Cerritos College
Instructional Program Review
Instructional Program Review Submittal Form

Name of the Program: Speech-Language Pathology Assistant

Date Submitted: 11/22/2016

Scheduled Presentation Date: 12/06/2016

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle YES

The Program is in compliance with guidelines established by the Student Learning Outcomes Task Force YES

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Reviewed by Division Dean: Sandra Marks

Program Review Self-Study Report
Speech-Language Pathology Assistant Program
Health Occupations Division
2015-2016

Program Description

The Speech-Language Pathology Assistant (SLPA) is a state-licensed professional who is trained to provide high quality speech and language intervention under the supervision of a licensed Speech-Language Pathologist (SLP). Specific duties include, but are not limited to: execution of the speech-language treatment plan, data collection and documentation, progress reporting, assisting in the development of augmentative/alternative communication tools, providing speech-language screenings, and performing clerical duties for the SLP department. SLPAs are primarily employed in pediatric settings such as home-based early intervention services, speech-language rehabilitation clinics, and schools.

The Cerritos College SLPA program has been accredited by the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers' (SLPAHD) Board since 2000. The accreditation status of the program is conditional upon the program's implementation of the guidelines and frameworks established by the board and the American Speech-Language-Hearing Association (ASHA), compliance with site visits, and maintaining the curriculum and fieldwork experience requirements. Students who earn an AA degree in SLPA and complete 100 clinical hours in their externships are eligible to apply for a state license through the SLPAHD Board.

The program maintains an open-enrollment status in which full-time students may finish in five semesters (two academic years and one summer), with a total of 42.5 major credits. Full-time students complete the introductory courses (SLP 101 & 105) in the Fall semester; upon successful completion of the first semester courses students can enroll in the Spring semester courses (SLP 108 & 125). The final year of a student's program includes SLP 230, SLP 235, and two externships courses (SLP 241, 246), in which they acquire clinical skills under the supervision of a SLP.

Between 2011-2014 there were a number of curriculum updates to update and increase the rigor of the program. Below lists the changes and year they occurred:

Course	Modified	Inactivated/ Removed	Added
SLP 100 (Introduction to Speech-Language Pathology)		X (2013)	
SLP 110 (Normal Communication, Differences, & Disorders)		X (2013)	
SLP 101 (Introduction to			X (2013)

Communication Disorders)			
SLP 220 (Voice & Articulation)	Converted to SLP 220 from the Speech department (2011)	X (2013)	
SLP 120 (Phonetics Lab)		X (2013)	
SLP 108 (Introduction to Phonetics)			X (2013)
SLP 240 (Child Field Placement)	Changed to Field Placement I (2012)	X (2013)	
SLP 245 (Adult Field Placement)	Changed to Field Placement II (2012)	X (2013)	
SLP 241 (Clinical Experience I)			X (2013)
SLP 246 (Clinical Experience II)			X (2013)
CD 110 (Child, Family, and Community)		X (2013)	
EDT 104 (Word Processing for Educators)		X (2012)	
SL 102 (Intermediate Sign Language)		X (2013)	
A&P 120 (or 150) Anatomy & Physiology			X (2013)
ASL 110 (replaced SL 101)			X (2013)

In Spring 2015, the extensive lab application for SLP 125 (Child Disorders and Treatment) was approved. In Fall 2016, SLP 105 (Speech and Language Development in Children) was approved by the curriculum committee for distance education to offer flexibility and an alternative to a face-to-face course.

After obtaining 20 units of designated coursework in the SLPA program, students may petition Admissions and Records for a Speech Aide certificate. Speech Aides work under the direct supervision of an SLP and general responsibilities include therapeutic materials development, administrative support, and clerical work.

The SLPA program is comprised of one full-time faculty member who serves as Department Chair; in addition, the title of Program Director will also be given to Susan McDonald (effective Spring 2017). Due to curriculum updates in 2011-2013, the number of adjunct faculty was significantly reduced in the program from six to two. Adjunct faculty positions for the specialty areas were retained (i.e., SLP 235-Adult Disorders and Treatment; SLP 230 Adaptive Communication Technology). A new adjunct faculty member was recently hired to teach the SLP 230 course as the previous instructor relocated; the department was also able to hire an instructor for the SLP 108 (Introduction to Phonetics) course. The extensive lab approval for SLP 125 provided the opportunity to restructure the teaching load of the full-time faculty/department chair.

The student population is socioeconomically, culturally, linguistically, and ethnically diverse. The majority of the students are female, as this has been a profession that traditionally has attracted female students. The program graduates 25-30 students per year who are eligible for state licensure.

SECTION 1: Brief Description of the Program

The data was primarily collected by the SLPA Department Chair and the research team in the Institutional Effectiveness, Research and Planning department at Cerritos College. The following data was used to evaluate the SLPA program:

A.   Institutional Data

1. **WSCH:** The WSCH for the Speech Language Pathology Assistant program was below 525 for the last 6 years; however, there is a slight upward trend over the last 2 years. The high was in 2010-2011 with WSCH at 506.86. The low was in 2014-2015 with 417.77 WSCH.

