Appendix A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW
ANNUAL PROGRAM REPORT

College	College of Health
Department	Speech, Language, and Hearing Sciences
Program	M.S. in Speech-Language Pathology
Reporting for Academic Year	2024-2025
Last 5-Year Review	2024
Next 5-Year Review	2029
Department Chair	Eve Higby
Author of Review	Michelle Gravier
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:

- Establish a path for undergraduate students in the major to obtain SLP-A certification in the undergraduate program.
- Complete curricular review of current undergraduate and graduate coursework to reduce redundancies, expand breadth and identify logical sequence of courses.
- Explore development of undergraduate certificate(s) to increase depth of instruction in focus areas (for e.g., multilingualism/diversity issues).
- 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
- Increase student recruitment and retention through student advising and mentoring programs.

Goal 2: Financial Sustainability
Objectives:

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

Goal 3: Growth and Expansion
Objectives:

- Increase undergraduate enrollment through university wide outreach

- Increase visibility of SLHS majors by increasing awareness of currently available SLHS GE courses for outside majors.
- Increase the number of tenured/tenure track faculty to meet student needs.
- Grow the number of qualified bilingual clinical supervisors to support clinical instruction
- Explore school district partnerships to fund graduate education for students.

Goal 4: Clinical Excellence and Impact
Objectives:

- Expand clinical programs through development of speciality clinics
- Integrate increased knowledge and practice in clinical writing and evidence based practice across courses (such as labs).
- 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
During this review period, the graduate program began a systematic review of the curriculum, with full implementation of revisions planned for the upcoming fall semester. This review has already led to the development and submission of several curricular modifications. Proposed changes include updated Student Learning Outcomes, select unit and course type modifications, and four new courses. Two of these courses support the creation of a bilingual certificate program, reflecting the program's commitment to preparing students to serve multilingual and diverse populations. In addition, a variable-unit clinical course was designed to better align with the flexible structure of the new online MS program, and a new capstone course was proposed to enhance authentic assessment of student knowledge and skills. Although progress has been strong, the review is still ongoing and will remain a central focus through the fall semester, particularly in evaluating course sequencing and reducing redundancies across the graduate curriculum.

Goal 2: Financial Sustainability
The most significant advancement under this goal was the successful launch of the online M.S. program in Fall 2025. The inaugural cohort enrolled 25 students, surpassing the projected size of 20 and confirming strong demand for the program. Despite this success, a Memorandum of Understanding regarding revenue sharing with Continuing Education has not yet been finalized, and resolving this issue will be a priority in the next review period. The graduate program also continues to benefit from stable external funding, particularly the Scottish Rite Foundation, which contributes $100,000 annually in support of the pediatric clinic. While these achievements provide a strong foundation for sustainability, other planned strategies, such as expanding continuing education offerings and strengthening alumni engagement, have yet to be implemented.

Goal 3: Growth and Expansion
Progress in faculty and clinical capacity-building has been encouraging. The program has been approved for a new tenure-track faculty line beginning in Fall 2026, with the position currently awaiting HR approval. Efforts have also been made to expand the pool of bilingual supervisors, including collaboration with Hayward Promise Neighborhoods to increase bilingual clinical services. These initiatives directly support student training and help address the growing demand for bilingual providers. At the same time, challenges remain in securing sufficient faculty and supervisor resources to fully meet student and community needs. Partnerships with local school districts are being explored as a potential mechanism to support graduate student education and training.

C. Program Changes and Needs

Overview
The graduate program continues to demonstrate strong demand and capacity for growth. The most significant development during this review period was the launch of the online MS program in Fall 2025, which exceeded enrollment projections with an inaugural cohort of 25 students. While offered through University Extension and therefore self-supporting, the program requires integration with the department's existing structures and faculty oversight to meet accreditation standards. The program director is required to oversee both the in-person and online programs, and faculty are teaching some online courses as overload assignments. These dynamics highlight the importance of careful planning to balance workload, maintain quality, and sustain growth.

Curriculum
Curricular review is currently underway and will continue into the next academic year. Proposed changes include revised Student Learning Outcomes, adjustments to units and course formats, and new course offerings. Notably, proposals include two courses that will support the development of a bilingual certificate program, a variable-unit clinical course tailored to the flexible online model, and a new capstone course designed to strengthen authentic assessment of student knowledge and skills. These changes reflect emerging trends in graduate education, including the need for culturally responsive training, competency-based assessment, and flexible instructional delivery models.

