

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Speech-Language Pathology Assistant Moreno Valley College 2012



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Web Resources:

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

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**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
SPEECH-LANGUAGE PATHOLOGY ASSISTANT
MORENO VALLEY COLLEGE
2012**

A. Mission and Relationship to the College(s)

The mission of the Speech-Language Pathology Assistant Program at Moreno Valley College Riverside Community College District is to provide students with knowledge, fieldwork experience and technical skills for employment as Speech-Language Pathology Assistants in full compliance with the California Licensing Board which is the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. The valuable instruction aims to prepare students for work in an adjunctive capacity to qualified Speech-Language Pathologists (SLP) in a variety of work settings. The training is based on a firm understanding of the characteristics, causes and treatment of human communication disorders across the lifespan. The comprehensive competency-based field practice is intended to provide students with the opportunity to develop and practice these service delivery skills with appropriate professional supervision.

The main competencies the students must acquire are:

- a) Demonstrate knowledge of major categories of communication disorders, including etiology and some remedial techniques. (Such disorders include: Articulation/Phonological disorders; Language disorders in children and adults; Fluency disorders; Voice disorders, especially those related to vocal abuse; and Hearing disorders and the effect on communication)
- b) Demonstrate functional knowledge of the therapeutic process.
- c) Demonstrate ability to carry out a treatment protocol.
- d) Demonstrate skills needed to assist in the management of speech-language pathology programs and services.
- e) Demonstrate functional knowledge of professional responsibilities and ethical behavior appropriate for the speech-language pathology assistant.

This is an entry-level program which assists speech-language pathologists in treating disorders of communication by preparing individuals to apply introductory technical knowledge and skills. This includes instruction in communicative disorders related to: Articulation/Phonological disorders; Language disorders in children and adults; Fluency disorders; Voice disorders, especially those related to vocal abuse; and Hearing disorders and the effect on communication. The Certificate

Program 18 units or the 60 unit AS Degree in Speech-Language Pathology Assistant will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

The mission of the Moreno Valley College is to be responsive to the needs of our region by offering academic programs and student support services that include baccalaureate transfer, professional, pre-professional and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation. Hence, the mission, vision and the values of the Speech-Language Pathology Assistant Program are fully aligned with those of the Riverside Community College District, especially those of Moreno Valley College, which houses the Career Technical Education of the Speech-Language Pathology Assistant Program in the Human Health and Public Services Department.

B. History

Due to the spiraling costs of healthcare and education, in 1995 the American Speech-Language Hearing Association (ASHA) adopted a position that support personnel may be used to perform activities adjunct to the primary clinical efforts of Speech-Language Pathologists (SLPs). The task force that developed this position statement determined that in an era of heightened demand for cost efficiency, some tasks may be more appropriate for support personnel than for professional-level providers. Individuals on this task force also determined that the use of assistants allows ASHA-certified speech-language pathologists to focus more on professional-level clinical services which require ongoing clinical judgment rather than on routine day-to-day operational activities.

In order for Speech-Language Pathology Assistants to work in California, they must be registered with the licensing board (Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board). Registration requires graduation from a speech-language pathology assistant associate degree program, or equivalent course of study, approved by the board. At the present time, there are only seven training programs in California in addition to one university only approved for fieldwork courses; five of these are located in the southern part of the state, two in the northern part but currently none are located in Riverside County/Inland Empire.

Riverside County is the fourth-largest county in California with more than 7,300 square miles of land area, stretching nearly 200 miles across. The region includes the cities of Riverside, Corona, Moreno Valley, Temecula and Murrieta. Central Riverside County includes the Coachella Valley resort, retirement and agricultural communities of Palm Springs, Palm Desert and Indio. The county stretches through sparsely populated desert to the Arizona border community of Blythe. Bordering Riverside to the north is San Bernardino County, the largest county in the United States, encompassing over 20,000 square miles. Together, the counties comprise the Inland Empire, the

fastest growing metropolitan region in the nation. The combined population of these counties is larger than that of 20 individual states, and is increasing at a rate of close to 100,000 residents each year. With a population of more than 1.7 million residents, Riverside County ranks as the sixth most populated county and the fastest growing county in California. Riverside County's population grew 21.1% between April of 2000 and July 2004, from 1,545,387 to an estimated 1,871,950, an increase of 326,563 (U.S. Census Bureau website, Feb 2006).