   There are several factors that contribute to the low WSCH number. The SLPA program is a Career and Technical Education (CTE) program that requires students to obtain clinical hours off-site. Although there is high demand for this specialized program (since 2011, 45-50 students attempt to enroll in the introductory courses each Fall for 30 spots), it is essential that the program manage enrollment to ensure a sufficient number of students can be placed in externships in the last year of the program. The SLPA program competes with 3 regional SLPA programs (Orange Coast, Pasadena City, Santa Ana), bachelor degree SLPA programs (CSUN, Chapman, CSULB), and master degree programs (CSULB, CSUF, CSUN, CSULA, Biola, Chapman) for externship opportunities. The program was reduced in 2013-2014 to decrease the amount of students in the program as there were insufficient numbers of placements available, resulting in delayed graduation/completion from the program. A contributing factor to the high number of students needing placements was the availability of each course being offered each semester and a number of bachelor students who wished to take the externship courses only so they could apply to the state for a SLPA license (reverse enrollment). In addition, due to the open-enrollment nature of the program, students were frequently taking courses out of sequence and not adequately prepared for their externships. Curricular modifications were made in 2014-2015 to provide more organized progressions of students in a cohort style model; courses are now available only during certain semesters and have more specific prerequisites attached to them to help with course migration. Roadmaps and website updates were created to ensure students understood the recommended sequence of courses. To manage the reverse enrollment, bachelor students are no longer being given course equivalencies for

Communication Disorders courses, requiring them to take the entire SLPA program, thus making the numbers of students enrolling in the externship courses more manageable.

2. **FTES:** The FTES in the Speech Language Pathology Assistant program has dropped over the past 3 years. The high was reported in 2011-2012 with FTES at 66.1. The low was reported in 2015-2016 with 29.58 FTES. The reduction in FTES is due to the program's curricular modifications between 2013-2014, in which a cohort model was introduced. The program reduced the course offerings from 10 SLP courses each semester to 4 courses each semester. These changes require students to take the new prerequisite classes in the Fall semester to provide more structured scaffolding of learning, as well as creating a more defined cohort of students.

FTES					
2010-11	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
56.45	66.1	63.79	37.53	33.81	29.58

3. **FTEF:** From 2009 to 2011, there was a part-time Department Chair and only adjunct faculty teaching in the program. Program viability required the hiring of a full-time faculty member and department chair. The program currently employs one full-time faculty member (hired in Fall 2011) who also serves as Department Chair (and Program Director, effective Spring 2017). As of Spring 2017, there will be a total of three adjunct faculty in the program, each teaching one course per semester (SLP 235 at 5 units, SLP 108 at 3 units, and SLP 230 at 1.5 units, respectively). Those faculty members are teaching courses that require a higher level of expertise in a specialty area of Speech-Language Pathology. A new adjunct will be teaching SLP 108 (Introduction to Phonetics) in Spring 2017.

   Similar to the FTES, the FTEF was reduced significantly over the course of the past 6 years due to curricular modifications and a reduction of course offerings. The program has maintained 28.5 FTEF/year since the 2014-2015 school year.

4. **Course Completion & Retention Rate:** The college standard is 83%. The SLPA classes generally had high completion rates over the past 6 Fall terms. The high was in Fall 2010 at 94%, and the low was in Fall 2014 at 80%. This decrease is likely due to the increased rigor of the program, curricular changes, and the modified grading scale (76% = C).

Compl rates X Crs X Term

		Term Description											
Subject1	Catalog Number	2010 Fall	2011 Spring	2011 Fall	2012 Spring	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	2015 Fall	2016 Spring
SLP	100	94%	92%	89%	69%	74%	77%	88%					
	101									73%		81%	
	105					100%	97%	94%		66%		89%	
	108										100%		96%
	110	88%	86%	88%	90%	78%	76%	88%					
	120	93%	83%	82%	100%	96%	88%		97%				
	125	91%	96%	76%	85%	95%	80%		83%				
	220						76%		91%				
	230	94%	86%	97%	100%	100%	95%				96%		90%
	235		100%	100%	100%	96%	91%	90%				88%	
	240	100%	100%	95%	100%	100%	100%	94%					
	241										87%	100%	
	245	100%	100%	86%	90%	100%	100%	100%	100%				
	246										100%		100%

Average of CompletionRate broken down by Term Description vs. Subject1 and Catalog Number. The view is filtered on Subject1 and Term Description. The Subject1 filter keeps SLP. The Term Description filter excludes 2011 Summer, 2012 Summer, 2013 Summer, 2014 Summer and 2015 Summer.

Factors that may have contributed to the Fall 2014 decrease are the change in grading scale and changes in curriculum. In addition, the open-enrollment nature of the program may make it easier for students to drop out of the program if they have financial, medical, or personal issues that prevent them from continuing. The program has modified the start times of classes, and in 2015 the classes were offered one hour earlier in the afternoon, which resulted in a decrease in enrollment for the second semester cohort. The classes are now offered later in the afternoon and in the evenings to support student attendance and retention. In a survey of 30 students in Fall 2015, students reported a mix of times that are available for them; about half reported morning times were open, and half reported afternoon/evening times to work best for them.

