

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
1. Maintain number of declared majors at >1% of total university undergraduate enrollment	AY26: 82 HC, 77 FTE, declared as CD majors which is 1.2% of university undergraduate enrollment. Also, total credit hours taken within CD increased by 10% compared to 2025, with headcount increasing 11% .	The program would like to maintain >1% of total UG enrollment at the university (given projected overall enrollment declines) AY26: Met	1. Develop a 100-level advocacy course that will be marketed to all majors to promote increased awareness of communication disorders & professions AY26: not yet completed, pending hiring decision 2. Increase cross-departmental collaboration within the college and university to raise awareness of major (see IPE committee information in Goal 5) AY2026: IPE college committee chaired by CD faculty member 3. Continue to offer CD110 every semester, as it is approved to fulfill general education requirements and will reach students across colleges and majors AY26: met – 1-2 sections offered all 3 semesters; Enrollment increased by 68% in Spring 2026 compared to Spring 2025 & held steady across Fall 2025 to 2026. 4. Participate consistently in college/university-marketing efforts; will also send marketing materials to high schools indicating that we are available to come and speak at career	1. Additional undecided majors may be recruited into Communication Disorders' UG program. AY26: Major declaration remained steady. 82 HC, 77 FTE – a decline of 1 from 2025 despite overall university enrollment decrease of 3% AY26 enrollment in core introductory courses averaged 34 students (or 17 per semester) AY27 trend: A quick look at current core-course enrollment signifies steady UG cohort size (avg: 19.5) despite a 5% overall university enrollment decline 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.	100-level course proposal within academic year (AY27?) IPE committee to develop supports for faculty within academic year; implementation/refinement in years 2-5 Participate consistently in university events & reach out to high schools within academic year AY26: MET	Program faculty

			Days AY26: Central Middle School career day; Notre Dame High School career day; First Steps; personalized tours; CEHHS Basketball night; Show Me Days; President's dinner; IGNITE program whole group presentation with Jackson High School & hosted one student at the clinic for 6 weeks; East Elementary career presentation; Homecoming parade with NSSLHA; Clinic trunk or treat in fall and clinic carnival in spring for community members	3. Decrease the intimidation factor of the field requiring a graduate degree.		
2. Prepare graduates of the M.A. program to meet state licensure and ASHA CFCC certification standards	All graduates of the program seeking state licensure or ASHA certification meet the qualifications AY26: MET	Maintain the same rate of success with graduate preparation for professional credentials/ licensure	1) Track course completion in CALIPSO for Knowledge Standards (for each standard, student achieves a minimum of 80%) 2) Track Skills standards via Cumulative Evaluation and completion of clinical modules from courses 3) Develop clinical simulations for low-incidence disorder areas	All cumulative evaluations in CALIPSO complete by graduation 100% of students pass graduate comprehensive exam AY25: MET AY26: MET	Each graduate student meets with advisor every semester Clinic director reviews clinical experiences every semester Prior to graduation, Graduate advisor reviews	Faculty assess student progress in courses/ clinicals each semester. Program director provides final verification of CAA and KASA standards.

			identified during student cumulative evaluation reviews AY26: MET – added research course, clinical standards addressed in all courses and procedure established so skills development is captured in CALIPSO		student's academic and clinical record to determine if standards have been met AY26: MET	
3. Maintain annual accreditation	Program has maintained annual accreditation AY26: MET	Program will achieve reaccreditation with full compliance at annual and comprehensive reviews	Program will continue to coordinate faculty collaboration and standardize documentation efforts to monitor student progress. Program will revise committee structures so faculty with roles in the department related to accreditation can devote sufficient time to these tasks (ex: website, handbook, program assessment, student progress) AY26: Website, handbook updated; assessment committee met and analyzed PLOs, adjusted comps content and improved oral comps remediation procedure	Program will aim to be in full compliance with each annual review Program will aim for full compliance during comprehensive review AY26: MET	Annually; Program lead completes annual report Comprehensive review: 2027 submitted	Program lead submits the annual report to the dean, vice-provost, and CAA.
4. Integrate evidence-based practice throughout undergraduate and graduate curriculum and clinicals	The Department embeds explicit teaching in evidence- based practices across its on-campus clinicals and within academic courses. At both undergraduate and	Continue to provide opportunities to actively apply an evidence-based framework for clinical practice fulfilled by clinic assignments and integration of	Explicit, comprehensive, and systematic teaching of EBP strategies and tools embedded into practicum and throughout coursework Faculty will coordinate EBP frameworks across courses to maintain	Feedback from externship exit interviews and undergraduate/ graduate exit surveys Feedback from weekly department case conference attendance	Within academic year, EBP framework(s) used in courses and clinical capstones will be consistent across courses	Both On- and Off-campus supervisors are tracking EBP skills in CALIPSO (Professional Practice qualities).

