

| <b>Enhancement Area</b>   | <b>Description of current state</b>              | <b>Description of desired state</b>   | <b>Strategies to achieve desired state</b>  | <b>Anticipated outputs</b>  | <b>Timeframe for implementing strategies</b>   | <b>Person or people responsible</b>   |
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| Increasing number of undergraduate majors in the undergraduate program in communication disorders | Currently, we have over 92 undergraduate majors. | The program would like to maintain undergraduate enrollment between 110-120 students for two years. | <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> <li>4. Offer CD110 every semester to recruit students interested in communication disorders</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>All strategies have been implemented</i></p> <p><i>Assessments took place in Fall 2020, Fall 2021; assessments are ongoing</i></p> <p>Jayanti Ray met with high school counselors from St. Louis and surrounding areas while participating in "SEMO on the Roads" program in 2021 and 2022.</p> <p>Jayanti Ray participated in Show-Me days and other university-led and college-led recruitment efforts in 2021 and 2022.</p> | Chair (Jayanti Ray) and undergraduate advisors (Emily Obergoenner, Susan Fulton, Samantha Washington, and Amy Herren) |
| Increasing retention of UG transfer students and post baccalaureate students with a different     | Achieved   | 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</li> </ol>   | 1 & 2. Results of survey will help the department address weaknesses in program that are  | 1&2. Survey developed by Fall of 2019; administer by end of spring 2020  | An articulation agreement was included in the packet along with other departmental                                    |

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| undergraduate degree                          |   |  | <p>students are leaving the program.</p> <p>3. Establish articulation agreements with community colleges to improve transfer process.</p> <p>4. Contact VA to determine whether VA benefits can be applied to pre-professional degree.</p> <p>5. Re-introduce criteria for admission to program</p> | <p>causing students to switch majors.</p> <p>3. Improve the ease with which students can transfer from community colleges.</p> <p>4. Establish recruitment activities with VA if funds can be used toward UG pre-professional degree.</p> | <p>and again in fall of 2020.</p> <p>3. Develop articulation agreements by Fall 2019.</p> <p>4. Establish activities by Spring of 2020.</p>   | <p>agreements from EHHS per Brooke Lockhart(Work in progress)</p> <p>The departmental information was added to SEMO Health Professions Database by the Admissions office for marketing purposes.</p> |
| Fulfilling ASHA certification standards       | Achieved  | Continue to obtain >90% program completion rate within 2 year time frame | <p>1) Track course completion in CALIPSO for Knowledge Standards (for each standard, student achieves a minimum of 80%)</p> <p>2) Track Skills standards via Cumulative Evaluation and completion of clinical modules from courses</p>  | Program completion rate   | <p>Each graduate student meets with advisor every semester</p> <p>Clinic director reviews clinical experiences every semester</p> <p>Prior to graduation, Graduate advisor reviews student's academic and clinical record to determine if standards have been met</p> | Faculty, staff, Clinic director, Graduate advisors, Program director provides final verification of CAA and KASA standards.  |
| Compliance with CAA professionalism standards | The department has reviewed the 2023 updates to the CAA standards and implemented | The department would like to continue to review current outcomes         | 1) Review CALIPSO data from the Professional Practice, Interaction, and   | <p>Pass Praxis</p> <p>Program completion rate</p>   | Each graduate student meets with advisor every semester   | Faculty, staff, Clinic director, externship coordinator, Graduate  |

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|  | adjustments to enhance program offerings to better align with these changes. Amy Herren, Emily Obergoenner, and Misty Tilmon presented at MSHA in 2023 to inform and generate dialogue with externship supervisors regarding changes. The CALIPSO Evaluation for clinical performance evaluations was updated to reflect 2023 changes. | measures after a pilot period to ensure validity of these measures and maintain sustainability of newly implemented practices | Personal qualities section on cumulative evaluations to determine how CAA standards are met in clinical practice<br>2) Students will meet each CAA standard by achieving a 80% for each standard | CALIPSO Performance Evaluations (clinic)<br><br>Program Learning Outcomes (PLOs)        | Clinic director reviews clinical experiences every semester<br><br>Prior to graduation, Graduate advisor reviews student's academic and clinical record to determine if standards have been met<br><br>Externship coordinator will update clinical training for externship supervisors to reflect 2023 CAA standards. Clinic coordinator will continue to refine trainings for on-campus supervisors to improve inter-rater reliability | advisors, Program director provides final verification.             |
| Maintain annual accreditation            | Program has maintained accreditation status since 1980   | Continue to maintain accreditation status; prepare for re-accreditation review in 2026  | 1) Submit report annually<br>2) Review strategic plan annually   | Accreditation awarded   | Program director completes annual report  | Chair submits the annual report to the dean, vice-provost, and CAA. |
| Engage and teach evidence-based practice | The Department embeds explicit teaching in evidence-based  | Continue to provide opportunities to actively apply an  | 1) Explicit, comprehensive, and systematic teaching of   | Qualitative exit survey reports from students that they felt prepared for implement EBP | Students in each cohort are required to complete a  | Both On- and Off-campus supervisors are tracking EBP                |