The only courses that may not be offered during the afternoon/evenings are the externship courses. Students are required to take two business days a week to complete their externships in both fall and spring semesters; this is made clear to them during all information sessions, on the website, in the handbook, and in the prerequisite course (SLP 125). This can present a financial or personal hardship for some students and affect the retention of students in the program. Students are oriented to this requirement on the website, during the voluntary information sessions, in the SLPA handbook, and in the prerequisite courses.

It should be noted that some students are on transfer tracks, and will only take the first semester or two of courses before they transfer to a four-year university. The nature of the open-enrollment system does allow this open-entry, open-exit feature which makes it difficult to retain a consistent cohort of students who are able to meet the requirements of the program.

5. **Success:** SLPA exceeded the standard in the last 6 fall terms, with success rates ranging from 74-89%. The college standard is 71%. The pass rates of Speech Language Pathology Assistant students stayed

consistently high during the last 6 fall terms, where the substantial majority successfully completed their courses versus not passing. The pass rates dropped significantly in fall 2013 and slightly increased in fall 2015. The majority of students received an A between fall 2010-fall 2012, a B in fall 2013-fall 2014, and C in fall 2015. Of the students who did not pass their course, the majority did so because they withdrew from the course.

Although the SLPA classes had somewhat fluctuating success rates over the past six Fall terms, the majority of SLPA courses had high success rates across terms. The high was in Fall 2012 at 89%, and the low was in Fall 2014 at 74%. SLPA 101 and 105 had lower success rates, the lowest success rate was 51% for SLPA 105 in Fall 2014. Due to the open enrollment of the program, students enter the program with a varying level of academic preparation and attrition tends to be higher for these courses than the others in the program. Anecdotally, some students self-reported dropping the courses due to family commitments, loss of a family member, illness, deciding SLPA was not a career they wanted, or difficulty with the content. In addition, some students that have disabilities enroll in the course without being adequately prepared for the amount of content and "jargon" the courses require them to learn in a short period of time. Although DSPS services are made available to them, they do not always take advantage of the resources on campus and struggle unnecessarily in the classes, or opt to withdraw and re-take them. This accounts for approximately 2-3 students in each cohort.

In Fall 2014, along with curricular modifications, the Department Chair instituted a department-wide shift in the grading scale, in which 76%-85% was a C. This may have contributed to a decrease in completion and success. The following chart shows the success rate for each course in the SLPA program since 2010:
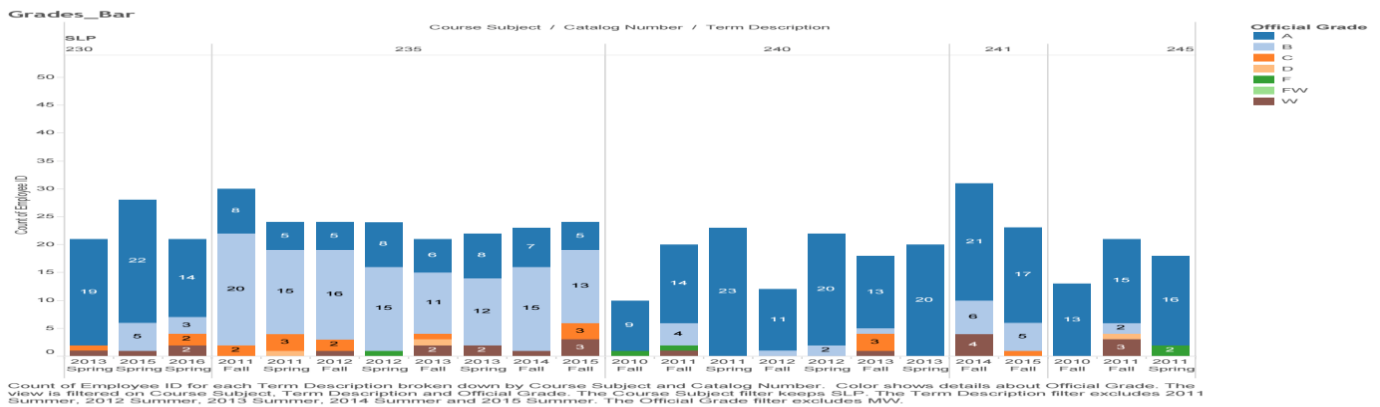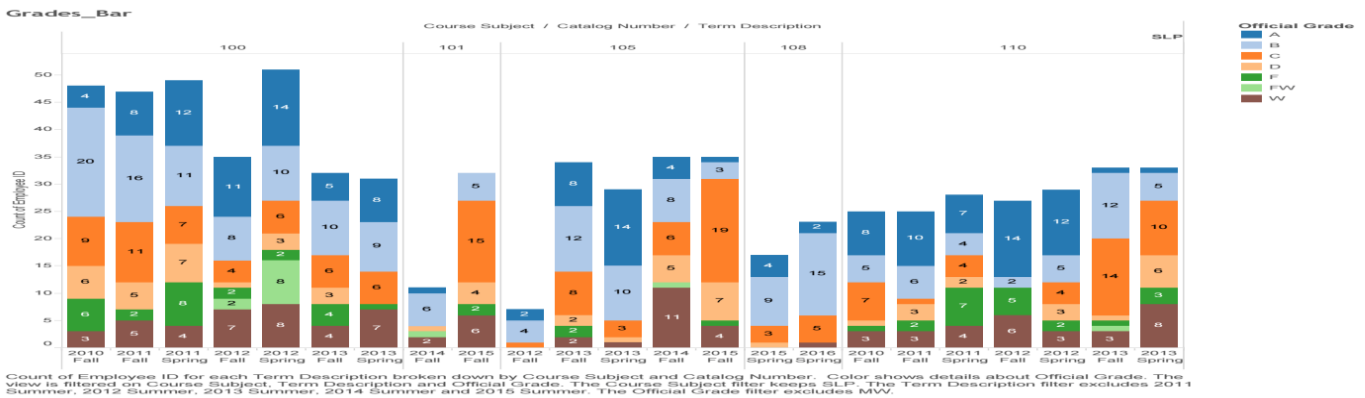
SuccRate X Crs X Term