Opportunities for speech-language pathologists and speech-language pathology assistants will expand in and around Los Angeles as the population continues to grow and age (Los Angeles Times, January 13, 2002). A U.S. News and World Report on February 18, 2002 reported that many schools already face a "pressing shortage" for speech therapy services. In addition, according to the Sept. 2010 issue of *Advance*, a national speech-language and audiology biweekly magazine, increases in aging baby boomers and children with autism and other developmental disabilities have contributed to an increasing demand for speech-language pathologists. According to the American Speech Language Hearing Association (ASHA) 2000 School Survey, speech-language pathology assistants served an important role in service delivery; 47.3% of respondents indicated that the use of speech-language pathology assistants allowed speech-language pathologists more time for direct service while 23.1% reported that the use of speech language pathology assistants led to more time for planning/consultation with teachers.

Rapid population growth and the shortage of allied health workers and special educators in the region combine to make Riverside and San Bernardino Counties a medically underserved community. The population is diverse, with just over half, (51%) of the population being white of non-Hispanic/Latino origin. (Census, 2000) Riverside Community College District reflects the diversity of the community it serves and is a federally-designated Hispanic Serving Institution (HSI) that is responsive to the needs of the community and as such has been committed to the establishment of the Speech-language Pathology Assistant Program. With rising demand for Speech Therapy services in the local educational settings and insufficient number of Speech-Language Pathologists to provide such services, this student-graduate workforce will address the need for Speech-Language Pathology Assistants (SLPA) to aid in the clinical and technical work of the Speech-Language Pathologists in order to insure quality service delivery.

In Spring 2005, the Department of Health, Human & Public Services at Moreno Valley College, as part of its strategic plan, initiated the exploratory process for a new Associate of Science Degree in the Speech-Language Pathology Assistant Program. To this end, preliminary work done by Dr. Bonavita Quinto-MacCallum included the initial efforts of formally recommending the research of the need and viability of Speech-Language Pathologists.

Pathology Assistant Program

In Spring 2009, the newly hired Speech-Language Pathology Assistant Program Director engaged in the research of the viability of the Program. Also, she established and advocated for the approval of the Integrated Course Outline of Records for the core SLPA courses. These courses have successfully undergone the (then-new) online curricUNET/District Technical Review Committee approval process and subsequent accreditation application efforts, therefore, officially gaining course and program approval by:

- 1) The Department of Health, Human and Public Services at Riverside Community College District, then Moreno Valley Campus.
- 2) The Moreno Valley Curriculum Committee.
- 3) The Riverside Community College District Technical Review Committee.
- 4) The SLPA Program Advisory Committee.

In Fall 2009, stand-alone SLPA courses (SLP-1, SLP-2, and SLP 3) were first offered to students for MVC-RCCD credit and since that time, these courses have been steadily offered. These courses were piloted to examine students' potential need for learning services and to attain students' level of interest in the field and in the future program. Students were informed that these stand-alone courses were not currently part of a program and that their completed units would not count retroactively once the program receives accreditation. Nonetheless, students enrolled to explore the profession, and now, MVC has a list of interested, committed students.

In conjunction to offering the stand-alone courses, the Program Director has engaged in activities that resulted in:

- 1) The analysis of the local labor market survey results.
- 2) The expansion of the Speech-Language Pathology Assistant Program Advisory Board and overall program development.
- 3) Official support of industry leaders and future employers of the Program graduates.

Labor Market Information does not exist for the occupation of Speech-Language Pathology Assistant (SLPA). The occupation is too new and not yet large enough for the U. S. Department of Labor, Bureau of Labor Statistics to list it. Because the Employment Development Department (EDD) does not keep data on this profession, federal projections on the occupation of Speech-Language Pathology Assistants are not available. However, the American Speech-Language Hearing Association (ASHA) does have some employment data on this occupation based on research/surveys done to identify the use of Assistants in the discipline of speech-language pathology. For example, based on ASHA 2004

Schools Survey, 25% of Speech Language Pathologists working in the public schools reported that they work with assistants (ASHA 2004 Schools Survey available at <http://www.asha.org/publications>). Four thousand ASHA certified school-based speech language pathologists were selected for this survey, and 70% responded. 62% indicated a shortage of job seekers, up 11% from the survey done in 2000 when only 51% indicated a shortage. According to ASHA 2006 Schools Survey, approximately 20% of the respondents indicated that SLPAs were working in their buildings. According to the ASHA 2006 Schools Survey, speech-language pathology assistants served an important role in service delivery; 38% of the respondents indicated that the use of speech-language pathology assistants allowed speech-language pathologists “more time for direct service” while 32.1% reported that the use of speech-language pathology assistants led to “more time for planning/consultation”.

The shortage of Speech and Language Pathologists (SLP’s) in California has reached crisis proportions. The Riverside Community College District Research Office provided the Labor Market Information Report for Speech-Language Pathologists only, denoting that the labor information on SLPAs as a workforce is not available due to its infancy.

