

# 2022-2023 Comprehensive Instructional Program Review - SLP Latest

## Version

2022-2023 Comprehensive Instructional Program Review

## Program Overview and Goals

### Mission and Alignment : Version by **McDonald, Susan** on **10/04/2022 23:23**

The mission of the Speech Language Pathology Assistant (SLPA) Program is to provide pathways for employability in the field of speech-language pathology through academic instruction and skills training opportunities. Students may pursue two career options through a speech-language pathology (SLP) aide certificate program or state-licensed position as a speech-language pathology assistant. With the speech-language pathology (SLP) aide certificate, students can apply to entry level positions at clinics, schools, or medical centers to support operations of a speech-language rehabilitation program. An Associate of Science (A.S.) degree entitles the graduate to apply to the California state licensing board for a license and work as a SLPA.

This Career and Technical Education (CTE) program serves a culturally, linguistically and generationally diverse population with a variety of socioeconomic, professional, and educational backgrounds. The SLPA program offers intensive academic and skills development in the topics of typical communication, communication disorders, and intervention for speech and language impairments. Evidence-based intervention methods, critical thinking skills, collaborative learning and strategies for academic success are emphasized in the classroom. This preparation provides the necessary foundation for the application of professional and clinical skills through community-based externships in the Los Angeles and Orange County regions. This program is accredited by the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers (SLPAHAD) Board.

Explain how your program supports the College's Mission.

College mission statement:

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities. Cerritos College provides learning pathways for students to support them in understanding and completing academic requirements for various majors and degrees. Speech-Language Pathology belongs to the Health Sciences and Wellness Pathway and works with the Guided Pathways coordinators and pathway counselors on a regular basis to ensure students have access to the most current information about the program and to support student completion of the certificate and degree plans.

The program supports the college's mission by providing a rigorous curriculum that offers a solid foundation of knowledge and applicable skills students can draw from in their chosen career and in more advanced degree programs. The program utilizes college resources and collaborates with support services such as Learning and Career Pathways, embedded tutoring, Student Accessibility Services, and counselors to facilitate student success and completion. The development of cultural competence is embedded throughout the curriculum of the SLPA Program so that students are prepared to meet the needs of the culturally and linguistically diverse clientele they will serve as future speech-language pathology aides and SLPAs. In each course, students discuss cultural and linguistic issues that arise when working with individuals with communication disorders, and during their externships, they have the opportunity to apply culturally competent practices in the community setting they have been placed.

### Degrees and Certificates : Version by **McDonald, Susan** on **09/02/2022 19:14**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

The SLPA program offers the following degree and certificate options:

#### 1) Speech-Language Pathology Aide Certificate (Total = 19 units)

- ASL 110 American Sign Language I (4)
- CD 110 Child Development (3)
- CD 139 Observation, Assessment and Positive Guidance of Childhood Behavior (3)
- CDSE 150 Introduction to Children with Special Needs (3)
- SLP 101 Introduction to Communication Disorders (3)
- SLP 105 Speech and Language Development in Children (3)

#### 2) Associate of Science Degree: Speech-Language Pathology Assistant (Total = 60.5 units)

- SLP Aide Certificate courses as listed above (19)
- A&P 120 or Anatomy 150 (4)
- Math proficiency (4)
- Writing proficiency (4)
- History requirement (3)
- Health and Wellness Proficiency (1)
- Electives (6 units)
- Advanced SLPA coursework (19.5)
  - SLP 108 Introduction to Phonetics (3)
  - SLP 125 Child Disorders and Treatment (5)
  - SLP 230 Introduction to Augmentative and Alternative Communication (1.5)
  - SLP 235 Adult Disorders and Treatment (5)
  - SLP 241 Clinical Experience I (2.5)
  - SLP 246 Clinical Experience II (2.5)

### Six-Year Program Goals : Version by **McDonald, Susan** on **10/20/2022 19:49**

The previous program review cycle ended in Spring 2016, and was presented in Fall 2016. While there were several goals that were accomplished (see six year program reflection section), there were a few that were not addressed or fully completed. For example, a mentorship program for SLPA students to further increase student success was not explored or executed, as well as the goal of fully addressing recruitment of non-traditional populations. These two goals will be combined for the next 6 year program review to address the need for recruitment, retention, and completion for both traditional and non-traditional students. The goal of implementing annual surveys of alumni and companies will be completed as a part of regular departmental operations in collaboration with IERPG, **AND WILL BECOME PART OF REGULAR DEPARTMENTAL OPERATIONS.** The goal of increasing culturally responsive teaching (CRT) methods has been partially implemented and **INCORPORATED INTO REGULAR FACULTY TEACHING PRACTICES AND DISCUSSIONS DURING FACULTY MEETINGS.**

**CURRENTLY, FACULTY ARE MADE AWARE OF TRAININGS AND WORKSHOPS AROUND CULTURALLY RESPONSE TEACHING PRACTICES THROUGH THE CENTER FOR TEACHING SUCCESS ON CAMPUS, WHICH WERE NOT AVAILABLE WHEN THIS GOAL WAS CREATED IN 2016.**

The following identifies goals for the next program review cycle:

Goal 1: Modify academic and clinical courses to allow for timely student completion while maintaining robust clinical experiences.

Action Plan:

- Increase clinical partnerships to offer students a wider variety of clinical rotations and experiences
- Submit a curriculum proposal to combine two clinical placement courses into one course that provides the required number of clinical hours in one semester (as opposed to two semesters) to the state licensed board (by Spring 2023)
- Pending approval by board, develop curriculum proposal to curriculum committee
- Pending approval by curriculum committee, implement in next cohort

Goal 2: Purchase needed equipment to maintain currency in therapy materials, screening tools, and augmentative/alternative communication (AAC) devices.

Action Plan:

- Use \$2500/academic year in purchases on needed equipment and materials (total of \$15,000 over 6 years)

Goal 3: Explore additional certificate and bachelor programs that could be added to the SLPA Department (e.g., behavioral intervention, assistive technology, communication sciences/disorders) to increase education in SLP or related areas, employment opportunities for students, and FTES.

Action Plan:

- Investigate possible certificate programs with Dean and SLPA Advisory Panel and review of other community college and 4-year university programs (by Fall 2023)
- Inquire about potential Bachelor's program in Communication Sciences and Disorders with the American Speech-Language-Hearing Association (ASHA) (by Fall 2023)
- Research curriculums with subject matter experts (SMEs) and create an impact report outlining needs and benefits to operate new certificate and/or bachelor programs (by Spring 2024)
- Create curriculum with SMEs and submit to curriculum committee (beginning Fall 2025, depending on complexity of curriculum and program changes)
- Pending approval, hire needed staff and implement certificate following academic year (Fall 2026)

Goal 4: Maintain professional knowledge, networks, and partnerships through attendance at local, state, and national consortiums and conventions.

Action Plan

- Attend ASHA convention to meet with other SLPA directors and attend professional workshops (annually)
- Attend California Speech-Language-Hearing Association (CSHA) convention to network with state SLP clinical directors and attend professional workshops
- Maintain SLPA department membership with California Programs in Communication Sciences and Disorders (CAPCSD) consortium meetings to network with other program directors and stay current with state and national mandates

Goal 5: Establish a mentorship program to promote recruitment, retention, and completion of traditional and non-traditional students.