Subject1	Catalog Number	2010 Fall	2011 Spring	2011 Fall	2012 Spring	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	2015 Fall	2016 Spring
SLP	100	69%	61%	74%	59%	66%	74%	66%					
	101									64%		63%	
	105					100%	93%	82%		51%		66%	
	108									94%			96%
	110	80%	54%	68%	72%	59%	48%	82%					
	120	82%	78%	76%	89%	96%	76%		97%				
	125	91%	92%	69%	81%	95%	75%		72%				
	220						71%		76%				
	230	91%	86%	97%	100%	100%	95%				96%		90%
	235		96%	100%	96%	96%	91%	86%				88%	
	240	90%	100%	90%	100%	100%	100%	94%					
	241									87%		100%	
	245	100%	89%	81%	90%	90%	100%	91%	100%				
	246									100%			100%

Average of SuccessRate broken down by Term Description vs. Subject1 and Catalog Number. The view is filtered on Subject1 and Term Description. The Subject1 filter keeps SLP. The Term Description filter excludes 2011 Summer, 2012 Summer, 2013 Summer, 2014 Summer and 2015 Summer.

6. **Enrollment:** There are no prerequisites to entering the SLPA program. The students may attend two voluntary information sessions held annually in the fall and spring semesters. The SLPA classes had high fill-rates over the past 6 fall terms, and there has been an upward trend since fall 2013. The low was in Fall 2013 at 85%, and the high was in fall 2015 at 105%.

7. **Withdrawal Rates:** Withdrawal rates range from higher in the introductory level courses (SLP 101, 105) to 0-1 students in the capstone or final semester courses of the program (SLP 241, 246). This is reflected in the three charts below:

Count of Employee ID for each Term Description broken down by Course Subject and Catalog Number. Color shows details about Official Grade. The view is filtered on Course Subject, Term Description and Official Grade. The Course Subject filter keeps SLP. The Term Description filter excludes 2011 Summer, 2012 Summer, 2013 Summer, 2014 Summer and 2015 Summer. The Official Grade filter excludes MW.

Count of Employee ID for each Term Description broken down by Course Subject and Catalog Number. Color shows details about Official Grade. The view is filtered on Course Subject, Term Description and Official Grade. The Course Subject filter keeps SLP. The Term Description filter excludes 2011 Summer, 2012 Summer, 2013 Summer, 2014 Summer and 2015 Summer. The Official Grade filter excludes MW.

Count of Employee ID for each Term Description broken down by Course Subject and Catalog Number. Color shows details about Official Grade. The view is filtered on Course Subject, Term Description and Official Grade. The Course Subject filter keeps SLP. The Term Description filter excludes 2011 Summer, 2012 Summer, 2013 Summer, 2014 Summer and 2015 Summer. The Official Grade filter excludes MW.

The SLPA program is an open-entry, open-exit program. Although many students to continue to completion and earn the AA degree, several will take time off due to financial or family obligations. In addition, the grading scale is different than many other courses on the Cerritos College campus and if they do not have strong study or academic skills already in place, some students at risk for not passing and may choose to withdraw.

8. **Degrees Awarded:** On average the program graduates 27 students per year. The following table lists the number of degrees award in SLPA between 2009 and 2014:

2009	2010	2011	2012	2013	2014
29	23	23	37	29	24

Overall this number has decreased based on a TOP report in 2013 indicating that Cerritos graduated 35 students on average (2010-2013), as compared to other regional SLPA programs (26 from Santa Ana College, 19 from Orange Coast College, and 17 from Pasadena City College).

