

IDEA COMMITTEE WORKING GROUP ACTIVITIES

2020-2021

“Graduate Student Mentorship Program” Working Group - AY 2020-2021

This working group developed a mentoring program for graduate students in which they will receive guidance and peer support from a more senior graduate student regarding navigating clinical and academic expectations to support their successful completion of the M.S. degree. Mentoring has been shown to result in higher rates of retention and greater academic success for historically underrepresented students. In the program, mentors will be provided with training in mentoring best practices, which we anticipate will facilitate greater confidence with workplace skills, such as clinical supervision, inter-professional communication, cultural sensitivity, and leadership in the profession. The program is being piloted in Fall 2021 with five mentors, with external funding pending, which would provide additional financial support for the program.

“Undergraduate Support for Graduate School Applications” Working Group - Fall 2020

This working group focused on developing a graduate school application scholarship fund, supported by donations, for CSUEB undergraduates in Speech Language Pathology & Audiology. Eligible applicants included students from underrepresented racial or gender backgrounds in our field, as well as those who were the first in their family to attend university, who had an overall GPA of 3.0 or higher. Eight eligible undergraduates applied for scholarships and seven were funded at \$159 each, with the remaining student postponing graduate school applications. Five undergraduates responded to a follow-up survey - four had accepted admission to graduate programs and one didn't provide information about admission status.

“Researching the Role of the GRE in Grad Admissions” Working Group - Spring 2021

This working group sought to understand the criticism about the GRE in graduate admissions and clarify the role of the GRE in predicting graduate school success (i.e., how well it predicts student success), and whether equity gaps across race/ethnicity or gender on the GRE exist. The group read and discussed a set of relevant articles, including research papers, reports published by the Educational Testing Service (ETS), which administers the GRE, and non-academic publications. The findings on how well the GRE predicts graduate school success appears quite inconsistent, and research that examines which factors predict GRE scores, especially those that might cause equity gaps, is lacking. Thus, the working group was not able to make a formal recommendation to the Graduate Admissions Committee about whether the use of the GRE in graduate admissions creates a more or less equitable process compared to other aspects of the admission process. The final report of the working group will be shared with the Graduate Admissions Committee for AY 2021-2022.

2021-2022

“Supporting a Path of Success for Undergraduate Students” Working Group - Fall 2021

The goal of this working group is to support undergraduates in being successful in their path to becoming professionals in our field, including being competitive for graduate school programs for those who plan to pursue that route. The group will work to identify barriers that prevent undergraduate students from applying to or being selected for graduate programs, to connect students to resources to support their development and make them competitive applicants, and develop informational resources and tools about the paths to different careers in Speech Pathology, Audiology, or related fields.

“Aligning Training and Clinical Practice to Support Students, Supervisors, and Clients” Working Group - Fall 2021

The goal of this working group is to assess the alignment of the graduate curriculum in training students to work with clients from culturally and linguistically diverse backgrounds with clinical practices and to determine where better alignment is needed, either to enhance coursework-related training or clinical skills training.