- Create guidelines in collaboration with SLPA alumni and current SLPA students to form a pilot mentor program
  - Identify norms, activities, and processes
- Develop permanent funding channel for mentor stipends

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Modify academic and clinical coursework	Goal A	Not started	See action plan above. Resource needs: stipends for supervisors (\$5000/year) Estimated completion date: 5/2025
Purchase needed equipment	Goal E	Not started	Resource needs (2500/year)-annual goal
Explore additional certificates and bachelor programs that could be added to SLP department	Goal A	Not started	Resource needs: ~\$12000 for subject matter experts/curriculum experts Estimated completion date: 5/2028
Maintain professional networks/partnerships	Goal B	Not started	Resource needs: ~\$5500/year-annual goal
Establish a mentorship program	Goal A	Not started (continued from previous cycle)	Resource needs: ~\$5000/year Estimated completion date: 5/2026

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by McDonald, Susan on 10/28/2022 23:55

Student Learning Outcomes (SLO) data was compiled using a combination of departmental reporting and eLumen. [The eLumen data generated by this report \(found below\) is incomplete. Please click on the link to view accurate and detailed SLO data between 2016-2017 and 2021-2022: SLPA SLO Data](#)

 SLO DATA (<http://file:///Users/susanmcdonald/Desktop/Program%20Review/SLOs%20for%20Program%20Review.html>)

Below highlights the main points of the SLPA SLO data as created by the SLPA department:

- Students who scored 76% - 84% were rated as good, and students who were rated as 84-100% were rated as satisfactory.
- Although data had been entered in eLumen during the 2016-2017 year, only SLP 246 data was accessible on eLumen at the time of this report.
- SLP 101 (Introduction to Communication Disorders)
  - SLO scores declined from an average of 94% in 2017-2018 to 69.79% in 2021-2022.
  - SLO scores varied widely during the early pandemic years
    - **EMBEDDED TUTORS WERE UTILIZED FOR BOTH ONLINE AND ON-CAMPUS SECTIONS OF SLP 101 & SLP 105 IN 2021-2022. TUTORING SESSIONS WERE ANNOUNCED IN CLASS AND ON CANVAS. IT WAS NOT POSSIBLE TO DETERMINE IF THE EMBEDDED TUTORS HAD AN IMPACT ON STUDENT PERFORMANCE BECAUSE OF THE MULTITUDE OF FACTORS AFFECTING STUDENT PERFORMANCE DURING COVID-19.**
    - **MORE WORK NEEDS TO BE DONE WITH FACULTY AND EMBEDDED TUTORS TO DISCUSS SPECIFIC GUIDELINES FOR STUDENT SUPPORT.**

- **STUDENT INCENTIVES HAVE BEEN DISCUSSED TO INCREASE THE USE OF EMBEDDED TUTORS BY STUDENTS.**
- **A POOL OF EMBEDDED TUTORS NEEDS TO BE CREATED FOR CONSISTENT AVAILABILITY FOR SLP101 AND SLP105.**

- One of the sections of 2021-2022 had a new instructor which could have affected the SLO scores

- SLP 105 (Speech and Language Development in Children)
  - SLO scores increased from an average of 58.5% in 2017-2018 to 96% in 2021-2022.
  - Students may have benefited from increased practice for one of the key assignments (language sampling), updates to exams, and embedded tutoring
- SLP 108 (Introduction to Phonetics)
  - Average SLO ranged from 76% to 89%
  - Data wasn't contributed by adjunct faculty who taught this course in 2016-2017 and 2017-2018 (faculty member is no longer teaching at Cerritos)
- SLP 125 (Child Disorders and Treatment)
  - SLO scores averaged 85% in 2017-2018 to 95.5% in 2021-2022.
- SLP 230 (Introduction to Augmentative and Alternative Communication)
  - SLO scores were consistently above 90%; average percentage ranged from 100% in 2016-2017 to 95% in 2021-2022.
- SLP 235 (Adult Disorders and Treatment)
  - Average SLO scores ranged from 97.5% in 2017-2018 to 100% in 2020-2021.
  - SLP 235 was not offered in 2021-2022 due to delays in application cycle because of COVID-19
- SLP 241 (Clinical Experience I)
  - Average SLO scores ranged from 100% in 2017-2018 to 100% in 2020-2021
  - SLP 241 was not offered in 2021-2022 due to delays in application cycle because of COVID-19
- SLP 246 (Clinical Experience II)
  - SLO scores averaged 98% in 2016-2017 to 100% in 2021-2022.

Course by SLO	Expected Performance	Performance
SLP108 - Introduction to Phonetics		
Transcribe oral language samples using broad transcription of American-English speakers (Active from 2017 SP)	100.00%	24.00%
Apply common diacritics to affected phonemes in an oral language sample (Active from 2017 SP)	100.00%	12.00%
Explain the use of phonetic transcription in the field of speech-language pathology (Active from 2017 SP)	100.00%	100.00%
Describe typical patterns of phonetic errors in accented and disordered speech (Active from 2017 SP)	100.00%	0.00%
SLP125 - Child Disorders Treatment		
Students compare and contrast the phonological processes approach and the traditional articulation approach. (Active from 2013 FA)	100.00%	58.18%
Students describe the role of the Speech Language Pathology Assistant. (Active from 2013 FA)	100.00%	0.00%
Students assemble important information from a child's Individualized Education Plan. (Active from 2013 FA)	100.00%	0.00%
Students identify positive and negative reinforcement when presented with a case study. (Active from 2013 FA)	100.00%	0.00%
Students differentiate between the normative/developmental strategy and the nondevelopmental strategy for intervention. (Active from 2013 FA)	100.00%	0.00%
Students will create a therapy plan with relevant materials for a child with a language disorder. (Active from 2013 FA)	100.00%	63.16%
Students will simulate therapeutic techniques to remediate a speech sound disorder. (Active from 2013 FA)	100.00%	54.55%
Students will identify the key components of a client's therapy plan in preparation for intervention. (Active from 2013 FA)	100.00%	57.89%
Students will differentiate between positive reinforcement, negative reinforcement, and punishment. (Active from 2013 FA)	100.00%	49.12%
SLP230 - Adaptive Commun Technology		
Define augmentative and alternative communication technology (Active from 2017 SP)	100.00%	93.62%

Course by SLO	Expected Performance	Performance
Identify four ways a user could activate equipment or access an augmentative communication system (Active from 2017 SP)	100.00%	91.49%
Create a primary and secondary communication board for an adult and a child using appropriate software (Active from 2017 SP)	100.00%	91.49%
Identify settings and professionals who work with SLPs and individuals with communication disorders (Active from 2017 SP)	100.00%	93.62%
SLP241 - Clinical Experience 1		
Students create therapeutic activities appropriate for the client's communication disorder(s). (Active from 2013 FA)	100.00%	85.00%
Students demonstrate ethical and professional behavior in accordance with national, state, and department standards (Active from 2013 FA)	100.00%	90.00%
Students describe his/her clinical and professional strengths and weaknesses. (Active from 2013 FA)	100.00%	75.00%
Students implement treatment objectives as directed by the supervising Speech-Language Pathologist given minimal or some assistance. (Active from 2013 FA)	100.00%	85.00%
Students provide clear, concise instructions that are appropriate for the child's language learning profile during therapeutic sessions. (Active from 2013 FA)	100.00%	90.00%
SLP241 - Clinical Experience I		
A. Demonstrate ethical and professional behavior in accordance with national, state, and department standards (Active from 2018 FA)	100.00%	100.00%
B. Implement treatment objectives as directed by the supervising speech-language pathologist given minimal or some assistance (Active from 2018 FA)	100.00%	100.00%
C. Provide clear, concise instructions that are appropriate for the child's language learning profile during therapeutic sessions (Active from 2018 FA)	100.00%	100.00%
D. Describe his/her clinical and professional strengths and weaknesses (Active from 2018 FA)	100.00%	100.00%
E. Create therapeutic activities appropriate for the client's communication disorder(s) (Active from 2018 FA)	100.00%	100.00%
SLP246 - Clinical Experience II		
implement treatment objectives as directed by the supervisory speech-language pathologist (Active from 2019 FA)	100.00%	100.00%
Use treatment strategies appropriate for a specific communication disorder (Active from 2019 FA)	100.00%	93.75%
Summarize therapy progress based on client data (Active from 2019 FA)	100.00%	93.75%
Describe area of growth in their clinical skills and a plan to address weaknesses (Active from 2019 FA)	100.00%	100.00%
SLP - 101 - Introduction to Communication Disorders		
Students explain the roles and responsibilities of a Speech-Language Pathology Assistant. (Active from 2013 FA)	100.00%	69.93%
Students identify the physical structures responsible for the processes of hearing, speech, language, and swallowing. (Active from 2013 FA)	100.00%	44.06%
Students label and describe characteristics of common speech and language disorders. (Active from 2013 FA)	100.00%	44.37%
Students list functional and organic causes for speech, language, and swallowing disorders. (Active from 2013 FA)	100.00%	72.34%
SLP - 105 - Speech and Language Development in Children		