Since the curriculum modifications have been in place, more students have been able to graduate in a timely manner due to increased attention and orientation to the AA degree requirements. The SLPA Department Chair works very closely with HO counselors in reviewing student transcripts to ensure students are meeting all of the program/degree requirements and will graduate in two years or three years (for part-time students). Once they have received their AA degree, students are eligible to apply for a state license as a SLPA; the application fee is $50 and it does require a background check at the applicant's expense. This may be a deterrent for students to complete the last steps before they become a licensed SLPA. The department chair signs off on a "Field Work Verification" form that is attached to the application; all students must bring this at the end of their final externship course.

Students may earn a SLP Aide certificate through a petition in Admissions and Records if they obtain 20 credits. Although the same students who obtain a SLPA degree could petition for the SLP Aide certificate, they typically do not do this unless they are only seeking a specific position with a special education department in a school district or work in a clinic. Below lists the current amount of certificates in SLP Aides conferred between 2009-2014:

122000	Speech-Language Pathology and Audiology	15	8	7	7	7	3

SLPA students could possibly increase their earning potential if they hold

a job in a school district (in the special education department); this could place them in the SLP department in the district and provide them with a possible increase in pay. Students need to become more aware of the benefits of the Aide certificate and what is required to obtain one.

9. **Perkins Core Indicators:** Perkins Core Indicators measure factors the federal government has determined are indicators of success for CTE programs.These core indicators are evaluated every year to determine if a CTE program is eligible to receive federal funding to support the individual program. The Perkins Core Indicators include the following: Technical Skill Attainment; Completions-Credential; Certificate, Degree or Transfer Ready; Persistence and Transfer; Employment, Nontraditional Student Participation and Nontraditional Student Completions. CTE programs are expected to perform above a state-negotiated level, so the data below reflect the progress of the SLPA program to meet the requirements of Perkins programs:

Core Indicator	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Technical Skill Attainment	.4%	-6.6%	.5%	1.2%	-9.2%	1.3%
Completions (Cred, Degree, or Transfer Ready)	23.7%	22.6%	20.7%	24.1%	21.9%	18.1%
Persistence and Transfer	-1.2%	-.9%	2.4%	2.7%	-2.4%	-7.8%
Employment	10%	8.2%	4.3%	9.2%	13.5%	22.5%
Nontraditional Participation (Men)	-16.3%	-16.5%	-20.1%	-15.9%	-12.2%	-12.5%
Nontraditional Completions (Men)	-21.3%	-23.6%	-26.5%	-19%	-18.4%	-11.7%

It should be noted that each year of core indicators reveals a combined three years of data so any changes indicates a general trend and a specific year cannot be pinpointed exactly. Generally, the SLPA program shows positive trends in technical skill attainment, employment and increasing the participation and completions for the nontraditional population for this field.

Persistence and transfer will vary significantly for this program because an AA degree in SLPA does not require further education. Students may opt for pursuing a BA/BS degree in Communication Disorders/Speech-Language Pathology and/or seek a Master's degree in Speech-Language

Pathology, but this not is an educational requirement for employment as a SLP Assistant.

Possible factors that may have contributed to improved student employment outcomes and technical skill attainment include a consistent, full-time Department Chair, a clearer and more streamlined curriculum, and established community connections through externships and Department Chair efforts. A job board was added to the SLPA website to help students with job searching and for employers to advertise any openings.

As the data indicates, more effort needs to be done to recruit and retain the male population in this particular field. The Department has just hired a male adjunct faculty and increased the male members of the SLPA Advisory committee and will be working actively to establish goals around recruitment and retention.

B. Program Data

1. **Course, Program, and Institutional SLO Assessments/Improvement Plans:**
   All course and program SLOs are current. The Department Chair is working with the SLO Coordinator to implement appropriate measures of SLOs for each course. Training is needed for current and incoming adjunct faculty to measure the SLOs and complete improvement plans. Once each faculty member is proficient in measuring the course SLOs, the program will address assessment of Program SLOs and contributing to the institutional SLOs.

2. **Demographics (Ethnicity, Gender, Age, etc):** The majority of the SLPA student population is female, Hispanic, and in their early to mid-20's. The program typically has 1-2 males enrolled in the program each year. Females exhibited higher pass rates than males overall. Students between the ages of 20-24 had the highest pass rates in SLPA 100, 110, 120, 235, 245. Compared to White students, the success rates of Hispanics were 30% lower, Asians were 40% lower, and Black students were 20% lower. Observing Hispanic student success rates over time, Hispanic students exhibited 7% lower success rates on average in the most recent 5 fall terms compared to fall 2010. The amount of White students has fluctuated from anywhere between six students in SLP 100 in 2010 to zero in SLP 101 (Fall 2015). The makeup of the faculty in the SLPA department has decreased in racial and ethnic diversity when adjunct faculty positions were reduced in 2013. The current full-time faculty is White, and the two adjunct over the previous two years have been White as well. There will be a new male, Asian-American adjunct joining the faculty in Spring 2017.