(Speech-Language Hearing Association CSHA article, Nov/Dec, 2006). Noted in that article is information on the supply and demand for speech-language pathologists; it further notes that California’s fifteen university graduate programs in speech-language pathology have consistently produced approximately 300 new SLPs per year. This supply of new SLPs has not filled positions available at California’s 1,000 plus school districts and over 300 hospitals let alone the multitude of other settings attempting to provide services to those with communication and related disorders. This shortage means increased job opportunities for speech-language pathology assistants. Increasing numbers of children and elderly are expanding the demand for SLP services and, with the “graying of America” and the onset of retirement among professionals, the shortage is projected to become even more critical. The Commissioner on Professional Services for the CSHA board who was interviewed for the CSHA article notes, while the overriding concern to some is to ‘put bodies in there’ who can satisfy legal obligations, the professions’ obligation is to find ways to increase the number of qualified professionals, and utilize SLP assistants more effectively, without sacrificing quality of care. Due to the critical shortage of professionals ASHA held a two-day forum on SLP shortages (September, 2006), where issues and solutions were brainstormed. One of the solutions was to find ways for SLPs to appropriately supervise and use assistants more effectively.

The CA EDD website indicates that between 2004-2014 there will be an average of 340 openings for SLPs in California, many more than the graduate programs in speech-language pathology can produce. This will create a need for more employers to consider the use of speech-language pathology assistants. For further information on the U.S. Bureau of Labor Statistics national job outlook for the profession, kindly visit the following websites:

1. www.bls.gov/oco/ocos085.htm#outlook. (Continental US)
2. <http://www.projectionscentral.com/> (state occupational projection).

There are no other Assistant training programs in the region. Hence, there will be enough openings locally to permit placement of the expected number of graduates.

In preparation for exploring the possibility of an Assistant training program at MVC, an employer survey was prepared and distributed. Twenty surveys were sent via email and in person to public school districts, private clinics and healthcare agencies; upon following some reminders regarding the survey, seventeen responses were received, providing an 85% return.

What is interesting to note is that 100% of the schools surveyed said SLPAs would contribute to “quality service delivery” and would “preferentially hire MVC graduates”. School administrators expressed the need for a more efficient service delivery model, one that would include SLPAs as they reiterated that there “simply were not enough speech-language pathologists to go around” and that they would be “thrilled” to be able to hire SLPAs to help the caseloads at their schools. Also worthy to note: there were three school districts which expressed that they would employ speech-language pathology assistants if only their school districts had such positions in their Human Resource Computer-Hiring System. When the Program Director spoke with HR department directors of neighboring school districts, they stated that they simply did not bother creating a speech-language pathology assistant job announcement, knowing that there were SLPAs in the Orange County and LA County Area but knew of no such workforce existing in the local Riverside/San Bernardino County. Once those HR directors and school administrators were informed of the SLPA program in development, those school districts became avid supporters of the Program and expressed that they would create such a job position for future MVC SLPA Program graduates.

Also noteworthy: school districts that have participated in the survey stated that this survey did not accurately capture the dire need for this SLPA service delivery model in the Riverside/San Bernardino County Area. Alarming 55% of school administrators stated they were currently unable to meet the demand for speech-language services. According to the Survey data, school districts on average have 3.5 SLPA positions, the highest number being 8 and lowest number of position being 1, with 91% surveyed answering that the job outlook is “very good to good”. Based upon the most conservative survey answer, using the lowest number of position being 1, the most conservative projected net annual labor demand would be 56 job openings the 56 school districts in Riverside and San Bernardino County. However, many administrators have contacted us, with “additional comments” regarding the survey. One, some school administrators had no SLPA job description/position, hence no quantitative data to present to us. Two, they had no SLPA job position and therefore did not utilize SLPAs not because they didn’t want to but because they were not able to find and hire such workforce in the Riverside/San Bernardino Area. Three, they expressed the dire need to meet the speech therapy services and were very hopeful that this new SLPA Program would

offer a service delivery model that would service a greater number of students requiring speech language services. Hence, this quantitative data must be fore-grounded in the qualitative framework of expressed need and desire for productive service delivery model.

As the Program Director engaged in community outreach and partnership building activities, she enlisted the services of six industry leaders to serve on the Advisory Board. In addition, formal meetings with public school district personnel (i.e. Directors of Special Education, Speech-Language Pathologists/Special Education Teachers and Superintendents) resulted in official Letters of Support for the Program.

In Fall 2010, the newly expanded SLPA Program Advisory Board met for the first time. The Committee Members were informed of the changes in the curriculum approval process, especially a new computer based CurricUNET process and that core SLPA Courses have successfully completed the CurricUNET approval process, which then allowed the Members to vote and unanimously approved the proposed academic curriculum. Also, the Director's Proposed library list was discussed and approved. Recommendations consisted of enlarging equipment/speech therapy materials for student learning, which have now been purchased using the Workforce Investment Act (WIA) Grant. Please see the list of the SLPA Program educational/teaching materials (Appendix 1) as well as the newly acquired on-line subscriptions to Speech-Language Pathology related journals.