Course by SLO	Expected Performance	Performance
Students describe multiple theories of childhood language acquisition for native and non-native speakers of English.  (Active from 2013 FA)	100.00%	62.80%
Students identify features of normal speech and language development.  (Active from 2013 FA)	100.00%	49.39%
Students provide examples of 14 morphological structure markers.  (Active from 2013 FA)	100.00%	59.12%
Students perform, transcribe and analyze a speech and language sample.  (Active from 2013 FA)	100.00%	58.86%
SLP - 235 - Adult Disorders and Treatment		
Students create a therapy plan with relevant materials for adult individuals with communication disorders. (Active from 2013 FA)	100.00%	67.57%
Students simulate therapy techniques for acquired communication disorders. (Active from 2013 FA)	100.00%	83.78%
Students describe clinical behaviors associated with a variety of acquired communication disorders. (Active from 2013 FA)	100.00%	51.35%
Students list factors that can impact vocal production.  (Active from 2013 FA)	100.00%	48.65%
Students explain the role of the SLPA in the rehabilitative setting. (Active from 2013 FA)	100.00%	0.00%

## Assessment Report (Part 2: Assessment Responses) : Version by McDonald, Susan on 10/20/2022 19:49

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Student Learning Outcomes (SLOs) are assessed every semester by both full-time and adjunct faculty and are reviewed each semester at a faculty meeting. The SLOs are consistent with what is in the course outline of record (COR) and is reflected on each of the course syllabi. Faculty discuss SLOs that fell below 80% (the department's target minimum) and what factors could have contributed to that. In addition, SLOs that are 80% or higher are discussed to what effective instructional strategies could be contributing to the students' high performance of those SLOs. There is also ongoing discussion to ensure that instructors who teach multiple sections of the same course are using the same assignments or exams to measure the SLOs for that course.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

During the faculty meetings in which SLOs from the previous semester are reviewed, faculty identify any new instructional strategies, support services, or needed adjustments to existing assignments to support student achievement of the SLOs where there was low performance. An action plan is created to identify which SLOs need improvement, if any, what factors may be contributing to the low performance, and what steps need to be explored to improve student performance.

For example, one semester (FA19) in which the students did particularly low on the SLOs for SLP 101, reflection on changes in instruction that semester revealed some factors that needed to be addressed in future semester. There was a new online textbook that some students responded well **TO**, and others did not. Some students expressed dissatisfaction with the quizzes from the textbook that were required prior to class in an effort to move towards a flipped classroom model. Even though the students had access to the textbook while they took the quizzes, changes were made to future sections of the course to provide a more detailed walk through of the online text, and the quizzes were required after the lecture, not before.

In another example, there was an unusually low performance for SLO 2 in SLP105 in Spring 2021 (26%). After reviewing the specific exams that reflected the SLO 2, (Identifying features of normal speech and language development) performance, it appeared that the students needed more support with learning those items and recalling them on a test. It was decided that embedded tutors would be incorporated in future SLP 101 and SLP 105 courses when possible. In addition to implementing embedded tutors, modifications were made to weekly assignments to allow students time to engage with the content and process it more with guided practice.

## Data Analysis of Program Data : Version by McDonald, Susan on 10/28/2022 23:55

Data was analyzed using the IERPG's internal dashboards for Unit Planning and Program Review and Awards. SLPA license data for alumni was obtained from the California SLPAHAD Board to indicate students who currently hold a license in SLP Assisting. In addition, a survey was conducted in Spring 2022 in collaboration with the IERPG department to evaluate alumni satisfaction and feedback regarding the curriculum and the program's overall preparation of students for workforce.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

## Age

The SLPA program is made up of a wide variety of age ranges, but the predominant age range that has been consistent over time is 25-34-year-olds. This differs from the college data which indicates that 20-24 year olds are the highest population on campus. This could be explained by a couple factors. One, the specialized content of the introductory courses is not what first time college students tend to enroll in for their first year or two of college, because they tend to complete their GEs. Second, many of the students hear about this program through their work as in special education or are parents of children with special needs.

Overall there has been an increase in this 25-34 year olds from 36 in 2016-2017 to 50 (44% of the SLPA students) in 2020-2021, which contrasts with the slight decline in this age group at the college level since 2016-2017. The next largest range, 20-24 year olds, has slightly increased from 19% of the SLPA student population to 24% since 2016. The third largest age range, 35-49 year olds, has also been slowly increasing over the years from 17% to 22%, which contrasts with the plateau of this population at the college level at 14% of the population. The least number of students in the SLPA population, 19 and under, contrasts with its status in the campus as the 3rd highest age group. Students 50 years and over do not account for more than 10.5% of the count, which has remained consistently over the past 5-6 years, which just slightly higher than the campus level at 7.44%.

## Gender

Gender data indicates that female students form the majority of the SLPA student population at 93%, which has been relatively consistent since 2016-2017. The number of male students has slightly increased from 4% in 2016 to 5.3% in 2021. The number of students who identify as unknown has been inconsistently 1 over the past 6 years. Males are considered to be a 'non-traditional' population for the field of SLPA.

## Racial/Ethnic Identity

The percentage of students who identify as Hispanic/Latino has increased from 58% of the SLPA population in 2016 to 71.25% in 2021-2022, which is just slightly above the college's percentage of Hispanic/Latino students (65.64%). The other racial/ethnic categories are significantly lower, with students who identify as Asian at 8%, Unknown at 6%, White students at 5.3%, Black or African American at 5.3%, and two or more races at 2.6%. Except for the Asian students, the other racial/ethnic categories are 2-3 percentage points below the college levels. Those percentages for those groups have not changed significantly in the SLPA department over the past 5-6 years. Two students have identified as Native Hawaiian or Pacific Islander between 2017-2018 and 2019-2020. First generation college students have steadily increased from 39% of the SLPA student population to 49.5% in 2020-2021.

## Mode of Learning

Due to the COVID-19 pandemic, students who engaged in online learning increased from 31% in 2019-2020 to 100% in the 2020-2021 academic year because all SLPA courses were made available online. Before the Spring 2020 semester, when the pandemic began, only one course in the SLPA program, SLP 105, was offered online consistently. In 2021-2022, several courses with lectures and labs used an asynchronous or remote lecture format combined with an on-campus lab. This was partly to transition back once the conditions of the pandemic improved, but this model is being considered as a permanent option for several courses due to the flexibility it offers students. Currently the dashboard does not accurately reflect which courses were offered online or traditionally beginning in 2020. For example, in 2020-2021, all courses were offered online, but only 4/8 indicated they were online.