3. **Labor/Employment Data:** The field of SLP is a growing one; a 2013 TOP report indicated that there was a 3% growth in jobs in 2011-2013, with 193 openings for SLP-related jobs in 2013. O*NET (a career site from the US Department of Labor) lists the median wages for a SLPA to be $17.20, with a median annual income of $35,780. There is a projected growth of 9-13% in this field, with 33,400 openings nation-wide between 2014-2024. Some local and regional agencies that currently employ Cerritos College alumni include: Los Angeles Unified School District, Long Beach Unified School District, ABC USD, El Rancho USD, Montebello USD, Clarion Speech and Language Clinic, Blue Dove Rehabilitation, Mi Sueno, and Apple Tree Early Intervention Center. On average the department chair receives 1-2 job notices per month. Search engines such as Edjoin.org and Indeed.com list at least 15 SLPA job openings at any given time.

   The Speech-Language Pathology Assistant is an occupation that was created and is overseen by the SLPAHD Board. There is no separate TOP or SOC code that differentiates SLPA from labor data for SLPs and Audiologists. Sometimes this occupation is grouped into Health Care Worker. The job title of SLPA is unique to California; each state interprets support personnel in the area of SLP differently and has different regulations, educational standards, and licensing procedures.

   In a survey conducted by the SLPA department of 2014-2015 alumni, two-thirds of the respondents reported working full-time as a SLPA, and a third worked part-time, with a small percentage doing other unrelated work. Twenty-two percent reported seeking continuing education. Of the total survey respondents, 70% had attained an AA degree and 30% had a BA/BS degree. The majority of the alumni worked in a school-based setting (80%), with the remaining respondents working in a clinic or combined clinical/home health setting.

4. **Program Outcomes:** A survey of 2014-2015 SLPA alumni indicated the following strengths based on their experience in the program (adequate-very good):
   - Knowledge of communication disorders (100%)
   - Skill in execution of therapy/treatment plans (89%)
   - Use of evidence-based intervention techniques and approaches (100%)
   - Assistance to supervising SLP (100%)
   - Data collection (90%)
   - Written documentation (90%)
   - Verbal communication (90%)
   - Professional Behavior (100%)
   - Flexibility (100%)
   - Ability to function as a team member (100%)
   - Critical thinking skills (100%)

- Ability to work with diverse patients and staff (100%)

Students felt weaknesses in the areas below:
- Appropriate selection of materials for therapy (78%)
- Behavior management (70%)
- Assistance in screenings and evaluations (70%)
- Preparation for a variety of settings (67%)

Overall, respondents felt positive about:
- class instruction in the SLPA program (100% acceptable-very good),
- their field placement assignments/externships (100%),
- saw the SLPA instructors as role models for the profession (100%),
- Felt there were adequate supply and equipment resources, and
- Felt positively about the counseling services available to them.

Eighty percent of students felt that the SLPA program prepared them to work with a variety of clients, and 66.67% adequately prepared them to work in a variety of settings.

It took 67% of the students three months or longer to obtain a job after graduation. This is due to the month and a half that it takes for Cerritos College to review the AA petitions and award the degree, as well as the SLPAHD licensing board to process the students' applications (8 weeks). Ninety percent of the respondents obtained employment as a SLPA within 6 months of receiving their state license.

5. **Annual Plan:** The SLPA program plan created for the 2016-2017 school year lists the following Strengths, Weaknesses, Opportunities, and Threats:

Strength	The SLPA program has developed a supply of instructional materials and items for a lending library for student use. Students are able to practice with assessments and therapy tools that they will be exposed to in the workplace. Due to changes in evidence-based practice and technology, the supply of items should be continually updated and improved.
Weakness	Due to changes in the SLPA curriculum and the college's inconsistent assessment procedures, there is minimal accuracy and reports in regards to Student Learning Outcomes. Previously, indirect assessment has been used to evaluate whether or not the students achieved the SLOs for each course. However, indirect assessment is based on the student's perspective and is not systematic or consistent. The current method relies on student responses to surveys, which have a low response rate. The SLPA program needs to develop a systematic approach to direct assessment of SLOs for all courses.
Opportunity	The SLPA department has the opportunity to work with the various agencies and organizations on campus for the purposes of student engagement and academic infrastructure (e.g., Child Development Center, Student Health Center, Disabled Students Programs and Services).
Threat	The SLPA program is currently an open enrollment system. For a variety of factors that impact student success and completion, it is possible that moving to an application process for the program could improve student success and completion rates.

The following lists the goals that correspond with the SWOT analysis above:

1. Maintain currency and relevance of classroom materials to ensure students are prepared for the workplace. Current status: in progress.

