

Department of Communicative Disorders Strategic Plan

Long-Term Goal #1: To administer and continually evaluate a developmental curriculum of coursework, laboratories, and practicum experiences that effectively assists students in developing and demonstrating the knowledge and skills delineated in Standard III-(A-H) and Standard IV-G (1,2,3) of the standards for the certificate of clinical competence in speech-language pathology.

Short-term objective #1. Students will possess the KNOWLEDGE required for entry-level positions in the field of speech-language pathology.

I. Specifically, students will demonstrate:

- A. Knowledge in Phonological and Language Disorders (including cognitive aspects, social aspects, and modalities)
- B. Knowledge in Speech Disorders (including voice disorders, fluency disorders and swallowing disorders)
- C. Knowledge in Audiology/Hearing
- D. Knowledge of Clinical Management
- E. Knowledge of Professional Issues, Psychometrics, and Research

Short-term objective #2. Students will possess the SKILLS required for entry-level positions in the field of speech-language pathology.

I. Specifically, students will be able to:

- A. Provide Prevention Services
- B. Provide Assessment/Diagnostic Services
- C. Provide Intervention Services
- D. Implement Entry-Level Oral and Written Communication Skills
- E. Interact Professionally with Clients and other Professionals

II. Identification of Where Outcomes are Being Achieved

1. Students will possess the KNOWLEDGE required for entry-level positions in the field of speech-language pathology.

Specifically, students will demonstrate:

- A. Knowledge in Phonological and Language Disorders
COMD 762, 764, 765, 770
- B. Knowledge in Speech Disorders
COMD 551, 717, 750, 770
- C. Knowledge in Audiology/Hearing
COMD 730, 772
- D. Knowledge of Clinical Management
COMD 579, 770, 772, 773, 774
- E. Knowledge of Professional Issues, Psychometrics, and Research
COMD 770, 715, 772, 773, 774

2. Students will possess the SKILLS required for entry-level positions in the field of speech-language pathology.

Specifically, students will be able to:

- A. Provide Prevention Services
COMD 579, 772, 773, 774
- B. Provide Assessment/Diagnostic Services
COMD 579, 772, 773, 774
- C. Provide Intervention Services
COMD 579, 772, 773, 774
- D. Implement Entry-Level Oral and Written Communication Skills
COMD 579, 772, 773, 774
- E. Interact Professionally with Clients and other Professionals
COMD 579, 772, 773, 774

III. Assessment Tools

Knowledge outcomes A, B, C, D, and E.

Direct measurement:

1. Communicative Disorders Department Written Comprehensive Examination
2. National (Praxis) Examination for Speech-Language Pathology

Indirect measurement:

1. Current Student Surveys
2. Alumni Surveys
3. Employer Surveys

Skill outcomes A, B, C, D, and E

Direct measurement:

1. Formative assessment forms
2. COMD Skill Outcomes Form

Indirect measurement:

1. Current Student Surveys
2. Alumni Surveys
3. Employer Surveys

IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement

Direct Assessment:

1. Communicative Disorders Department Written Examination
 - Students take examination on Monday, Tuesday and Wednesday of the first week in April of their last semester (5th semester)
 - Results are available no later than Friday of the second week in April
 - Results are discussed at the next departmental faculty meeting
2. Praxis Examination for Speech-Language Pathology
 - Students take Praxis examination in April of their last semester (5th semester) **NOTE: This test is not a program requirement**
 - Praxis data analysis is distributed (by Praxis) to the department in October
 - Results are discussed during a November department meeting (as well as results of other direct and indirect measures)

Indirect measurement:

1. Current Student Surveys
2. Alumni Surveys
3. Employer Surveys
 - Surveys are distributed in April
 - Results are analyzed during summer session
 - Results are discussed during a November department meeting

Long-Term Goal #2: To recruit and retain high quality faculty and staff.

Short-term goal objective #1: The Department will procure an additional 1.0 FTE faculty position to fulfill teaching needs in areas in which faculty *expertise* is not available.

Assessment: Submitted request; Procurement of faculty position

Long-Term Goal #3: To expand opportunities for students, faculty and staff to work collaboratively in service, instruction, and research.

Short-term objective #1: Members of the Department will seek out opportunities within the community to develop partnerships for service and instruction (including area hospitals, county agencies, non-profit organizations, school districts, physician groups, rehabilitation facilities and outpatient clinics). The Department will collaborate with at least three agencies within the community to provide instruction and/or service during the 2007-08 academic year.