When examining success rates by class, SLP 101 had the lowest student success rate in the 2019-2020 academic year (49.3%) with an increase to 70% in the 2021-2022 academic year, as compared to the traditional model (47.8%). The data for the 2020-2021 year listed an on-campus offering, so it is not clear what the actual success rate was for that year. Students who attended the first courses back on campus after the lockdown had challenges with attendance due to family obligations, personal issues, and also were not able to attend class if they experienced any symptoms resembling COVID-19, which is likely to have impacted their success. SLP 105's success rates are in the low 50's for both traditional and online courses. The dashboard does not present separate online and traditional course data for 2021-2022. SLP 108, 125, 230, 235, 241, & 246 all maintained high success rates (84% or above) during the pandemic for both online and traditional course instruction.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Enrollment trends indicate a consistent increase in the number of students enrolled in SLPA courses over the past 5 years, although FTES do not indicate a significant shift. The following lists the FTES between Fall 2016-Spring 2022:

- 2016 - 2017: 32
- 2017 - 2018: 34
- 2018 - 2019: 36
- 2019 - 2020: 37
- 2020 - 2021: 34
- 2021 - 2022: 34

Unduplicated headcounts show **STEADY GROWTH IN ENROLLMENT BETWEEN 2018-2022, WITH 20 TO 30 JOINING THE PROGRAM EACH YEAR, AND ENROLLMENT INCREASING FROM 80 IN 2018 TO 160 IN 2022.** The increasing numbers predominantly belong to students who identify as Hispanic/Latino. All other racial/ethnic groups did not demonstrate a significant increase in enrollment. Some of the increase in numbers is due to the addition of both introductory courses (SLP 101 & SLP 105) being offered every semester, which began Spring 2020. Before Spring 2020, those courses were previously offered just once a year. This was in preparation of an application process that was implemented in Spring 2020. Additionally, in Fall 2021, two sections of SLP 101 and SL 105 were each offered to provide more students the opportunity to apply to the Associates degree in SLPA program by completing the prerequisite coursework, which includes SLP 101 and 105.

The advanced SLPA courses, which are available through admittance by application, are still only offered once a year due to the impact of COVID-19 on the availability of externship placements and limited staff to coordinate the externships. In the SLPA program, students are required to complete two clinical placements on-site (at schools and clinics), and those were significantly decreased due to the effect of COVID-19 on those sites. Once placements can become more readily available, then more sections of the advanced courses can be considered. The program currently employs one full-time faculty for department chair, program director, and teaching duties. There are two adjunct faculty that teach 1-2 courses/semester. Part-time adjunct faculty may be utilized to provide the needed instruction until the program is able to offer two concurrent cohorts, at which time the addition of a second full-time faculty member would be advantageous in supporting the needs of the students and program operations. Additional administrative staff would also prove essential for supporting department operations. A clinical coordinator position is currently being developed by the HO division (Fall 2022) to assist with maintaining community partnership contracts and onboarding students for placements.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

## Success

Success rates for students in SLPA courses were at 87.8% in 2016-2017, rising to 92% in 2017-2018, and held fairly steady to 90% in 2018-2019. In 2019-2020, that number sharply dropped to 71% and 68.25% in 2020-2021. In Spring 2020, the program shifted to an application process, and to accommodate students who may want to apply, the two introductory courses SLP 101 and 105 were offered on a 9-week timeframe, rather than the typical 18-week schedule, which did not have a positive impact on student success. Additionally, the sharp decline in student success for 2020-2021 was due to other factors related to the pandemic. Students had to shift quickly to online learning and there were additional financial, health, and personal stresses on students.

Over time, even though SLP 101 and SLP 105 generally demonstrate lower success rates than the more advanced courses, 74% of SLPA alumni who responded to a survey reported being extremely satisfied with those courses, and 21-22% were somewhat satisfied with SLP 101 and 105. Of all the courses, only 0-5% of respondents were dissatisfied with the content.

When broken down by age range, students 50 and over (3 students over the past 6 years) were the highest performing group at 100% until the pandemic occurred, and then their success rate fell to 50% in 2020-2021. The 35-49, 25-34, and 20-24 year ranges all had significantly less fluctuation in their success rates but did demonstrate a decrease from success rates at 88% in 2016 to 68-71% in 2019-2020.

When examining the success data of racial/ethnic groups, all groups performed at 80% or higher in 2016 through 2018-19, with the exception of Black/African Americans, at 75%, but this rebounded to 80% in 2020-2021. Although all groups experienced a decline in the 2019-2020 academic year, the most significant drop was in students who did not identify a race/ethnicity (8 students). Those who identified as two or more races performed at 42% in 2020-2021. Hispanics/Latinos, who make up the majority of the SLPA population, performed at 67.91 in 2020-2021, and White students performed 10% higher at 76.9%. Asian students showed the highest success rates at 88% in 2020-2021.

The success rates of females in the program reflects the general success rates that were described above as they form the majority of the SLPA population, which began at 88% in 2016 and declined to 68% in 2020-2021. The small number of male students in the program result in an inconsistent pattern of success rates, ranging from 66% in 2016-2017 to 81% in 2017-2018, then to 33% in 2019-2020, then back up to 62% in 2020-2021. First Generation students had high success rates (90% in 2016) and then declined sharply in 2019-2020, which is consistent with the other success rates reported.

The SLPA program offered one course online, SLP 105, beginning in Fall 2017 until the pandemic began. This course's online success rate was at 77% but declined to 52% in Spring 2020 due to the shortened semester in anticipation of the new application cycle. The 9-week semester was not repeated due to the low success rates. All other courses were offered online for the 2020-2021 academic year, but dashboard data is **INACCURATE BECAUSE OF HOW THE DATA IS PROCESSED, WHICH CANNOT BE ADJUSTED AT THIS TIME BY IERPG**. It lists traditional courses being listed that year as well, even though none were offered through the department that year. The 2021-2022 also inconsistently lists data for classes that were offered both online and on-campus.

## Retention

Retention rates have generally decreased since the beginning of the pandemic and implementation of the application process, but are still above 83%. The racial and ethnic groups that have the highest retention rate numbers (between 84% to 100%) are Black or African-American, White, Asian, and Hispanic/Latino students. Students who identified as 2 or more races had a significant decrease in retention in 2020-2021 at 57%. It should be noted that reflects 7 students. Female students have decreased from 97% in 2016-2017 to 84% in 2020-2021, and males have decreased from 100% in 2016-2017 to 69% in 2020-2021. The pandemic and shift to online learning over the course of a year and a half had a significant impact on the students. Not only was there a steep learning curve for becoming online learners, but the students also faced significant health, financial, and personal challenges during this time, and it is likely this will affect them for at least another 1-2 years since the pandemic is still ongoing and there has been an economic downturn with inflation.

Student success can also be evaluated through the number of state licenses each graduating class has obtained. SLP Assistants who wish to work in the state of California must comply with the CA SLPAHAD Board's requirements, which includes completing an Associate's in SLPA or Bachelor's degree in SLPA, plus the completion of at least 70 clinical hours. The following identifies the number of students in each graduating class who successfully completed the Associate in Science degree program, and the percentage of graduates who hold a current license SLPA:

Academic Year	% of Students Who Completed SLP 246 (Capstone Course)	% of Those Who Completed Capstone and Obtained CA state SLPA Licensure
2016 - 2017	84%	93.7%
2017 - 2018	100%	95.6%
2018 - 2019	100%	95.2%
2019 - 2020 (beginning of pandemic)	92%	76%
2020 - 2021 (first cohort by application began Fall 2020)	100%	83%
2021 - 2022 (second cohort began Spring 2022)	94%	87.5%

It is possible that the cohort who participated in the completely online SLPA program during the height of the pandemic and only achieved 76% licensure was negatively impacted by economic factors, mental health issues, and increasing personal demands at that time. The 2020-2021 graduating class had a small number (13 students) due to the shift in the program to an application process.