Students
Graduate student demand remains strong, with the online program broadening access for students who might not otherwise be able to pursue training on campus. Both the in-person and online programs continue to attract a highly qualified and diverse applicant pool, with recent admissions cycles drawing more than 250 applications annually for approximately 40 available seats. The program maintains strong outcomes, including graduation rates of approximately 95% and Praxis pass rates near 100%. As enrollment continues at these levels and the program grows in scope and modality, advising and mentoring structures will need to be strengthened to ensure consistent and equitable support across all cohorts, particularly as the program expands to serve students across both in-person and online modalities

Faculty
Dr. Shubha Kashinath was appointed Interim Associate Dean of the newly established College of Health, representing a significant leadership transition for the department.

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 closer to the faculty size recommended by the Council on Academic Accreditation (CAA). CAA recommends a minimum of seven tenure-track faculty for a program of this size, and with only 4–5 faculty currently, the program remains below this benchmark. Additional hires are essential to maintain accreditation compliance while continuing to meet student and community needs

Staff
Staffing has expanded to support program growth. A 0.5 FTE Administrative Support Coordinator was hired to assist with the online program, and the department is in the process of hiring a 0.5 FTE Clinical Coordinator. The clinical coordinator will provide essential support for student advising and clinical placements, both of which are expanding with the addition of the online program. Consistent staffing needs involve the hiring of intermittent clinical supervisors, who are currently paid at an hourly rate that is disproportionately low for market demand, their level of experience, and the supervisory skills of the position.

Resources (Facilities, Space, Equipment, etc.)
The department continues to operate within existing space and facility constraints. Technology resources to support online and hybrid instruction have become increasingly central and will require continued investment. Long-term planning for additional facilities, including exploration of an outdoor clinic space, remains a priority.

Assessment
Curricular revisions are closely tied to program assessment. Updated Student Learning Outcomes and the development of a new capstone course are designed to strengthen authentic evaluation of student competence. Full implementation of revised assessment plans will follow the completion of the curricular review currently in progress.

Other (Major Program Modifications)
The launch of the online MS program represents a major modification and a milestone in the department's development. While the program is offered through University Extension and must be self-supporting, its operation carries implications for accreditation, faculty workload, and program oversight. Nationally, graduate training programs in speech-language pathology are increasingly moving toward hybrid and online delivery models. These models expand access to students while creating new challenges in clinical education and supervision. To meet clinical training needs, the program continues to expand its pool of qualified bilingual supervisors through community partnerships. This remains a separate and pressing need from faculty hiring, although faculty may provide limited supervision.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

MS in SLP	**Students graduating with a Master of Science degree in Speech-Language Pathology from California State University East Bay will be able to:**	**Alignment to CSUEB ILOs**
PLO 1	Competently screen, assess and treat communication, cognition and swallowing across the lifespan	ILOs 1, 6
PLO 2	Demonstrate effective verbal and written communication with clients, their families, and other professionals	ILOs 2, 4, 6
PLO 3	Demonstrate proficiency in working collaboratively with peers, professionals and community partners	ILOs 2, 4
PLO 4	Evaluate, integrate and apply scientific evidence, clinical expertise and client values for optimal service delivery	ILO 1, 3, 6
PLO 5	Uphold the highest ethical professional standards, including recognition of one's professional competence	ILOs 1, 6
PLO 6	Demonstrate commitment to acquire cultural competence and to advocate for those affected by communicative, cognitive and swallowing disorders	ILOs 2, 3, 6

B. Summary of Assessment Process

The program does not assess individual PLOs in isolation. Instead, all PLOs are reviewed holistically through the program's annual accreditation reporting to the Council on Academic Accreditation (CAA) and in the context of the recent five-year CAPR review (completed January 2025). In 2025, the program also completed a California Commission on Teacher Credentialing (CTC) accreditation review, in which all 16 program standards for Speech-Language Pathology were found to be met.

Instrument(s):

- Annual CAA Accreditation Reports (most recent submitted in Spring 2025).
- Five-Year CAPR Graduate Program Review (January 2025).
- CTC Accreditation Report (Spring 2025)
- Student exit survey (e.g., employment, program feedback)

Sampling Procedure:

- All graduate students are included in accreditation data (e.g., program completion, Praxis pass rates, employment outcomes)

Sample Characteristics:

- Cohort-based review, with both regular (2-year) and extended (3-year) tracks

Data Collection:

- Data are collected annually and submitted to accrediting agencies. Data include internal department records, responses to our student exit survey, institutional data (e.g., Pioneer Data Warehouse), and data collected from external agencies (e.g., students request Praxis exam scores to be sent to the Department from the testing agency).
- Faculty review occurs at department level through curriculum committee and strategic planning meetings.

Data Analysis:

- Accreditation bodies provide external validation of program alignment with required learning outcomes
- Descriptive statistics are presented in regards to student outcomes (e.g., % passing the Praxis exam).

