

Enhancement Area	Description of current state	Description of desired state	Strategies to achieve desired state	Anticipated outputs	Timeframe for implementing strategies	Person or people responsible
Increasing number of undergraduate majors in the undergraduate program in communication disorders	<p>Currently, we have 106 undergraduate majors, down from a high of 126 in 2013, but trending slightly upward from low of 103 in 2016.</p> <p>Surveys were distributed to the UI100 courses (first year, freshmen university students).</p>	The program would like to continue increasing undergraduate enrollment until it reaches 125-130 students.	<ol style="list-style-type: none"> <li>1. Initiate UG recruitment activities in general education classes, sorority &amp; fraternity events, etc.</li> <li>2. Initiate high school recruitment activities through career fairs, recruitment events hosted by guidance counselors, etc.</li> <li>3. Initiate recruitment activities for first-generation college students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional undecided majors may be recruited into Communication Disorders' UG program.</li> <li>2. Potential UG majors may be identified at the high school level, by highlighting the field of speech-language pathology for students previously unaware of the major.</li> <li>3. Decrease the intimidation factor of the field requiring a graduate degree.</li> </ol>	<p><i>Strategies implemented by Fall 2019.</i></p> <p><i>Initial assessment in Fall 2020.</i></p> <p><i>Final assessment in Fall 2021.</i></p>	<p>Chair and undergraduate advisors (Dr. Cook, Dr. Fulton, Mrs. Obergonner, and Mrs. Tipton)</p> <p>Jan 2020: Graduate Assistants will facilitate the administration of surveys in collaboration with Dr. Cook.</p>
Increasing retention of UG transfer students.	<p>Currently UG retention is 71.4%, down from an all-time high of 100% in 2013. This is the lowest UG transfer retention has been since 2013.</p> <p><i>2+2 Program discussions in progress.</i></p>	The program would like to increase UG retention to at least 80% or higher.	<ol style="list-style-type: none"> <li>1. Gather additional data re: length of time in program.</li> <li>2. Survey students who left re: why UG transfer students are leaving the program.</li> <li>3. Establish articulation agreements with community colleges to improve transfer process.</li> <li>4. Contact VA to determine whether VA benefits can be applied to pre-professional degree.</li> </ol>	<ol style="list-style-type: none"> <li>1 &amp; 2. Results of survey will help the department address weaknesses in program that are causing students to switch majors.</li> <li>3. Improve the ease with which students can transfer from community colleges.</li> <li>4. Establish recruitment activities with VA if funds can be used toward UG pre-professional degree.</li> </ol>	<ol style="list-style-type: none"> <li>1&amp;2. Survey developed by Fall of 2019; administer by end of spring 2020 and again in fall of 2020.</li> <li>3. Develop articulation agreements by Fall 2019.</li> <li>4. Establish activities by Spring of 2020.</li> </ol>	<p>Chair and undergraduate advisors (Dr. Cook, Dr. Fulton and Mrs. Tipton). As transfer advisor, Mrs. Tipton will chair this committee.</p> <p>Jan 2020: Mrs. Tipton will generate list of barriers that affect transfer. She and Dr. Ray are working with the Dean on the articulation agreements.</p>

			5. Re-introduce criteria for admission to program			
fulfill ASHA certification standards	Pt D learning improvement		<ol style="list-style-type: none"> <li>1) Track course completion in CALIPSO for Knowledge Standards (for each standard, student achieves a minimum of 80%)</li> <li>2) Track Skills standards via Cumulative Evaluation and completion of clinical modules from courses</li> </ol>	Pass Praxis  Program completion rate  Job placement rate	Each graduate student meets with advisor every semester  Clinic director reviews clinical experiences every semester  Prior to graduation, Graduate advisor reviews student's academic and clinical record to determine if standards have been met	Faculty, staff, Clinic director, Graduate advisors, Program director provides final verification
CAA professionalism standards			<ol style="list-style-type: none"> <li>1) Review CALIPSO data from the Professional Practice, Interaction, and Personal qualities section on cumulative evaluations to determine how CAA standards are met in clinical practice</li> <li>2) Students will meet each CAA standard by achieving a 80% for each standard</li> </ol>	Pass Praxis  Program completion rate  Job placement rate	Each graduate student meets with advisor every semester  Clinic director reviews clinical experiences every semester  Prior to graduation, Graduate advisor reviews student's academic and clinical record to determine if standards have been met	Faculty, staff, Clinic director, Graduate advisors, Program director provides final verification

maintain annual accreditation			<ol style="list-style-type: none"> <li>1) Submit report annually</li> <li>2) Review strategic plan annually</li> </ol>		Program director completes annual report	Program director
evidence-based practice		Continue to provide opportunities to actively apply an evidence-based framework for clinical practice fulfilled by clinic assignments and integration of coursework with clinical practice	<ol style="list-style-type: none"> <li>1) Track in Calipso cumulative evaluation: Professional Practice, Interaction, and Personal qualities section</li> </ol>		Students are required to complete an assignment related to integration of evidence-based practice every semester of clinical practicum (both on- and off-campus)	Jan 2020: Both UG and GR Students have been completing on-campus critical thinking assignments requiring the integration of evidence-based practice resources and reflection. Both On- and Off-campus supervisors are tracking EBP skills in CALIPSO.
interprofessional practice		Continue to provide graduate students with at least 3 experiences as tracked in CALIPSO (ex: 2 externships, 1 ipp dysphagia lab, audiology collaboration)	<ol style="list-style-type: none"> <li>1) Track in CALIPSO Cumulative Evaluation or clinical modules</li> </ol>		Practicum coordinators will update faculty on progress annually	CALIPSO administrator, Practicum coordinators
Diversity/diverse experiences, immersive		Continue to provide graduate students with varied experiences as tracked in CALIPSO (externships, on-campus practicum experiences, other off-campus opportunities)	<ol style="list-style-type: none"> <li>1. Review CALIPSO data and identify baseline from cohort cumulative evaluations</li> </ol>		Practicum coordinators will update faculty on progress annually	CALIPSO administrator, Practicum coordinators

Research project/scholar-practitioner		Continue to require a capstone research project or master's thesis as part of graduation requirements	1) Faculty provide 1:1 guidance and supervision as student completes project	Each student completes a project consisting of a research paper and a presentation at a professional conference such as the state association convention	Research supervisors will submit approval document during the student's final semester in the program; Director of Graduate Studies will provide final approval	Research supervisors; Director of Graduate Studies
Community involvement/service	Clinic/outreach programs/student organization (NSSLHA)	Continue to operate the Center for Speech and Hearing and provide speech, language, and audiological services to community members  The department will continue to participate in at least 2 community wellness events to promote awareness and access to services  NSSLHA student organization will participate in community events	1) Invest in sustainability efforts 2) Identify additional sources of support (grants) 3)	1) Clinic director will collect data such as hearing screening records, client satisfaction surveys, record of clinical services maintained via electronic medical record system	1) Clinic director will meet regularly with Clinic Committee  2) Clinic director will provide annual report	Clinic director, Faculty, Clinical Educators