All 58 students who responded to the SLPA alumni survey had obtained state licensure. Twenty-one percent had gone on to complete a bachelor's degree in SLP/Communication Sciences and Disorders after completing their Associate's degree, and 10% went on to acquire a bachelor's degree in another field or major. Five percent of students completed a master's degree in SLP/Communication Sciences and Disorders and two percent obtained a master's degree in another field. Nine percent indicated they obtained "other" degree.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Overall, it appears that the most variable student performance occurs in the SLP 101 (Introduction to Communication Disorders and SLP 105 (Speech and Language Development in Children) courses, which are open enrollment and attract a wide range of prospective students interested in the topics provided by those courses.

SLP 101 has varying success rates across different ethnic/racial groups. Asian students have the highest and more consistent success rates (100% in 2016 to 71% in 2020-2021), followed by White students at 83% in 2016 to 100% in 2018-2019, then 66% in 2020-2021. Black or African-American students maintained high success rates until 2020-2021 when they significantly decreased to 33%. Hispanic/Latinos, who make up the majority of the SLPA population, only achieved 37% success in SLP 101 in 2020-2021, which decreased from 41% in 2019-2020.

Prior to that Hispanics/Latinos were demonstrating at least 80% - 93% success rates in this course between 2016-2017 and 2018-2019. All students were impacted by the COVID-19 pandemic and consequent shift to online learning.

Efforts to close performance gaps were implemented in 2021-2022. Embedded tutors were available for 3/4 SLP 101 and SLP 105 courses to provide additional tutoring and student

support. Revised syllabi that reflected a balance between formative and summative assessments in the grading process of SLP 101 and SLP 105 were implemented. Increased consistency was established among the faculty to create the same point systems for each course so that students experienced the same expectations across faculty for SLP 101 and SLP 105. Assignments for SLP 101 and SLP 105 were also adjusted to increase clarity of instructions, practice opportunities, and supportive feedback from faculty. **IN ADDITION, IN SPRING 2022, FOR ONLINE SECTIONS OF SLP101 AND SLP105, ALL FACULTY AGREED TO SYNCHRONOUS, REMOTE TEACHING FOR THOSE CLASSES FOR FUTURE ACADEMIC YEARS. DATA FOR SLOS AND STUDENT SUCCESS WILL BE ANALYZED TO DETERMINE ANY POSITIVE EFFECTS OF ELIMINATING ASYNCHRONOUS PLATFORM FOR THOSE COURSES.**

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. Student performance in the SLPA program has been significantly affected by the COVID-19 pandemic over the past two years. Overall, student enrollment has risen with the additional offerings of SLP 101 and 105 as prerequisites for the SLPA Associate's degree program. This has also provided more opportunities for students to earn the Speech-Language Pathology Aide Certificate and access to these courses for transferring to a 4 year institution. The program is comprised of a majority of students who identify as female and Hispanic/Latino. The highest performing racial/ethnic group across all SLPA courses over the past 6 years has been Asian students. This group has not fallen below 80% over the past 6 years. Black/African-American and Hispanic students' success rates fell from the 80% range in 2016-2017 to 66.67% and 70% in 2021-2022, respectively. The students still appear to be adjusting to financial, economic, and personal issues that resulted from the pandemic. SLOs indicate that students perform consistently higher on the SLOs in the more advanced courses than SLP 101 and SLP 105. Embedded tutors and some instructional changes have shown promise in increasing student success and SLOs for SLP 101 and SLP 105 based on 2021-2022 data. On average, 88.5% of students completed the SLPA program and went on to acquire a California state license.

## Curricular Course Review : Version by McDonald, Susan on 10/20/2022 19:49

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

There have been no additions to courses required in the program since 2016, but there was an application process that was approved by accrediting body of the SLPA program, the California Speech-Language Pathology, Audiology, and Hearing Aid Dispenser's Board in 2018-2019. These curriculum updates were submitted to the Curriculum Committee for all SLPA courses in 2018-2019 for review and to obtain approval for an application process and modification to the course sequence. Implementation of the application process took place in the 2019-2020 academic year.

The application process involves the students submitting an application that shows:

- Complete application form (including acknowledgment of technical standards for this profession and the SLPA handbook contents)
- Successful completion of prerequisites A&P 120 (or A&P 150), ASL 110, CD 110, CD 139, CDSE 150, SLP 101, SLP 105)
- A minimum cumulative GPA of 2.5 for those prerequisite courses
- Successful completion ("C" or above) for math, reading, and writing proficiencies, and
- Minimum 2.0 cumulative GPA of all college coursework

Students who meet the application requirements are entered into a pool and randomly selected. So far, enough applicants who have met the requirements have been admitted to the program. Students who have courses in progress but intend to finish all prerequisites by the first semester of the next cohort are considered. The application information is provided in the catalog with an April deadline, which had to be changed to a Fall deadline and Spring semester start due to the pandemic. The plan is to return to an April deadline for a Fall start. Twenty-five students are admitted to the program in each cohort. **THIS IS THE MAXIMUM CAPACITY AT THIS TIME DUE TO LIMITED CLINICAL PLACEMENTS POST-COVID. THE DEPARTMENT IS CURRENTLY WORKING WITH COMMUNITY PARTNERS AND ON-CAMPUS DEPARTMENTS (I.E., STUDENT ACCESSIBILITY SERVICES, CHILD DEVELOPMENT CENTER) TO CREATE MORE CLINICAL OPPORTUNITIES. ONCE THERE ARE MORE CONSISTENT CLINICAL OPPORTUNITIES AVAILABLE, ENROLLMENT CAN BE INCREASED TO 30 STUDENTS PER COHORT. THE DEPARTMENT ALSO PLANS ON OFFERING MORE CERTIFICATES IN RELATED AREAS TO SPEECH-LANGUAGE PATHOLOGY, SUCH AS AUGMENTATIVE/ALTERNATIVE COMMUNICATION SKILLS TRAINING, AND BEHAVIOR MANAGEMENT. THIS WILL INCREASE THE NUMBER OF THE STUDENTS IN THE DEPARTMENT AND PROVIDE MORE TRAINING FOR SLPAS.**

Once admitted, students participate in the following sequence:

SLP 108 & SLP 125 (1st semester)

SLP 235 & SLP 241 (2nd semester)

SLP 230 & SLP 246 (3rd semester)

Students may complete additional A.S. degree requirements during this time (e.g., health & wellness proficiency, history/political science GE).

Explain any course additions to current course offerings.

There have been no course additions to the program, just the modification of the course sequence to incorporate the new application process.

Explain any course deletions and inactivations from current course offerings.

There have been no course deletions or inactivations in the past 6 years.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The degree and certificate completions have changed since the 2019-2020 academic year. Please see the changes describing the application process above. The goal of the application process was to allow the majority of students who were part-time students to take the time they needed to complete the prerequisites, rather than attempting to complete the program in two years. Once the students have completed the foundational coursework, they will be able to focus solely on remaining SLPA coursework once admitted to the A.S. program, which takes 3 semesters to complete. Because most, if not all of the students maintain employment during their enrollment in the SLPA program, the program maintains a part-time academic and clinical schedule for students.

Prior to the application process, students often would not complete their math proficiency or A&P course by the time they enrolled in the capstone course of SLP 246, so this provided an incentive to complete most of their general education requirements to ensure timely graduation. Another advantage of the application process is that it provides a pathway for Bachelor of Science/Arts students with degrees in Communication Disorders from other colleges to become a SLPA if they were not able to obtain the required clinical training at their 4-year institution. The Bachelor students are required to complete all of the same prerequisites as other students, and can show proof of equivalency of those courses or take additional courses as needed in order to apply to the program. The B.A./B.S. students earn an Associate of Science in SLPA by participating in the SLPA program as it is now outlined in the curriculum, which provides more consistent and accurate measures of student completion.

