

Department of Communication Disorders
Five Year Strategic Plan
2010 – 2015

Preface:

In the fall term of 2006, faculty members in the Communication Disorders Program (now called the Department of Communication Disorders) convened the first program strategic planning meeting. Constituency groups representing the entire Arkansas State University-Jonesboro campus completed a campus-wide strategic plan in January of 2005. Given the psychological momentum associated with that campus-wide activity and in anticipation of the revised accreditation standards effective as of January of 2008, the Communication Disorders Program faculty members were motivated to begin the strategic planning process. We began by comparing the CD Program's mission statement to the mission statements of the University and the College of Nursing and Health Professions. We also developed a set of "core values" statements that would be used in the preparation of long-term goals for the strategic plan. The goals, objectives, and strategies articulated in the original strategic plan were designed to be a dynamic document that would allow periodic revisions as program needs, challenges, aspirations, resources, and assets changed.

The original strategic plan developed in 2006-2007 targeted four specific goals spanning a five-year period. Those goals included acquiring additional clinical space, providing additional clinical practicum opportunities for students, filling a tenure track faculty line with a quality applicant, and providing quality programming in both the undergraduate and graduate degrees in Communication Disorders. In the summer of 2009 the Department of Communication Disorders occupied new space in the Donald W. Reynolds Center for Health Sciences at Arkansas State University-Jonesboro. The new building offered a significant increase in the size and quality of the space dedicated to the ASU Speech and Hearing Center and the Department of Communication Disorders office complex. With this new space also came expanded clinical capabilities including adult group therapies and additional research opportunities. In August of 2009, Dr. William Hinkle, CCC-SLP joined the faculty filling a tenure-track position that had been vacant for two years. Finally, in April of 2009 the faculty performed a curriculum mapping exercise that identified competencies and skills taught in all CD coursework and practicum to ensure that our academic and practicum curricula were sufficient to meet the 2008 accreditation standards. As is evident, the original strategic plan was determined to be obsolete.

A strategic planning retreat was conducted in March of 2010 and was attended by all CD faculty. The goals and objectives developed in that meeting have become the operational strategic plan for the Department of Communication Disorders for the years 2010-2015.

Arkansas State University's Mission:

Arkansas State University *educates* leaders, *enhances* intellectual growth, and *enriches* lives.
(ASU = e^3)

CNHP Mission:

The mission of the College of Nursing and Health Professions is to provide quality education to students, graduates, and health care providers in a variety of health disciplines. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies.

Department of Communication Disorders Mission:

The mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders.

Department of Communication Disorders Core Values:

- **Student-Centered:** We are committed to education, inquiry, and service in order to meet students' changing needs.
- **Learning-Centered:** We nurture the acquisition of knowledge and skills by integrating teaching, research, assessment, and learning to promote continuous student improvement.
- **Excellence:** We pursue excellence within the classroom, laboratory, and clinical setting.
- **Diversity:** We embrace diversity in all of its dimensions realizing that mutual respect for individuality and the inclusion of all are vital for both personal and departmental success.
- **Integrity:** We hold high standards of character and integrity as the foundations for success as an ethical professional in communication disorders.

Goal 1: The Department of Communication Disorders will strengthen all methods of program assessment

- **Objective 1:** Update CD program employer surveys

Target Date for Completion: March 15, 2011

Persons Responsible: Dr. Lovelace, Dr. Neeley

- **Strategy 1:** Modify response numbers (1=inadequate, 2=adequate, 3=very adequate and N/A) (Dr. Neeley)
- **Strategy 2:** Continue to contact employers via students (Dr. Neeley)
- **Strategy 3:** Enhance employer responses by having a Department presence at conferences such as ArkSHA and Jane H. LeBlanc Conference (Dr. Lovelace)

- **Strategy 4:** Investigate the validity of the survey by contacting other program directors and comparing assessment procedures (All CD faculty)
- **Objective 2:** Periodically review graduate exit survey and modify as necessary