Assessment: Number of developed agency partnerships

Short-term objective #2: Members of the Department will recruit at least five graduate students to participate in community outreach projects during the 2007-2008 academic year.

Assessment: Number of graduate students participating in community outreach projects

Long-Term Goal #4: To expand opportunities and develop community partnerships for internal and external practicum experiences.

Short-term objective #1: Members of the Department will contact local support/education groups for adults and children to inform them of possibilities for partnerships/screenings.

Assessment: Number of new support/education groups contacted

Short-term objective #2: Members of the Department will develop and distribute marketing brochures to local preschools, public schools, and healthcare providers to increase the clinic client census.

Assessment: Number local agencies who receive marketing brochures; number of referrals from those agencies

Short-term objective #3: Members of the Department will contact local county service providers (e.g. St. Croix County Office on Aging) to offer education/prevention services to agency support groups and conferences. Graduate students (under faculty/staff supervision) will provide these education/prevention services.

Assessment: Number of county agencies served; number of support groups and conferences attended; number of graduate students providing education/prevention services.

Short-term objective #4: Members of the Department will write articles for local news media to raise awareness of the Department's available services.

Assessment: Number of articles written and published; number referrals obtained from articles

Short-term objective #5: Members of the Department will market the recently formed Community Aphasia Group through announcements in local church bulletins.

Assessment: Number of church bulletins including our marketing announcement; number of referrals from church bulletin announcements

Long-Term Goal #5: To increase internal and external alliances for the purpose of generating funding.

Short-term objective #1: Members of the Department will develop and distribute marketing brochures to local preschools, public schools, and healthcare providers to increase the clinic client census.

Assessment: Number local agencies who receive marketing brochures; number of referrals from those agencies

Short-term objective #2: Members of the Department will expand support for the recently developed UWRF/RF Hospital alliance regarding the pediatric dysphagia video-fluoroscopy program.

Assessment: Number of referral; Program revenue income

Short-term objective #3: Members of the Department will review and update the clinical service billing policies.

Assessment: Updated policy guideline; Program revenue income

Short-term objective #4: Members of the Department will review and update our current fee schedule for clinical assessment and intervention services, including the sliding fee scale.

Assessment: Updated Superbill; Program revenue income

Short-term objective #5: Members of the Department will procure a .5 position for a billing coordinator.

Assessment: Submitted proposal for .5 FTE; Procurement of staff

Long Term Goal #6: To maintain modern department laboratories and expand laboratory experiences.

Short-term objective #1: Members of the Department will submit grant proposals for improving laboratory equipment and facilities (2007-2008 requests to include structural remodeling for Aphasia Laboratory; ABR equipment for Electrophysiology/Hearing Aid Laboratory; Upgraded computer and Mercury™ VOCA for AAC Laboratory).

Assessment: Number of faculty/staff requests; Number of funded proposals

Long-Term Goal #7: To increase research productivity.

Short-term objective #1: The department will provide one faculty member 17%-25% release for research each semester. This will be provided on a rotational basis each semester for those faculty members engaging in research activities.

Assessment: Frequency of faculty release; Report of faculty research productivity; Vitae review.

Short-term objective #2: The department will produce at least one article submitted to a peer-refereed journal each year.

Assessment: Frequency of submissions.

Short-term objective #3: The department will produce at least one research presentation (i.e., sectional presentation or poster session) at the annual ASHA convention each year.

Assessment: Frequency of presentations

Short-term objective #4: The department will produce at least one research presentation at state or regional conferences each year.

Assessment: Frequency of presentations

Long-Term Goal #8: To increase diversity of undergraduate and graduate students in the Department of Communicative Disorders.

Short-term objective #1: Inform students of scholarships and grants available to minority students (e.g., ASHA Foundation Minority Student Scholarships),

Assessment: Documentation of distribution of scholarship materials; number of applicants who are minorities/diverse

Short-term objective #2: Inform students of mentoring programs (e.g., ASHA's minority student leadership mentoring program).

Assessment: Documentation of distribution of mentorship information; number of applicants who are minorities/diverse

Short-term objective #3: Provide link to ASHA's Division 14: Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations website.

Assessment: Documentation of link

Short-term objective #4: Disseminate information related to conferences related to cultural diversity.

Assessment: Documentation of information dissemination

Short-term objective #5: Provide opportunities for clinical experiences to be obtained with culturally diverse populations.

Assessment: Documentation of clinical sites with diverse populations of 50% or more.