	graduate students present on a case study as part of their clinic capstone requirements where they demonstrate application of EBP tools.	coursework with clinical practice	consistency for students AY26: in progress; faculty currently piloting different frameworks across courses: • CRAAP framework for social media evaluation • Salbach's model • Simmons' 6-step model • ASHA – DECIDE framework	forms AY26: Feedback from extern supervisors overwhelmingly positive for most areas; all areas to improve had already been addressed	Ongoing refinement and maintenance in years 2-5 AY26: In progress; several courses are piloting different frameworks; plan to refine in AY27	Faculty or clinic coordinator complete a rubric for the UG and GR student clinic capstone projects. Faculty teaching academic courses will have a framework in place identified in section syllabus.
5. Prepare students to engage in interprofessional education and practice (IPE/IPP)	AY26: With reorganization, college IPE committee and potentially school IPE committee being revised/developed to ensure intentional and consistent IPE efforts across programs. A course was developed in health sciences, but more details needed	IPE committee will provide standardized structure that facilitates IPE within academic and clinical courses; faculty are able to document IPE efforts consistently; Students gain experience with IPE prior to externship/graduation	1) Track in CALIPSO Cumulative Evaluation or clinical modules Continue to provide experiential opportunities to interact with other disciplines (CD404; clinicals) and within courses; committee will develop tracking mechanism/standardization throughout the program AY26: tracking method in development – considering tracking within CD404	Students demonstrate awareness and understanding of IPEC competencies based on CALIPSO ratings and performance in course labs or assignments related to IPP AY26: CD404 brought in guest speakers from OT, PT, psychologist; CD652 continued IPEC; CD409 NP scope demonstration; in AY27, will add IPEC competencies to CD404 syllabus	Within academic year, committee will develop a reporting mechanism to capture IPE/IPP efforts Implementation: years 2-5 In AY27, there will be devoted time within faculty meetings to IPEC rollout	Program Faculty; department IPE/IPP committee

6. Increase emphasis in clinical education on providing experiences across different practice conditions within the field (ex: diverse populations, increased medical setting exposure)	AY26: Clinical opportunities are primarily focused on outpatient/educational settings; however experiential learning opportunities in various settings continue to be added within many CD courses (CD230, CD404, CD390, CD484, CD630, CD641)	Students feel prepared to enter their medical externship by having multiple prior exposures to medical settings (based on student and externship supervisor feedback)	Review clinical courses and academic courses and identify opportunities to increase medical experiences (observations, group experiences, visits) Identify extra-curricular opportunities for students to again exposure to medical settings (volunteering, part-time jobs) AY26: CD390 Lutheran Home; SFMC NICU & inpatient rehab & acute care in CD404; CD630 – long-term care facility - meet w/ pt with aphasia; in CD230 students are starting to get into hospitals for observations; CD409 NP scope demonstration; CD641 added a scoping lab	Improved feedback from students and externship supervisors about preparedness across diverse settings and populations AY26 externship comments: Overall students are relatively well-prepared from academic experiences but more hands-on medical opportunities could be beneficial & already addressed concerns related to courses in these areas	Over the academic year, clinical and academic faculty will identify current barriers that affect ability to provide diverse experiences within clinicals and courses Faculty will develop plan to overcome barriers once identified in years 2-5 AY26: faculty communicated to Dean, Provost, and President the need for assistance with streamlining access to medical sites; current onboarding process is cumbersome and reduces access	Program faculty; administration
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