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|  | practices across its on-campus practicum courses. Students present on a case study as part of their clinic capstone graduate requirement where they demonstrate application of EBP tools (CATE, CAPE, CAPP).   | evidence-based framework for clinical practice fulfilled by clinic assignments and integration of coursework with clinical practice                          | EBP strategies and tools embedded into practicum and throughout coursework  | strategies and tools into clinical practice during externships<br><br>Students' ratings on project rubric exceed 80%   | assignments and their capstone prior to graduation. Department hosts weekly Fall Case Conference lecture series for student presentations.   | skills in CALIPSO. Faculty or clinic coordinator complete a rubric for Graduate student clinic capstone project. |
| Engage in interprofessional education and practice | Dr. Misty Tilmon is Dept representative to the CEHHS IEP committee. Multiple IEP components are embedded into program, via collaborative, interdepartmental activities, guest speakers, and off-site observation opportunities. Clinical methods course CD608 provides explicit teaching of IPEC competencies. | Continue to provide graduate students with both academic and clinical opportunities that require consideration of and collaboration with other professionals | 1) Track in CALIPSO Cumulative Evaluation or clinical modules<br>2) Track via completion of IEP activities in courses. Attempt to embed at least 1 IEP element into every disorders or clinical methods/practicum course offered at the graduate level. CD404, CD406, and CD402 provide experiential learning opportunities with IEP at the undergraduate level | 1. Students demonstrate awareness and understanding of IPEC competencies based on CALIPSO ratings and performance in course labs or assignments related to IEP | Practicum coordinators will update faculty on progress annually; faculty will communicate annually in August to recount IEP opportunities provided in UG and GR courses over past year | CALIPSO administrator, Practicum coordinators, Dept Faculty  |
| Diversity/diverse experiences, immersive           | The Center for Speech and Hearing offers diverse clinical opportunities. Students work   | Continue to provide graduate students with varied experiences as tracked in  | 1. Review CALIPSO data and identify baseline & changes over time using cohort cumulative evaluations  | Qualitative exit survey reports from students regarding preparedness and satisfaction with   | Practicum coordinators will update faculty on progress annually.   | CALIPSO administrator, Practicum coordinators, Instructor for CD470/570  |

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|                                       | with multiple clients in their first year and are assigned different supervisors each semester. Off-campus groups and externship placements (min. 2, must be different) increase diversity of training opportunities. Since 2020, the Department has offered Simucase to students to increase exposure to a variety of clients. Department added CD570 and CD470 to support the DEI issues in CD | CALIPSO (externships, on-campus practicum experiences, other off-campus opportunities, clinical simulations) |  | diverse clinical opportunities<br><br>CALIPSO ratings from the Cumulative Evaluation   |   |  |
| Research project/scholar-practitioner | Students complete a collaborative group research project supervised by a faculty member  | Continue to require a capstone research project or master's thesis as part of graduation requirements        | 1) Faculty provide guidance and supervision as student group completes project | Each student group 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  | 1) Invest in sustainability efforts  | 1) Clinic director will collect data such as hearing screening records,  | 1) Clinic director will meet regularly  | Clinic director, Faculty, Clinical Educators       |

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|  |   | <p>provide speech, language, and audiological services to community members</p> <p>The department will continue to participate in at least 2 community wellness events to promote awareness and access to services</p> <p>NSSLHA student organization will participate in community events</p> | 2) Identify additional sources of support (grants)  | client satisfaction surveys, record of clinical services maintained via electronic medical record system  | <p>with Clinic Committee</p> <p>2) Clinic director will provide annual report (2020, 2021, 2022, 2023) on website</p> |  |
| 2022: Updated to include data reporting for competency-based learning in courses and clinicals | In 2020, CALIPSO evaluation rating scale was updated to better reflect competency development over time across clinical standards required for ASHA certification in SLP. Pedagogy in clinical methods has centered on student ownership of learning, Design Thinking, critical thinking, and | Department will continue to make programmatic adjustments to enhance understanding and application of competency-based learning practices across the program   | Program faculty will pursue continuing education regarding competency-based learning pedagogy | Students will receive individualized support and feel empowered by the tools and instruction provided based on reports on evaluations and exit survey; students will demonstrate gradual development of skill mastery across program as measured via the graduated rating scale in the CALIPSO performance evaluations for clinical practicum experiences | This is already in progress and will continue for the foreseeable future  | Practicum coordinators, Program director, department faculty |

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|  | fostering<br>innovation |  |  |  |  |  |
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