C. Summary of Assessment Results

Main Findings:

- **CAA annual review:** No areas of non-compliance, program continues in good standing
- **CTC accreditation review:** All 16 program standards for Speech-Language Pathology met.
- **Five-year CAPR review:** Program maintains strong graduation rates (95%), Praxis pass rates near 100%, and strong student diversity compared to the profession.

Recommendations for Program Improvement:

- Continue systematic curricular review to ensure sequencing and reduce redundancy across graduate courses.
- Strengthen consistency across courses taught by part-time lecturers.

Next Step(s) for Closing the Loop:

- The Curriculum Committee will continue its content mapping work (Fall 2025).
- Reinstate advisory board to provide structured external feedback.

Other Reflections: Given our small faculty size (currently 4–5), the department is sustaining a very high workload in order to meet accreditation standards while also expanding and innovating. The Council on Academic Accreditation (CAA) recommends at least seven faculty for a program of this size, not including staff. Operating below that benchmark means that faculty are carrying significant responsibility to ensure program stability, maintain compliance with external accrediting bodies, and provide the best possible student experience. Despite these constraints, the program continues to achieve strong student outcomes, including graduation rates of approximately 95% and Praxis pass rates near 100%, in addition to developing new curricular initiatives, expanding clinical opportunities, and securing external funding. These results reflect both the resilience of the faculty and the department's commitment to student success and program excellence.

D. Assessment Plans for Next Year

In 2025–2026, the program will:

- Continue curricular review with a focus on sequencing and overlap across graduate courses.

- Assess cultural competence and transition-related competencies in collaboration with CTC requirements.
- Use data from clinical supervisor surveys (launched Spring 2025) to evaluate strengths and challenges in student preparation.
- Reinstate the advisory board to ensure stakeholder input in assessment and curriculum planning
- Collect data for Critical Thinking ILO to report in next annual report

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Discussion of Trends & Reflections Notable Trends;

Over the past five years, enrollment in the in-person M.S. in Speech-Language Pathology program has remained steady, with applications consistently exceeding available admission slots. Each incoming cohort averages approximately 18 students, enrolled either in the traditional two-year path or in the extended three-year path that includes prerequisite coursework. The University Dashboard reports an average time to graduation of 2.5 years, which accurately reflects the balance between these two enrollment pathways. This average is both expected and appropriate for the program's design.

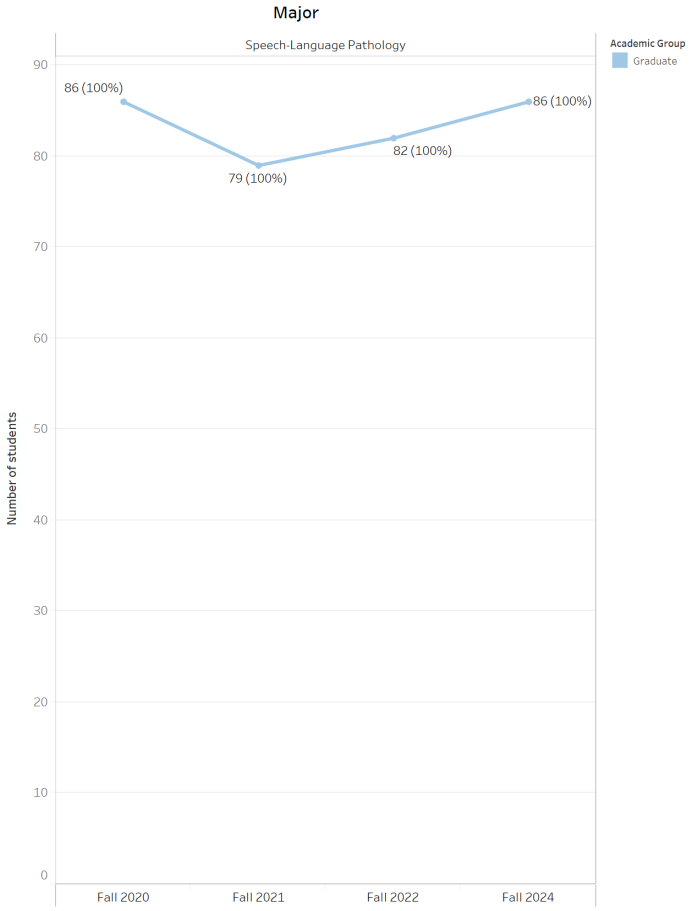
Graduation and degree completion data further indicate that students are completing the program on time relative to their track, with strong retention and minimal attrition. A notable trend is the continued high applicant-to-seat ratio, which highlights sustained demand for the program.