In May 2011, the Program Director presented the SLPA Program at the Desert Regional Consortium Meeting for the Consortium's second reading and the SLPA Program was unanimously approved.

On December 1, 2011, the California Community Colleges Chancellor's Office approved Moreno Valley College's Certificate of Achievement: 18 units in Speech-Language Pathology Assistant as entered into the Curriculum Inventory under T.O.P. Code 122000 with program control number 30970 and with Career Technical Education (CTE) status.

On January 11, 2012, the California Community Colleges Chancellor's Office approved Moreno Valley College's A.S. Degree in Speech Language Pathology Assistant as entered into the Curriculum Inventory under T.O.P. Code 122000 with program control number 31072 and with Career Technical Education (CTE) status. In Spring 2012, the Program Director completed the Application titled "Submittal of Program Information for Title IV Approval" for the U.S. Department of Education.

C. Data Analysis and Environmental Scan

Chart A. -Retention and Success Rates

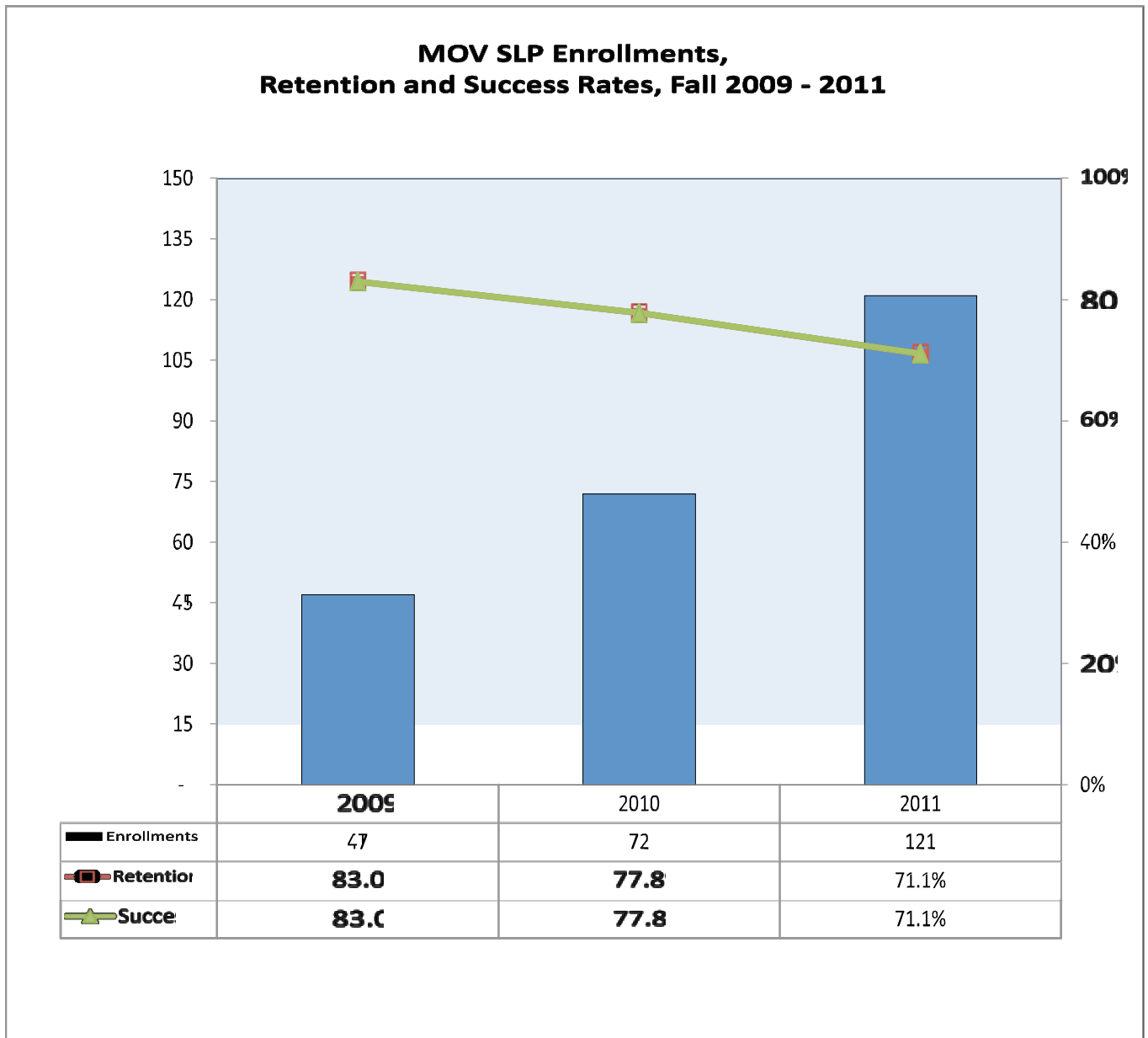


Chart A highlights two important trends: 1) the solid retention and success rate and; 2) the increase in enrollment from Fall 2009 to Fall 2011. Given that in Fall 2009, the SLPA courses were offered for the first time and as ‘stand-alone courses’, not part of an accredited-licensing board approved program, students were still interested in the SLPA Program and in the SLPA profession, and this interest as steadily grown from only 47 enrolled students in Fall 2009 to 72 enrolled students in Fall