All courses required for the A.S. degree in SLPA and the Speech-Language Pathology Aide Certificate have been offered during the last two years. The first cohort admitted by the application cycle began Fall 2020, and completed Fall 2021. A second application cycle was delayed from Spring 2021 to Fall 2021 due to a shortage of placements because of COVID-19. While the number of placements has recovered somewhat, the program still has difficulty in recruiting a consistent number of placements compared to pre-COVID semesters.

Currently the target number for a cohort is 25 students. In the first application cycle, which began in Spring 2020, the beginning of the pandemic, the program admitted 24 students, and 16 graduated. Four students needed to re-take certain courses or pause their enrollment in the program. In the second application cycle, which took place in Fall 2021, 24 new students were accepted; two out of the four who needed to re-take certain courses rejoined the second cohort. There were also four alternates selected to account for any attrition between the acceptance of admittance and the first week of classes. One alternate was selected. Currently 24 students are planning on completing their A.S. degree in Spring 2023.

The following lists the numbers of students who participated in the Capstone course (SLP 246) and those that graduated with Associate degrees in SLP Assisting:

2016-2017: 16 (13 degrees)

2017-2018: 23 (22 degrees)

2018-2019: 21 (22 degrees)

2019-2020: 17 (16 degrees)

2020-2021: 13 (13 degrees)

2021-2022: 16 (degrees not available)

2022-2023: 24-25 degrees anticipated

Until the application process was implemented in Spring 2020, bachelor students could simply take the required classes and did not have to earn the Associate's degree, which affected the number of degrees at times, depending on how many BA students were in the class. Because the program was open enrollment prior to 2019-2020, some students would have not completed certain courses and the degrees would have been completed the next academic year. At times students change majors or do not complete the degree requirements at all, but most students who spend the time and energy to complete their clinical coursework complete their Associate's degree and most of those students go on to obtain state licensure and work as SLP Assistants. While the numbers of completers has varied over the years, the shift to an application process is likely to bring more stability to this number as the student population, placement sites, and economy rebound from the effects of COVID-19.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

State licensure granted by the SLP/HAAD Board is required for SLPAs to work in the state of California. There is no exam required for SLPA students to obtain their state license at this time. Requirements for state licensure include completing the application, paying the \$50 fee, submitting transcripts showing proof of completion of the Associate's degree, and a minimum of 70 clinical hours completed through the applicant's degree program.

There is an optional certification that was recently established through the American Speech-Language-Hearing Association (ASHA) in 2021, which requires a completed application, fee, submission of transcript showing completion of an Associate's degree in SLPA or a Bachelor's degree in SLP, with the minimum of 100 clinical hours accrued through the program, completion of a board exam, and three training modules. There have been no additional training materials provided and the fee is \$249, which is not something a lot of the alumni may feel they want to pay considering that it is not required to work in the state of CA. Because the ASHA certification of SLPAs is not required to work in the state, and the board exam was just introduced a year ago, data has not been obtained for this report.

The SLPA program offers 162 clinical hours through the two clinical courses. Students use these clinical hours in their licensing and certification applications with the SLP/HAAD Board and ASHA. Because students may transfer for higher degrees in the Communication Sciences/Disorders field, 90% would be a realistic goal for licensure for SLPA graduates.

## Program Reflection

### Six-Year Program Reflection : Version by **McDonald, Susan** on **10/20/2022 19:49**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The SLPA program has increased its student enrollment despite the many challenges that the COVID-19 pandemic brought in Spring 2020. The majority of students identify as Hispanic/Latino, which is consistent with the demographics of the college, and the majority of SLPA students are female, which is typical of the field of speech-language pathology. Black/African-American and Hispanic/Latino students continue to perform below 80% in the introductory courses. With the increased use of embedded tutors, syllabus and instructional adjustments, the SLPA faculty are working to increase those groups' performance in the next two years to 80%.

The application process was implemented in the same semester that the COVID-19 pandemic lockdown occurred, which affected retention and completion for several students. In a typical semester, students embark on clinical assignments in which they participate in voluntary internships under the supervision of a state-licensed SLP in a clinic that treats communication disorders or in a school district. Although challenging for both students and faculty, the students who completed their placements and began clinical placements during the pandemic had the opportunity to learn teletherapy, which allowed them to learn how to conduct therapy online, and made them more competitive in their job searches. The application process was helpful in keeping the students together as a cohort and ensuring that all transferring courses were processed by the college to ensure they received their Associate's degrees. While it was unfortunate that the second application cycle had to be delayed by a semester, it does appear to be the right thing to have done because placements are still challenging to find. This second cohort is bigger and appears to have less attrition than the first, which is likely due to the waning of the pandemic.

Based on challenges that were experienced with clinical placements and students during the pandemic, the course sequence and curriculum will be examined to determine what is the most timely and effective way for students to receive their clinical training. For example, students may not need to complete so many extra clinical hours if the state license requirement could be fulfilled in one semester. The program prides itself on preparing students for the workplace, so the extra hours the students accrue with the additional clinical course does provide extra preparation, but it is possible that this clinical training could be combined in a new way to allow students to finish the advanced coursework in two semesters rather than three.

The professional networks of the American Speech-Language-Hearing Association (ASHA), California Speech-Language-Hearing Association (CSHA), and California Programs in Communication Sciences and Disorders consortium provided invaluable information and support to not just the SLPA program but all SLPA programs during the pandemic. It reinforced the need to maintain active participation and membership to cultivate and maintain professional networks. In addition, these meetings provide essential professional development in current trends and research needed for curriculum updates.

On a student survey, students expressed interest in additional training in the area of augmentative/alternative communication and behavior intervention. It would be beneficial to the program to explore any available certificates in those that would naturally compliment the SLPA degree and SLP Aide Certificate.

Over the past six years, the program has regularly updated needed assessment and therapy materials, including relevant technology used in treatment, to prepare students for the workforce. Additional apps, screenings, and current therapy materials that reflect evidence-based practices need to be continually invested in to ensure students are developing clinical skills using real intervention and assessments they can apply to their clinical placements and as licensed SLP Assistants.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The number of degrees has varied between 13-23 over the past six years (see table above) due to the transition towards an application process and effects of COVID-19 on availability of placements and student success. There are 24-25 anticipated graduates for Spring 2023, which is expected to be the average number now that things have started to stabilize in regards to the effects of the pandemic.

The number of Speech-Language Pathology Aide Certificates has fluctuated between 14-18 over the past 5 years. Given the numbers of sections of SLP 101 and 105 that have been made available to students, that number could be higher (25-30/year). Although students are notified of the certificate option in each course in each semester, more reminders and check-ins could be done to ensure students complete the petition form.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

As described throughout this report, COVID-19 had a significant impact on the students in the SLPA courses and essentially crippled the department's ability to meet the curriculum for clinical experiences in a timely manner. In Spring 2020, students and faculty had to shift to online instruction and learning within a week's timeframe and not all SLPA faculty were online certified until Fall 2020. Some students experienced added personal obligations and had to take care of family members who fell ill with COVID, or had to go back to work because a family member was laid off or ill. Other students suffered from mental health issues and decided to drop the program. Added to that, many clinical placements who had students currently accruing clinical hours on-site canceled the placements or shifted to online, which required a need for students to obtain technology to participate in teletherapy.