Reflections on Trends and Program Statistics:

The data reflect a graduate program that is academically strong, professionally relevant, and in consistently high demand. Enrollment in the in-person MS program has intentionally remained steady at 36-40 students per year, with applications consistently exceeding 250 per cycle. This cap is necessary given current faculty size and clinical placement capacity, and it reflects careful program management rather than lack of demand. The average time to degree (2.5 years) appropriately reflects the program's dual pathways (two-year and extended three-year), and students are completing in alignment with program design.

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.

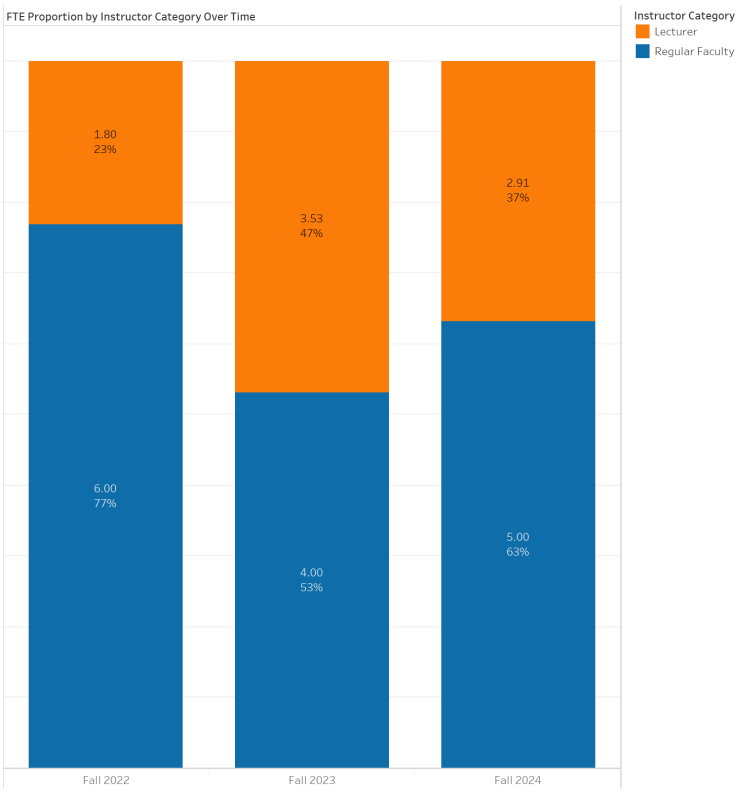
These achievements are notable given the program's limited faculty capacity. The Council on Academic Accreditation (CAA) recommends at least seven tenure-track faculty for a program of this size, yet the department currently operates with 4-5. This creates an ongoing strain on teaching, advising, research, and service responsibilities. While the program has sustained excellence through external funding, innovative clinical partnerships, and the launch of the online 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.

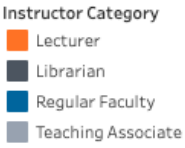


Graduation/Degree Data

Time to Degree Years (and Headcount)

		Masters & Ed.D
Grand Total		2.5 (32)
COH	Speech-Language Pathology	2.5 (32)





A. 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.

Failure to meet recommended faculty sufficiency standards places the program at risk of accreditation concerns and jeopardizes its ability to meet student and community needs. At least one additional tenure-track hire is requested to move toward meeting CAA benchmarks.

2. Request for Other Resources

Clinical Supervision and Support Staff

- Continued expansion of the clinical program, including specialty clinics (e.g., gender-affirming voice, Parkinson's voice, bilingual services), requires growth in the pool of qualified supervisors. Funding for part-time bilingual supervisors is critical to align student training with community demand.
- The recent addition of a 0.5 FTE Online Program Clinical Coordinator is an important step. Long-term, expanding this position to full-time will be necessary to sustain student advising and placements as the online program continues to increase enrollment (i.e. adding multiple cohorts).

Facilities

- Long-term planning for expanded clinical space remains a priority. Exploration of an outdoor clinic space would both increase service capacity and create unique interprofessional and community-facing opportunities.

Technology and Instructional Support

- With the launch of the online MS program, sustained investment in instructional technology, simulation tools, and hybrid teaching supports will be essential to ensure high-quality and equitable experiences across modalities. Because the program is new, the department is still working to establish mechanisms that provide online students with access equivalent to their in-person peers. This includes access to standardized diagnostic assessments, treatment materials, and clinical resources that are traditionally available in the on-campus clinic. Simulation-based training tools and digital platforms for clinical education will be especially important to bridge gaps in clinical exposure for online students. Equipping faculty with instructional design support and technology upgrades will also be necessary to deliver engaging, practice-oriented coursework in both synchronous and asynchronous formats. These investments will ensure that all students, regardless of modality, are prepared with the same depth of clinical and academic training expected of graduates from an accredited program.

IV. APPENDIX

N/A