2010 to 121 enrolled students in Fall 2011. In 2009, of the 47 students enrolled, 39 students passed with a grade of C or better and were retained and successful. In 2010, of 72 students enrolled, 56 students were retained and successful, and in 2011, 86 students were retained and successful. Robust student learning outcome data and analysis which has a direct impact on honing each course have contributed to the increase in students' success and retention rates even in midst of the challenges facing the Community College student, such as being the "only bread-winner" for the family or having to "take care of younger siblings" or having to provide "translation services" to immigrant parents. Although at first glance, the chart may showcase a downward shift in the retention and success rates, when one takes into consideration, the increase in enrollment of students, there is a trend of solid success and retention rate.

CHART B: MOV SLP Efficiencies

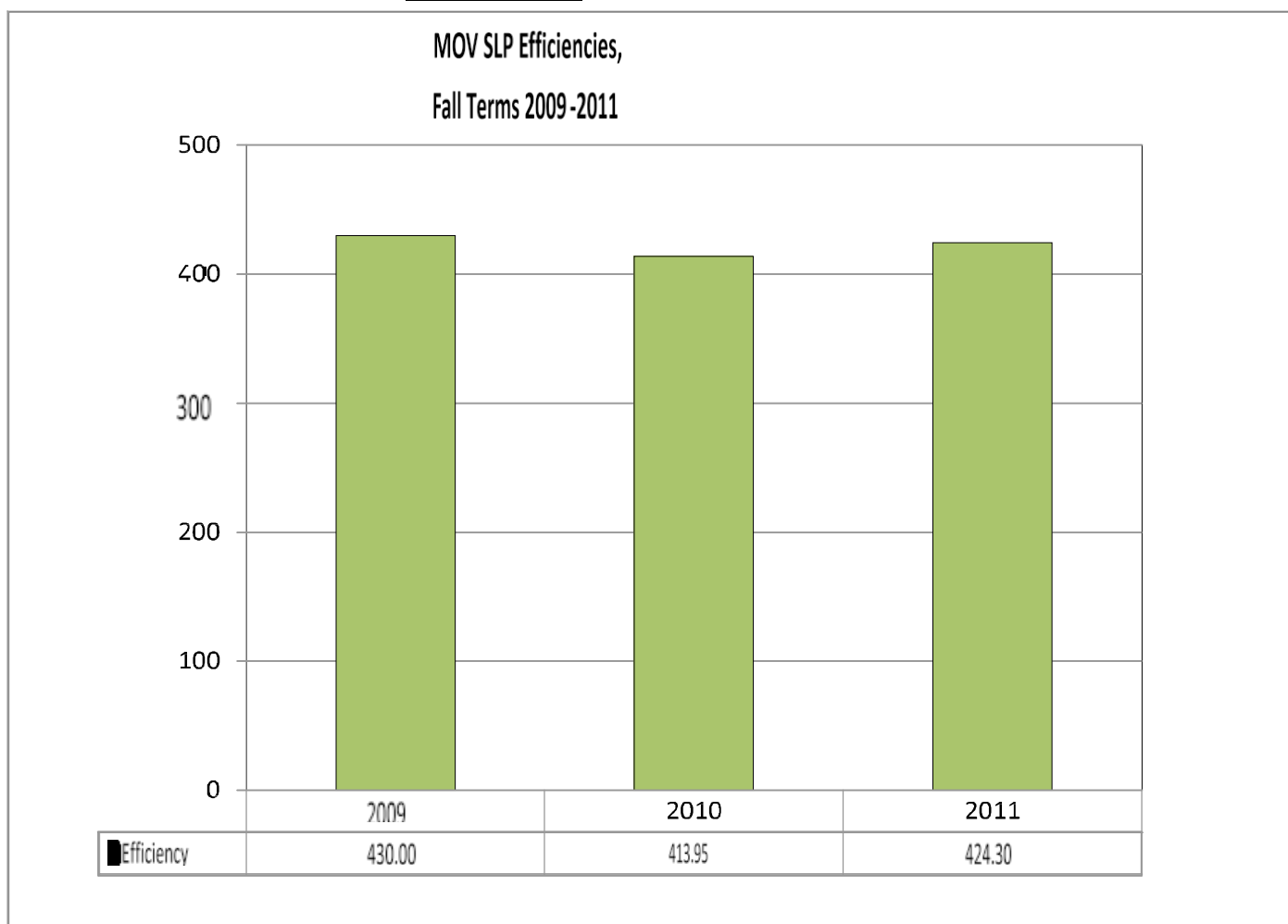


Chart B highlights that the SLP efficiency number for Fall 2009 was 430, for Fall 2010 was 414 and for Fall 2011 was 424. These efficiency numbers fall below the Standard Measure of Efficiency of 525 as defined by the California Community Colleges Chancellor’s Office for a primary term. However, the courses offered in the Speech-Language Pathology Assistant Program must adhere to the requirements set forth by the State Licensing Board for pedagogically-sound teaching and clinical assessment/licensure. Hence, the efficiency numbers are lower than the “525” standard.

Chart C-MOV SLP FTEF and WSCH

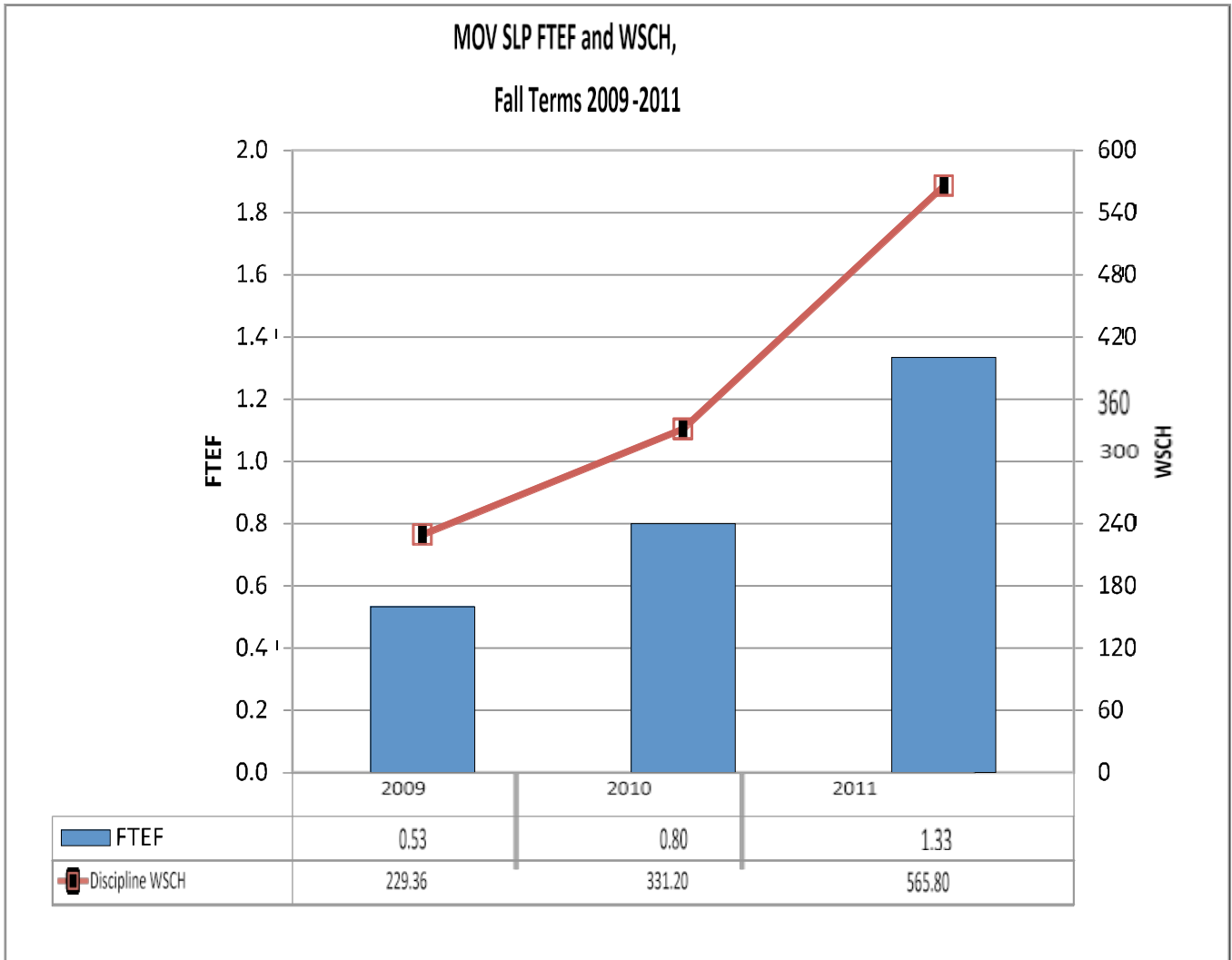


Chart C highlights the increase in the Full-Time Equivalent Faculty (FTEF) and the Weekly Student Contact Hours (WSCH). There is only one full-time faculty, the Program Director, in the Discipline of Speech-Language Pathology Assisting.