Target Date for Completion: January 15, annually

Persons Responsible: Dr. McDaniel, Dr. Neeley, Dr. Hinkle, Mrs. Pait

- **Strategy 1:** Examine graduate exit survey instruments from peer institutions (Dr. Neeley, Dr. Hinkle)
- **Strategy 2:** If necessary, modify CD graduate exit survey prior to administration (Dr. Neeley, Dr. McDaniel)
- **Strategy 3:** Annually administer graduate exit survey at final check-out prior to graduation (Dr. McDaniel, Mrs. Pait)
- **Objective 3:** Increase student success on the Praxis II Exam in Speech-Language Pathology and Audiology

Target Date for Completion: December 1, Annually

Persons Responsible: All CD faculty members

- **Strategy 1:** Develop assessment methods that will simulate the testing environment associated with the Praxis II Exam
- **Strategy 2:** Faculty members will develop a pool of multiple choice, application-based questions that will assist in simulating the structure of the Praxis II Exam. A computer-generated, random sample of these questions will be administered periodically to students as formative assessment as well as summative assessment
- **Strategy 3:** Formative and summative assessments will be used as indices of progress toward KASA competency in both knowledge and skills
- **Strategy 4:** Explore potential modifications to the CD comprehensive exam

Goal 2: The Department of Communication Disorders will recruit new faculty members to support the growth of the department

- **Objective 1:** Explore all funding sources necessary to employ a full-time clinical faculty member to supervise undergraduate and graduate student clinicians

Target Date for Completion: January 15, 2012

Persons Responsible: All CD faculty members

- **Strategy 1:** Search for external funding in the form of grants or gifts to cover salary and fringe benefits for a clinical faculty member
 - **Strategy 2:** Investigate the potential for obtaining an additional line in the University budget to cover salary and fringe benefits for a clinical faculty member
 - **Strategy 3:** Explore innovative approaches for the delivery of elective services for which fee structuring could be established. These funds could then be used to cover salary and fringe benefits for a clinical faculty member
- **Objective 2:** Explore the option of hiring an additional full-time academic faculty member

Target Date for Completion: January 15th, 2013

Persons Responsible: All CD faculty members

- **Strategy 1:** Search for external funding in the form of grants or gifts to cover salary and fringe benefits for an academic faculty member
- **Strategy 2:** Investigate the potential for procuring university support for a budget line to cover salary and fringe benefits for an academic faculty member

Goal 3: Increase faculty research productivity

- **Objective 1:** Explore the establishment of a department-wide research agenda

Target Date for Completion: May 1, 2012

Persons Responsible: All CD faculty members

- **Strategy 1:** Develop multi-faceted ideas for research that can involve all interested departmental faculty
- **Strategy 2:** Seek grant funds from a variety of sources to support individual and shared/collaborative aspects of the research agenda
- **Strategy 3:** Specify and protect research time beyond faculty load time in all participating faculty members work week
- **Strategy 4:** Establish collaboration time beyond faculty work load for the design, implementation, data collection, analysis, and writing for publication of each segment of the research
- **Strategy 5:** Seek peer-reviewed publications, national and international presentations, and additional grant funds to support future research

Goal 4: Encourage student collaboration in faculty research

- **Objective 1:** Develop procedures and rewards for the inclusion of capable undergraduate students in collaborative research with faculty

Target Date for Completion: December 1, Annually

Persons Responsible: All CD faculty members

- **Strategy 1:** Explore the use of a research course (perhaps and independent study) or project for degree credit at the undergraduate level
 - **Strategy 2:** Seek support and guidance from the honors college regarding the establishment of honors research projects for honors thesis credit
 - **Strategy 3:** Use the honors undergraduate scholars day, ArkSHA convention, Jane H. LeBlanc Conference, NSSLHA publications, etc. as venues for disseminating student research products
- **Objective 2:** Develop procedures and rewards for the inclusion of interested and capable graduate students in collaborative research with faculty

Target Date for Completion: December 1, Annually

Persons Responsible: All CD faculty members

- **Strategy 1:** Use the ArkSHA convention, Jane H. LeBlanc Conference, NSSLHA publications, Graduate Scholars Day, etc. as venues for disseminating research products
- **Strategy 2:** Establish research assistant positions from grant funds that would be equivalent to or higher than graduate assistant salaries currently available on campus
- **Strategy 3:** When possible, include student researchers in faculty research meetings