2. Implement direct assessment of Student Learning Outcomes (SLOs). Current status: in progress.
3. Collaboration with on-campus/off-campus organizations. Current status: not started
4. Explore feasibility of an application process for SLPA. Current status: not started

SECTION 2: SWOT Analysis

A.   Strengths

1. Consistent faculty and department chair since 2011 to foster student growth and success; high level of expertise of adjuncts for specialty coursework. Licensing and certification maintained through mandated continuing education requirements of SLPAHD Board and the American Speech-Language Hearing Association (ASHA)
2. Eighty percent and higher student graduation/completion rates
3. Expanded and strengthened relationships between Cerritos and local community sites for student placements and employment
4. Alumni report average to above average satisfaction with academic and clinical preparation for the workplace
5. Increased supplies for screenings and treatment are available for instructional use and student practice
6. Increased prerequisites and a structured sequence of progression through program provides more academic support for students and transparency of academic pathways
7. Addition of A&P 120 (or Anatomy 150), modified grading scale, and curriculum modifications increases rigor of program to improve student preparedness for the workplace
8. Cerritos College SLPA program has established and maintained a positive reputation for SLPAs in the LA/Orange County SLP community
9. Recently hired a new male adjunct faculty which may help nontraditional populations feel more at ease in female-dominated field
10. High attendance (approximately 50 students each) at two biannual information sessions to orient student to SLPA program
11. The SLPA program offers an Adaptive Communication Technology course (SLP 230), which teaches students about current practices in augmentative and alternative communication (AAC). This prepares them for the increasing use of technology in the field of SLP. This course is not offered at every regional community college or BA program.

B. Weaknesses

1. Open enrollment nature of the program/lack of preparedness/commitment; inconsistent rates of success and completion in first semester courses. Students who are not as interested in or academically-prepared for the SLPA program will take the places of students who are highly motivated to complete an AA degree in the prerequisite courses.

2. A supply of Augmentative/Alternative Communication (AAC) equipment needs to be included for demonstrations and student practice (e.g., iPads with current voice output apps)
3. Currently the department implements indirect SLOs which does not accurately measure student learning for some courses; full-time faculty and adjunct faculty need to be trained in how to implement direct SLOs
4. Need more data from employers and industry regarding satisfaction with Cerritos College alumni for future course and program updates
5. Assessment of program SLOs need to be implemented with course established to effectively track student learning at both the course and program level
6. The success rates for non-White populations is significantly lower than those of White students, suggesting teaching methods could be improved to be more culturally responsive
7. There is a significantly low non-traditional population (i.e., males) represented in the SLPA program.
8. There is a lack of data around how many SLPA alumni are licensed; some go on to work as SLPAs, some transfer to a four year college, and some do both or not at all. Many students in the program do not petition for the SLP Aide certificate that could provide a boost to their resume or allow for other professional opportunities.

C. Opportunities
1. There are organizations on campus that could benefit the SLPA students in regards to opportunities to practice assessment, therapy, and awareness of communication disorders. For example, the Child Development Center has a literacy fair every spring; SLPA students could create engaging activities for parents to learn more about the connection between language and literacy.
2. Several programs in Health Occupations use an application process to select highly motivated and academically prepared students; this could provide possible models for the SLPA program if an application process was seen as one way to increase student success, retention and completion.
3. Perkins/TOP funds are available (upon an annual application process) to grow the supplies and equipment needed for students to learn about current treatment programs, tools, and devices used in evidence-based practice of speech-language pathology.
4. Attendance and membership with the California Association of Communication Sciences and Disorders Programs (CAPSCD), as well as annual meetings with the other state SLPA program directors, helps to provide a supportive network of department chairs to address goals of increasing awareness of transfer issues, discussing curriculum and program issues, as well as maintain an open dialogue between programs to resolve student and academic issues
5. There are available means for increasing recruitment of non-traditional population through attendance at health, major, and job fairs.

6. High projection rates for job opportunities for in fields of Speech-Language Pathology and Health Care Support Workers
7. Several students a year are hired as SLP Aides or SLP Assistants by local community agencies

D. Threats

1. California pioneered the creation of state accreditation and licensing standards for the SLPA occupation in 2000. However, the American Speech-Language-Hearing Association (ASHA) does not provide certification for SLPAs or standards of accreditation for SLPA programs. This impacts employment opportunities, as insurance companies and Medi-Cal will not reimburse services performed by support personnel that are not recognized by ASHA. Other negative impacts include: reduced supervision opportunities due to lack of national endorsement/acceptance of this occupation and lack of general awareness of the valuable role of the SLPA at local, state, and national levels.
2. There is no specific occupational SOC code for the state of California labor department, which means that there is no reliable and specific data for employment numbers of SLPAs at the state. This impacts the program's ability to provide important career information to students and tracking employment in the state of California.
3. Students entering the program are demonstrating a lack of study skills and academic writing skills which leads to under-preparation for college level coursework.
4. There is significant competition for clinical placements with other SLPA, BA, and master's programs due to a high number of SLPA programs both at the community college and bachelor's level
5. Some students experience financial and personal difficulties that make it challenging for them to reserve two full days of their placement for a full academic year; this affects enrollment and completion of the program
6. Anecdotally, several SLP clinical directors have informed the department chair that BA students with SLPA licenses continue to be hired over a SLPA applicant with an AA degree