During the Fall of 2009, the Program Director only taught two courses (SLP-1, SLP-2), totaling 0.53 FTEF and was granted 0.4666 in Reassigned Time to spearhead the start-up of the Program development.

During the Fall of 2010, the Program Director taught three courses (SLP-1, SLP-2, SLP-3), totaling 0.80 FTE and was granted 0.2000 in Reassigned Time to continue the Program development-related Tasks.

During the Fall of 2011, the Program Director taught five courses (2 sections of SLP-1, 2 sections of SLP-2 and 1 section of SLP-3) with no Reassigned Time due to the lack of grant funds. Hence, the chart shows the substantial increase in WSCH from 229.36 (Fall 2009) to 331.20 (Fall 2010) to 565.80 (Fall 2011).

D. Programs and Curriculum

The courses that we currently offer are: SLP-1 Foundations of Speech-Language Pathology Assisting,

SLP-2 Speech and Hearing Disorders and SLP-3 Language, Literacy & Communication.

Please note: SLP-4 and SLP-5 have yet to be offered as those courses involve clinical-practicum fieldwork; the Program, though approved and accredited by the California Community Colleges Chancellor’s Office (CCCCO), is currently undergoing Licensing Board Application work.

<u>Name of Course</u> <u>Offered from Fall 2009 to Fall 2011</u>	<u>Date CORs Last Updated</u>	<u>Comments - CORs</u>
SLP-1 Foundations of Speech-Language Pathology Assisting	Spring 2009	Last reviewed in Spring 2012
SLP-2 Speech and Hearing Disorders	Spring 2009	Last reviewed in Spring 2012
SLP-3 Language, Literacy & Communication	Spring 2009	Last reviewed in Spring 2012
		***Please note: no major modifications to the current CORs have been made as the current CORs which were CCCO Approved as the SLP Program will be submitted to the Licensing Board for Approval.

E. Student Learning Outcomes Assessment

The assessment of Student Learning Outcomes (SLO) from the Course Outline of Record (COR) is a continuous practice at Moreno Valley College. At least one SLO from each Speech-Language Pathology Assisting COR offered at the College has been assessed and described in narrative form and then mapped onto a college-wide rubric. The narrative description of the assessment consists of:

- 1) The rationale for the selected SLO.
- 2) Specific topic that the SLO addresses.
- 3) The assessment tool utilized and timeline.
- 4) The results and then new goals.
- 5) Appropriate curriculum modification.
- 6) Re-inquiry strategy, including timeline and results.
- 7) Sharing of the assessment project with colleagues. The SLPA Program Director has shared such assessment projects at Department meetings, SLPA Advisory Meetings and at WIA Grant Quarterly.

Report Meetings.

Although only three of the five core SLP courses have been offered thus far (SLP-1, SLP-2 and SLP-3), at least one SLO from each of the three core SLP courses (SLP-1, SLP-2 and SLP-3) have undergone an assessment cycle, utilizing direct assessment methods such as exams, writing assignment and in-class presentations.

Such assessment procedures have informed pedagogical practices, resulting in the implementation of specific scaffolding instruction strategies such as:

- 1) Reciprocal teaching strategy: a) predicting b) questioning c) clarifying and d) summarizing used in decoding/comprehension of reading assignments.
- 2) Column Note-taking skills: chunking, organizing, retaining and recalling from bullet points used with lecture notes and reading assignments.
- 3) SQ3R “Survey, Question, Read, Recite & Review” Military Strategy of reading manuals or any dense reading by going through it multiple times. First to survey, then question and to read, recite & review. This was particularly helpful in assisting students read academic peer reviewed journal articles written in APA format.
- 4) Graphic Organizers, Narrative Story Grammar elements: applying narrative framework to understand the reading and writing content.

- 5) Topic Sentence & Paragraph Structure: applying bullets from graphic organizers to write rough drafts.
- 6) Professional communication: professional self-introductions, social-pragmatics in group discussions, analysis and synthesis and reporting of communication events, clinical documentation and reporting of facts as practiced by using clinical videos.

The chart below is an example of the latest assessment data mapped onto the Moreno Valley College-wide rubric.