While students seem to be returning to campus and online courses and doing better, there is still a shortage of clinical placements. Many school districts have reduced the staff required to clear students for placements and many SLPs do not want to take on added responsibilities. In addition, the SLPA program is competing with many local colleges and universities who place their SLPA and graduate clinicians at the same sites. Additional incentives for SLPs are crucial to ensuring sufficient and high quality sites will be available for SLPA students. **THE PROGRAM WOULD LIKE TO PROVIDE A SMALL STIPEND FOR EACH SUPERVISOR AND FREE CONTINUING EDUCATION UNITS (CEUS) TO ENTICE SLPs TO SUPERVISE.** Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

SLP Department Chair & Program Director Susan McDonald, M.S., CCC-SLP, has earned a master's degree in Instructional Design and Technology from CSU-Fullerton in Summer 2022.

Last spring she participated in a professional development experience facilitated through Pasadena City College, which brought all community college SLPA program directors together to present about their programs and share resources on clinical training.

Since 2020, she has been conducting regular supervision trainings for speech-language pathologists who supervise clinical interns, in collaboration with SoCALSEA, a special education consortium, and will present on Ethics this Fall. Some SLPs who attend these workshops supervise Cerritos SLPA interns and this helps with building quality supervision experiences as well as potentially recruiting additional supervisors.

A partnership was established with the Family Therapy Network (FTN) in 2019 to support their screenings for infants and toddlers. Adjunct Sharon Oh provides SLPs to do the community-based screenings, and the college has a contract with both her clinic (SHARE) to provide students with additional hours in a multidisciplinary setting. Sharon has opened another clinic in Norwalk, CA and is currently working with Susan McDonald to create a plan for more student placements at her clinics using an interdisciplinary model.

Provide a status update on goals from the last program review cycle.

The last program review cycle ended in Spring 2016, and was presented in Fall 2016. There were several mid-range goals that were listed for the SLPA program and their status:

1. Faculty will implement high-quality instructional teaching methods
  - o **Completed:** the SLPA faculty (adjunct and full-time) attended an On Course training by the target date of Fall 2018; all adjunct faculty had online certification training in 2020; the SLPA director completed an Equity-Based Syllabus training in 2020 resulting in a more balanced grading scale for formative and summative assessments, providing additional practice opportunities; embedded tutors were initiated in Fall 2021
2. Create and implement a mentorship program for SLPA students to further increase student success
  - o **Not yet addressed**
3. Implement process to conduct annual surveys of alumni
  - o **Partially completed:** Surveys are now easily done with the coordination of the IERPG department. An alumni survey was conducted for this program review, and every three years has been decided as a reasonable timeline to survey alumni
4. Investigate the feasibility and possible frameworks of an application process for student enrollment
  - o **Completed:** A detailed investigation was conducted to examine parameters/constraints for community colleges, current application models at Cerritos College, and other SLPA programs was conducted. Development of the application process was completed following approval by the state licensing board and curriculum committee in 2018-2019, and the first application cycle was implemented in Spring 2020.
5. Purchase augmentative and alternative communication (AAC) equipment for SLP 230 instructional demonstrations and student practice
  - o **Completed:** 30 iPads with commonly used speech generating apps and three different types of switches (5 each) were purchased for student practice and instructor demonstrations in SLP 230 (Introduction to Augmentative and Alternative Communication).
6. Implement direct assessment for course SLOs
  - o **Completed:** The SLOs were entered into a spreadsheet and/or eLumen over the past 6 years by full-time and adjunct faculty 98% of the time.
7. Implement a process to annually survey employers of SLPA program alumni
  - o **Not yet addressed;** members of the SLPA Advisory committee are industry partners who share regularly about the workplace needs and performance issues of SLPAs in general; several committee members have hired SLPA students previously because of their training and professionalism
8. Implement assessment of Program SLO
  - o **Completed:** This function is available through eLumen and now that eLumen is functioning more smoothly Program SLOs can be calculated based on course SLOs entered by faculty.
9. Increase culturally responsive teaching (CRT) methods
  - o **Partially completed:** The campus administration had stated they would be providing CRT workshops for faculty in 2017-2018, but these were not delivered by the campus. Instead, the SLPA director attended an equity-based syllabus training course in 2020 that did touch on several cultural issues around grading that affects instruction.
10. Develop a process to facilitate the recruitment of non-traditional population (male students)
  - o **Partially addressed:** Unfortunately the only male adjunct instructor left the position in 2018; recruitment is obtained through a SLPA alumni panel during regular information sessions but there are limited male alumni students and they have not volunteered to participate in those, nor do they volunteer to become embedded tutors for students.
11. Implement a process in which students are required to submit petitions and license applications in a timely manner
  - o **Completed:** The program director emails all students in SLP 101 and SLP 105 about the Speech-Language Pathology Aide certificate option every semester, as well as discussing it in the information sessions. The SLPA license requires a verification form to be signed by the program director, and those are incorporated into the completion of SLP 246, the capstone course for the A.S. degree.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The iPads and therapy materials that have been purchased over the past six years have had a significant impact on the students' preparation for the workforce. They are able to learn using actual therapy items that are utilized in clinical settings. For example, there are several speech-generating apps available on an iPad that can be programmed for individuals with limited or no verbal skills. In the field, SLPAs are asked to program vocabulary in these devices and create activities that are client-driven to help the client learn how to use the device in a meaningful way. With the iPads the program has available to students, they are exposed to a wide number of those apps and can learn how to program them during the SLP 230 course. They are able to list these skills on their resumes and discuss their technological skills during job interviews.

# Resource Requests

## Faculty Resource Request(s) : Version by McDonald, Susan on 10/04/2022 23:23

Currently the number of FTES for the program does not justify another full-time faculty member. Additional adjunct are currently being recruited to support future program growth until another full-time position is approved.

Program/Department/Division:

No Value

Title of instructor position:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Classified Resource Request(s)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage

- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by **McDonald, Susan** on **09/02/2022 19:14**

If a Bachelor's degree or other certificate programs appear viable and can be added to the SLPA department, consultation from subject matter experts and curriculum experts will be required to develop the coursework and catalog information.

Program/Department/Division:

SLP Department/Health Occupations

Position requested:

Curriculum consultant

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$12000

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce funds

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

This is a contract/hourly position for a curriculum expert(s) to consult with the SLP department chair and division dean on the development of a certificate and/or bachelor's degree. This individual would hold subject matter knowledge and experience in the areas of curriculum to be developed.

If this position is not filled, what is the potential impact to student success?

Additional certificates would provide SLPA students with more career preparation and pathways. If there was not a subject matter expert to consult on the curriculum, the certificates would not be developed.

## Professional Development Resource Request(s) : Version by **McDonald, Susan** on **09/02/2022 19:14**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

The field of Communication Disorders is an allied health field in which there is much ongoing research which leads to new knowledge about communication disorders as well as updated evidence-based practices for assessment and intervention. Attendance at the annual conventions of the American Speech-Language-Hearing Association (ASHA) annual convention and state affiliate of ASHA (CSHA) is essential to maintain current knowledge of topics taught in the SLPA program to ensure the curriculum matches what students need to know for the workforce. In addition, active participation in professional networks available through ASHA and CSHA provide Cerritos College with representation and opportunities for professional collaborations, as well as current knowledge on state policies and the impact on SLP and SLPA programs. Membership in the California state consortium for Programs in Communication Sciences and Disorders (CAPCSD) is essential because all BA programs in the state belong to this consortium. It allows Cerritos College to represent the SLPA program and understand how changes at the bachelor's level can provide opportunities for students at Cerritos and how Cerritos can support those bachelor students who do not go on for a master's degree by offering the SLPA pathway. It provides important public relations for the program and is an essential recruiting tool.

