program of this size. Additional hires are essential to:

- Ensure that more than 50% of graduate coursework continues to be taught by doctoral-level faculty, as required by accreditation
- Distribute committee, advising, and mentoring responsibilities equitably among faculty, especially compared to faculty in other departments within the college/university
- Sustain faculty research and scholarship, which also supports student involvement in research and external grant funding
- Maintain program growth, including the new online program and planned expansion of specialized clinical offerings

At least one additional tenure-track hire is requested to move toward meeting CAA benchmarks and meeting the needs of our students.

#### 2. Request for Other Resources

Over the next academic year, our additional resource needs include:

1. Developing an advising model with the college-level advising office that makes best use of the knowledge expertise of both sets of advisors and results in less confusion about advising by the students.
2. Expanding administrative support for move for our ASC and clinic needs
3. Exploring workload options for faculty/lecturers that will support more active research involvement for undergraduates

## IV. APPENDIX

N/A