Course number	Title of Course	Direct Assessment Date	SLOs Assessed (list numbers from CORs)	Direct Assessment Method* (choose A –N from the list on the following page)	Assessment Cycle** (choose 0 - 3 from the list on the following page)
SLP-1	Foundations of Speech-Language Pathology Assisting	Spring 2011	1	A, C	2
SLP-2	Remediation: Speech and Hearing Disorders	Spring 2011	2	A, C	2
SLP-3	Remediation: Language, Literacy & Technology	Spring 2011	5	A, C	2
SLP-1	Foundations of Speech-Language Pathology Assisting	Spring 2012	2	A, C, D	3
SLP-2	Remediation: Speech and Hearing Disorders	Spring 2012	3	A, C, D	2

SLP-3	Remediation: Language, Literacy & Technology	Spring 2012	5	A, C, D	3
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***Examples of Direct Assessment Methods:**

- a. Exams
- b. Pre-Post Testing
- c. Writing Assignment
- d. In-class presentation
- e. Homework Assignment
- f. Portfolio
- g. Video
- h. Culminating Project
- i. Other (describe briefly)

Examples of Indirect Assessment Methods:

- j. Survey/Self-Reported Learning (Parscore surveys from fall 2011 were indirect.)
- k. Student Interviews
- l. Focus Group
- m. Anecdotal Data
- n. Other (describe briefly)

****Assessment Cycle Options**

0. No assessment
1. Assessment is in planning stages
2. Initial Assessment has been completed
3. Assessment is ongoing cycle

F. Collaboration with Other Units Including Instructional, Student Services, or Administrative Units (Internal)

The Speech-Language Pathology Assistant Program has worked closely with other units across the College. In a joint-grant utilization effort, the Speech-Language Pathology Assistant Program and the Early Childhood Education Center initiated shared technology usage for normative childhood development analysis. Also, the Speech-Language Pathology Assistant Program together with the Library Services researched and acquired a robust collection of Speech-Language Pathology-related reading materials and provided a Library Resource Workshop to students enrolled in the Speech-Language Pathology Assisting courses. In addition, the Program has worked with Facilities and Instructional Media to design and implement computer-friendly desks into the classroom. Furthermore, Student Services such as Transfer Workshops and the Writing Skills Center were pivotal to the growth and development of the students enrolled in the SLP courses. Moving forward, given the recent campus-to-college status of Moreno Valley College, the lack of Reassigned Time for the Program Director, just one Part-time Articulation Officer for the College, and the empty Dean of Health Sciences position, the challenge then lies in forming SLP course transfer applicability agreements and/or academic pathways between Moreno Valley College and other four-year institutions.

G. Outreach Activities

Since Spring 2009, the Program Director has engaged in multiple community outreach activities, ranging from formal visits to public school districts, meetings with HR Departments at various public schools and providing presentations and information of the SLPA Program to various key stakeholders: public and private schools, non-profit organizations such as United Cerebral Palsy, clinically-licensed speech-language pathologists, private clinic/ healthcare organizations. Most recently, the Program Director in Summer of 2012 presented at the Riverside County Special Education Local Plan Area (SELPA) Training Seminar to garner the support and the service of speech-language pathologists and Special Education Directors in order to solidify the clinical fieldwork component of the Program for Licensing Board Applications.

H. Long Term Major Resource Planning

The following are the significant long-term resource requests:

1. Budget routinely set aside for Licensing Board Site Visitations to facilitate Licensing Board Approval Status for the upkeep of the rigorous academic standards.
2. An administrative assistant to oversee the clinical practicum documentation and to assist the Program Director in the coordination of field sites and the day-to-day management of the Program.
3. Part-time Adjunct Faculty members to teach SLPA courses since the Program Director must make regular clinical field site visits to facilitate the off-campus supervision of the SLPA Program Interns.
4. Professional Stipend to Faculty to participate in professional development as directly related to Teaching Assignments and the SLPA Program

These resource needs are directly related to the College's three themes in its Strategic Plan: Academic Success, Student Access and Services, and Professional Development. To this end, the above requests must be addressed as they are pivotal to the success of the SLPA Program and the overall mission, vision and values of Moreno Valley College.

I. Summary

The following are goals and objectives for the next four years:

1. To complete Licensing Board Application and to receive Licensing Board Approval, now that the State Chancellor's accreditation status was attained.
2. To identify and provide clinical preceptors' training to speech-language pathologists interested in serving as supervisors to MVC- SLPA Program Interns.
3. To attain and to subsequently add clinical fieldwork site agreements among various school districts.
4. To establish a professional club/association for MVC-SLPA Program students.
5. To successfully award A.S. Degree or Certificate to a cohort of MVC-SLPA Program student graduates.
6. To increase the number of faculty as the SLPA Program grows and develops.

These goals are in keeping with the mission, vision and the values of the Speech-Language Pathology Assistant Program, Moreno Valley College and the Riverside Community College District.

J. Recommendations to the Program Review Committee

(none at this time)