Professional Development Resource Request(s):

Attendance at ASHA and CSHA annual conventions. Annual membership to CAPCSD.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Cost estimate:

The fee for maintaining membership in CAPCSD is \$250.

The approximate costs of attending the ASHA convention is \$2,800

The approximate costs of attending the CSHA convention (for a northern CA event): \$2500

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins funds for ASHA & CSHA

District funds for CAPCSD

## Facilities Resource Request(s)

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Technology and Software Resource Request(s) : Version by McDonald, Susan on 09/02/2022 19:14

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

The SLPA program needs to continually provide current technology to students so they are prepared to work with non-verbal individuals who rely on augmentative and alternative communication (AAC) systems to communicate. A recent survey about student satisfaction with the AAC course indicated that students feel they need more preparation for the workforce.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Providing more AAC systems for students to interact and have guided practice with will prepare them better to be more competent and confident SLPAs.

Technology and Software Resource Request(s):

The LAMP (Words for Life) is an app that is used frequently with individuals who need to develop vocabulary using a speech-generating device.

Boardmaker allows students to create picture-based systems for students

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2

Cost estimate:

Boardmaker (for up to 10 students on computers who use Windows): \$199/year.

LAMP (Words for Life): \$8970

Occurrence:

- Recurring expense
- One-time augmentation

Recurring--Boardmaker: \$199/year

One-time augmentation--LAMP (Words for Life) \$8970

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

District funds for Boardmaker

Strong Workforce for LAMP (Words for Life)

## Other Resource Request(s) : Version by McDonald, Susan on 10/04/2022 23:23

Identify and justify any other needs. Explain how it will help the program better meet its goals.

1) Therapy materials and assessment tools become outdated or are out of publication. If new editions of screenings are published, users cannot administer the previous version after 2 years. The program needs to purchase current therapy materials and screenings students can practice with in the classroom and in their clinical experiences. Updated therapy materials need to be purchased to reflect trends in populations that the students will encounter (e.g., the rising numbers of students with Autism Spectrum Disorder) in different settings.

2) A stipend is needed to incentivize potential mentors for SLPA students. This money will be used to motivate SLPA alumni to provide check-ins, moral support, and resources for current SLPA students.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

1) If given current assessments and relevant therapy materials pertinent to the populations they are serving, SLPAs will be better prepared in their clinical skills to meet the needs of their clientele.

2) This will assist with providing extra support to both traditional and non-traditional students because many SLPA students struggle with the transition between learning the content of the curriculum to applying it in a clinical or educational setting. This would potentially decrease attrition in the program and better support students as they progress through the program.

Other Resource Request(s):

1) Purchase current screenings and relevant therapy materials for SLPA students.

2) Provide a stipend for 25 SLPA students at \$200 per mentor.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1) 3

2) 3

Cost estimate:

1) \$5000 for updated speech and language screenings (e.g., GFTA-3, GFTA-3 Spanish) and therapy materials for articulation disorders and Autism Spectrum Disorder.

2) \$5000 for 25 students to receive mentorship by SLPA alumni at \$200 per mentor.

Occurrence:

- Recurring expense
- One-time augmentation

1) Recurring expense

2) Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

1) Perkins & Strong Workforce

2) Perkins & Strong Workforce

## Prioritized Resource Request Recommendations : Version by McDonald, Susan on 10/04/2022 23:23

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Attendance at ASHA, CSHA, and CAPCSD membership	1	5500	Goal 4
Explore additional certificates	1	12,000	Goal 3
Purchase additional AAC system software/programs	2	10,164	Goal 2
Purchase screenings and therapy materials	3	5,000	Goal 2
Mentorship funds	3	5,000	Goal 5

## Career Technical Education (CTE) Supplemental Questions : Version by McDonald, Susan on 09/02/2022 19:14

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

The challenge with determining labor market data for SLP Assisting is that it does not have its own labor code. It is combined with the labor data for speech-language pathology and audiology or healthcare support workers. However, O-NET indicates that the SLPA occupation is projected to have 100,000 job openings national-wide between 2020-2030, and in California, that is anticipated to mean 13,900 openings with an employment increase of 10-15% over the next 10 years. Wage data on O-NET combine the SLPA wages with those of other healthcare support workers, which does not represent the LA/OC region with the median at \$18 and salaries with benefits beginning at \$40,000. A survey of Indeed job advertisements for SLPAs indicated over 30 jobs were available, with the lowest hourly rate at \$25/hour, which would be \$48,000/year.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The SLPA program at Cerritos is distinctive in that the faculty provide rigorous academic and clinical training that has earned the program a reputation for producing competent, professional, and ethical students. Curriculum changes that were made several years ago have contributed to this reputation. Labs were added to the two courses that prepared students in clinical methods--SLP 125 (Child Disorders and Treatment), and SLP 235 (Adult Disorders and Treatment). This has given students simulation experience and hands-on training in order to prepare them for their clinical placements, which provides a higher level experience for both the supervisor and the student intern. In fact, several alumni report that, during job searches, when they tell the prospective employer that they attended Cerritos College for their Associate's degree it is often enough to get a second interview. Other alumni have reported feeling well prepared for the interview process at Los Angeles Unified School District, which requires them to create a therapy plan on the spot. With the training they received around constructing effective and engaging therapy sessions, these students are prepared to earn jobs as SLPAs and function as competent clinicians. Many alumni report that they were glad the program was so 'tough,' because it prepared them for the limited supervision they sometimes experience out on the job. They also report that what they learned in the SLPA program has prepared them to be successful BA students, which is essential towards getting a high GPA and applying to master's degree programs.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

Because several SLPA students go on for bachelor degrees or pursue a master's degree, the standard for obtaining a SLPA license and working as a SLPA is 80%. Student success is generally high for those who take advanced coursework. Based on a Spring 2022 alumni survey, 88% of respondents were employed as SLP Assistants. Until the application process was implemented in Spring 2020, bachelor students could simply take the required classes and did not have to earn the Associate's degree, which affected the number of degrees at times, depending on how many BA students were in the class. The following lists the numbers of students who participated in the Capstone course (SLP 246) and those that graduated with Associate degrees in SLP Assisting:

2016-2017: 16 (13 degrees)

2017-2018: 23 (22 degrees)

2018-2019: 21 (22 degrees)

2019-2020: 17 (16 degrees)

2020-2021: 13 (13 degrees)

2021-2022: 16 (number of degrees not available)

2022-2023: 24-25 degrees anticipated

The following table lists the percentage of students who completed the final capstone class and those who obtained CA state licensure:

Academic Year	% of Students Who Completed SLP 246 (Capstone Course)	% of Those Who Completed Capstone and Obtained CA state SLPA Licensure
2016 - 2017	84%	93.7%
2017 - 2018	100%	95.6%
2018 - 2019	100%	95.2%
2019 - 2020 (beginning of pandemic)	92%	76%
2020 - 2021 (first cohort by application began Fall 2020)	100%	83%
2021 - 2022 (second cohort began Spring 2022)	94%	87.5%

With the application process now established, and the COVID-19 pandemic effects subsiding somewhat, it is likely that there will be increasing numbers of graduates, licenses, and employment in SLPA beginning in 2022-2023.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

The American Speech-Language-Hearing Association (ASHA) requires a board exam for SLP Assistants who are applying for ASHA Certification. This board exam was implemented recently in 2021 so data was not obtained for this report. This board exam is not required to work as a SLPA in the state of California. Graduates of the Associate's degree program may simply go on to complete an application from the CA SLP/ASHA Board. They are required to submit the completed application with a signed letter of verification from the SLPA program director that they have completed the required 70 clinical hours, submit to a fingerprinting process, pay an application fee.