

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	We currently have 1.25% of total UG enrollment declared as CD majors.	The program would like to maintain >1% of total UG enrollment at the university (given projected overall enrollment declines)	1. Develop a 100-level advocacy course that will be marketed to all majors to promote increased awareness of communication disorders & the professions 2. Increase cross-departmental collaboration within the college and university to raise awareness of major (see IPE committee information in Goal 5) 3. Continue to offer CD110 every semester, as it is approved to fulfill general education requirements and will reach students across colleges and majors 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 days	1. Additional undecided majors may be recruited into Communication Disorders' UG program. 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. 3. Decrease the intimidation factor of the field requiring a graduate degree.	100-level course proposal within academic year 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	Department faculty
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	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	All cumulative evaluations in CALIPSO complete by graduation 100% of students pass graduate comprehensive exam	Each graduate student meets with advisor every semester Clinic director reviews clinical experiences every semester	Faculty assess student progress in courses/ clinicals each semester. Program director

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			3) Develop clinical simulations for low-incidence disorder areas identified during student cumulative evaluation reviews	>80% of students pass Praxis examination At least 3 clinical simulation modules developed	Prior to graduation, Graduate advisor reviews student's academic and clinical record to determine if standards have been met	provides final verification of CAA and KASA standards.
3. Maintain annual accreditation	Program has maintained annual accreditation	Program will achieve reaccreditation with full compliance at annual and comprehensive reviews	1) Program will continue to coordinate faculty collaboration and standardize documentation efforts to monitor student progress 2) 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)	1) Program will aim to be in full compliance with each annual review 2) Program will aim for full compliance during comprehensive review	Annually; Program director completes annual report Comprehensive review: 2027	Chair 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 graduate students present on a case study as part of their clinic capstone requirements where they demonstrate	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	1) Explicit, comprehensive, and systematic teaching of EBP strategies and tools embedded into practicum and throughout coursework 2) Faculty will coordinate EBP frameworks across courses to maintain consistency for students	Feedback from externship exit interviews and undergraduate/ graduate exit surveys Feedback from weekly department case conference attendance forms	Within academic year, EBP framework(s) used in courses and clinical capstones will be consistent across courses Ongoing refinement and maintenance in years 2-5	Both On- and Off-campus supervisors are tracking EBP skills in CALIPSO (Professional Practice qualities). Faculty or clinic coordinator complete a rubric for the

	application of EBP tools.					UG and GR student clinic capstone projects.
5. Prepare students to engage in interprofessional education and practice (IPE/IPP)	Establish a departmental IPE committee to ensure intentional and consistent IPE efforts throughout the program	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 2) Continue to provide experiential opportunities to interact with other disciplines (CD404; clinicals) and within courses; committee will develop tracking mechanism/standardization throughout the program	1. Students demonstrate awareness and understanding of IPEC competencies based on CALIPSO ratings and performance in course labs or assignments related to IPP	Within academic year, committee will develop a reporting mechanism to capture IPE/IPP efforts Implementation: years 2-5	Dept 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)	Clinical opportunities are primarily focused on outpatient/educational settings.	Students feel prepared to enter their medical externship by having multiple prior exposures to medical settings (based on student and externship supervisor feedback)	1. Review clinical courses and academic courses and identify opportunities to increase medical experiences (observations, group experiences, visits) 2. Identify extra-curricular opportunities for students to gain exposure to medical settings (volunteering, part-time jobs)	Improved feedback from students and externship supervisors about preparedness across diverse settings and populations	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	Department faculty