SECTION 3 - GOALS OF THE PROGRAM

Ref	Goals	Action to Be Taken	Completion Date	Person Assigned
	Mid-Range			
S1	Faculty will implement high-quality instructional teaching methods	Faculty will attend at least 1 workshop that provides up-to-date knowledge of instruction for adult learners and/or CTE programs *Stipend needed for adjunct faculty	Fall 2018	McDonald, Corfar, Cho, Buchheit, CTX
S2	Create and implement a mentorship program for SLPA Students to further increase student success	In partnership with CSU Sacramento, a literature review and surveys will be conducted on various mentorship models; constituency groups (e.g., students, Advisory Committee, faculty) will discuss preferred models based on the information presented and organize an implementation plan for the mentorship program (including an assessment process to measure outcomes)	Spring 2018	McDonald, Advisory Committee
S4	Implement process to conduct annual surveys of alumni	Coordinate survey format and schedule; designate who will initiate the annual survey each year	Spring 2017	McDonald, IERP
W1	Investigate the feasibility and possible frameworks of an application process for student enrollment	Prepare a study of application processes in HO and other SLPA programs; meet with constituency groups to discuss pros and cons,	Spring 2018	McDonald, HO counselors, Advisory Committee, Marks

		needed resources/ infrastructure, and any other issues; determine if an application process is appropriate for the students and the SLPA program		
W2	Purchase AAC equipment for SLP 230 instructional demonstrations and student practice	Apply for Strong Workforce funding and place order	Fall 2016	McDonald, Marks, Hogue
W3	Implement direct assessment for course SLOs	Coordinate training by SLO coordinator for faculty (full-time and adjunct); input direct assessment results for each semester	Spring 2017	McDonald, Corfar, Cho, Buchheit, Fronke
W4	Implement a process to annually survey employers of SLPA program alumni	Meet with IERP and create a process to identify employers and create survey format; designate who will initiate survey each year	Fall 2017	McDonald, IERP
W5	Implement assessment of Program SLOs	Input/map course SLO results to program SLOs; create system for annual updates to program SLOs	Fall 2017	McDonald, Fronke
W6	Increase culturally responsive teaching (CRT) methods	Faculty will undergo training in CRT and apply methods to instruction *adjunct instructors need stipend and/or alternate forms of attendance if they cannot physically attend (e.g., webinar)	Spring 2018	McDonald, CTX
W7	Develop a process to facilitate the	Meet with constituency groups (e.g., students,	Fall 2017	McDonald, Advisory

	recruitment of non-traditional population (male students)	faculty, advisory committee) to develop a strategy for recruitment		Committee
W8	Implement a process in which students are required to submit petitions and license applications for the coursework they have completed	Coordinate a system in which students are aware of the required certificate and licensing paperwork; designate who will check in with all active SLPA students and require them to submit the petition for the SLPA Aide (and when); designate who can support all students getting licenses completed and submitted to the state (and when this will occur every year)	Spring 2017	McDonald, HO counselors
O1	Increase educational opportunities for SLPA students with local or campus organizations as linked to SLPA coursework	Meet with Child Development Center Coordinator, DSPS director, Norwalk Public Library, and other campus/community agencies to establish student-led outreach, assessment, and/or therapeutic activities linked to SLP courses	Spring 2017	McDonald
O6	Implement a system for students to petition for SLP Aide certificates after required 20 credits has been completed	Coordinate a system with the HO counselors for enrolled SLPA students to complete the required petition for the SLPA Aide certificate; designate the appropriate person and timeframe to work with students to complete the SLP Aide petition	Spring 2016	McDonald, HO counselors

T3	Improve student success and completion rates during first semester of program	Coordinate with Student Success Center for tutorials/workshops in regards to study skills, academic writing, and vocabulary study strategies; students who are not performing at 76% or above after first assignment will be referred for the appropriate tutorials/workshops	Fall 2017	McDonald, Success Center
T4	Increase sites for clinical field placements to support 30 students on a regular basis	Meet with new school districts and clinical directors; establish new contracts	Fall 2019	McDonald
T5	Investigate feasibility of moving SLP 241 and SLP 246 to two consecutive 9-week sessions in the last semester of the program	Contact SLP coordinators of current placement sites to check in about the availability of more intensive placement experiences	Spring 2018	McDonald
	Long Range			
O3	Implement state grant funding (as funds are made available) to purchase equipment and instructional materials, enhance curriculum, and/or hire personnel to grow the program and increase students' success and employment	Conduct meetings with constituency groups to identify needed resources, materials, and personnel to continue to grow and strengthen the program; apply for grants and state funds through TOP/Perkins (IPII), Strong Workforce, and other sources as available	Fall 2022	McDonald, Advisory Committee
T1	Advocate for SLPA certification and standards of SLPA	Network with national group of SLPA directors (virtually and at national	Fall 2022	McDonald

	with ASHA	conferences); invite key ASHA officers/ personnel to become members of the SLPA Advisory Committee		
T2	Advocate for a SOC code to label SLPA occupation and track employment/labor data	Work with other SLPA directors and state leaders to establish a SOC code; invite state leaders to become members of the SLPA Advisory Committee	Fall 2022	McDonald