

**DEPARTMENT OF COMMUNICATION SCIENCES
AND DISORDERS**

SCHOOL OF APPLIED SCIENCES

THE UNIVERSITY OF MISSISSIPPI

Five-Year

STRATEGIC PLAN

2010

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

CORE VALUES

The Department of Communication Sciences and Disorders has at its core values that drive all activities of the department. Every member of the faculty and staff affirm these values as the fundamental building blocks of the program. These values are: Integrity, Excellence, Service, and Respect for our students, clients, families and colleagues

VISION

To produce future generations of professionals in communication sciences and disorders who are rigorous independent scholars serving the regional, national and global communities.

MISSION

The mission of the Department of Communication Sciences & Disorders is to offer an exemplary graduate program that develops entry level professionals, supported by an excellent undergraduate program. We seek to expand the knowledge base in communication sciences and disorders and to integrate our innovative contributions into the training and education of our students, which results in the provision of high quality clinical and consultative services to the regional, national and global communities.

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS GOALS – SUMMER 2009

- Goal 1. THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL ENHANCE THE UNDERGRADUATE PROGRAM**
- 1.1 Recruit, enroll, retain, and graduate an excellent, diverse student body
 - 1.2 Develop an effective advising system as relates to future career direction
 - 1.3 Engage undergraduate students outside of the classroom (service learning, scholarship, research, respite care, etc.)
 - 1.4 Market program to a diverse student population
- Goal 2. THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL OFFER A GRADUATE PROGRAM THAT DEVELOPS EXCELLENT ENTRY LEVEL PROFESSIONALS**
- 2.1 Recruitment, enroll, retain, and graduate an excellent, diverse student body
 - 2.2 Offer a strong, accredited graduate program with integrated academic excellence that develops strong competence in clinical practice
 - 2.3 Achieve required accreditation standards (PRAXIS, Employment, Retention rate)
 - 2.4 Develop non-residential methods of education and training
 - 2.5 Offer graduate students opportunities to participate in research and scholarship
- Goal 3. THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS FACULTY WILL PRODUCE RESEARCH AND SCHOLARSHIP OF VALUE**
- 3.1 Provide adequate research support for faculty
 - 3.2 Develop research agendas with an emphasis on evidence-based practice
 - 3.3 Increase research productivity, including external funding
 - 3.4 Foster activities that develop faculty professional identification
- Goal 4. THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL PROVIDE PROFESSIONAL OUTREACH WITH AN EMPHASIS ON THE NORTH MISSISSIPPI REGION**
- 4.1 Offer excellent clinical services in the Speech and Hearing Clinic
 - 4.2 Efficiently manage the growth of outreach programs
 - 4.3 Offer professional consultation in speech and hearing services to the region
 - 4.4 Conduct community and continuing education in speech and hearing

GOAL 1

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL ENHANCE THE UNDERGRADUATE PROGRAM

Current Status The Department of Communication Sciences and Disorders has an active undergraduate program with a strong reputation on campus and in the community. The Department has an increasing enrollment and an increasing need for student diversity, a need for additional sections of courses, as well as increasing attention to the introduction of research and evidence based practice.

Specific Goals

- 1.1 Recruit, enroll, retain, and graduate a an excellent, diverse student body
- 1.2 Develop an effective advising system as relates to future career direction
- 1.3 Engage undergraduate students outside of the classroom (service learning, scholarship, research, respite care, etc.)
- 1.4 Market program to a diverse student population

1.1 Recruit, enroll, retain, and graduate an excellent, diverse student body

Current Status

Recruitment, enrollment, diversity currently for the undergraduate program includes University of Mississippi recruitment efforts (Fall and Spring Recruitment Day, SAS Career Fair, Major's Fair), recruiting through CSD 201, and professional shadowing opportunities. Retention is accomplished with strong advising, personal attention to individual student needs, and strong faculty commitment to the quality of classroom and clinical teaching.

Strategies

1. The department will increase recruitment, enrollment, and diversity of the program by supporting faculty participation in high school career workshops, by considering an early entry admissions program, and through development of printed materials highlighting the profession, job availability, etc.
2. The department will increase recruitment, enrollment, and diversity by promoting additional sections of CSD 200 level courses (201, 216, 205, 211) (especially during summer terms for the purpose of attracting high school summer school/early admission students).

Assessment of Success

1. The department will measure success of this goal by surveying (a) high school students about their understanding of CSD as a career choice, (b) undergraduates about their specific interests in speech-language pathology and audiology, and (c) graduate students about their post graduation career choices.
2. The department will measure success by tracking statistics to include annual enrollment, acceptance to graduate schools, GRE scores, and national praxis scores.

1.2 Develop an effective advising system as relates to future career direction

Current Status

The department is meeting all advising needs sufficiently for current academic schedules. The faculty will continue to guide and direct students in their career choices.

Strategies

1. The faculty will send emails (for example from the American Speech Language Hearing Association, the American Academy of Audiology) specific to funding, research, and career opportunities to their advisees (minimum of two per semester).
2. The faculty will meet individually with their advisees to discuss topics such as career choices, application to graduate schools, shadowing opportunities, GRE preparation, career satisfaction, practice settings, state and federal requirements as well as involvement in state (MSHA in Mississippi) and national (ASHA, AAA) organizations.

Assessment of Success

1. Success will be measured in a ten point survey given by the individual faculty to their advisees at the end of each semester to determine success of the additional information supplied by strategy one and two of this section.
2. Students will be proactive with their academic and clinical plans.
3. Students will remain in CSD program through undergraduate school.
4. Students will solicit current information about employment possibilities.
5. Utilizing guidelines from The University of Mississippi Psychological Services and Counseling Center, faculty will learn to recognize abnormal behavior patterns individual students may exhibit, when coping with stress or anxiety, and make appropriate referrals.

1.3 Engage undergraduate students outside of the classroom (service learning, scholarship, research, respite care, etc.)

Current Status

Undergraduate students are currently engaged in professional activities outside of the classroom through their National Student Speech Language Hearing Association (NSSLHA) activities and through individual course requirements.

Strategies

1. The department will increase the number of undergraduate students able to enroll in courses with a research base such as CSD 499.
2. The department will increase the number of service learning opportunities in courses with a clinical base such as CSD 430 and CSD 495.
3. The faculty will increase the percentage of students who are active in NSSLHA by supporting and encouraging membership in the student professional organization.

Assessment of Success

1. Five students will be enrolled in CSD 499 per academic year.
2. Increase the number the service learning sites, in which students can observe and participate.
3. NSSLHA faculty will measure student activity on a per-academic-year basis, with the goal of a 10% increase each year.

1.4 Market program to a diverse student population

Current Status

The department is currently marketing the program through the department website and at local, state, and national meetings.

Strategies

1. The department will develop a program to promote and encourage applications from international students.
2. The department will provide a packet of current information (e.g., job opportunities, salaries, and non-traditional professional avenues, such as case manager, life care planner, and special education director) to UM recruiters.
3. NSSLHA will host career awareness days for high school and community college students.

Assessment of Success

1. *The undergraduate minority population in CSD will increase by .08% per year.*
2. *Two to three international students will be recruited over the five year period of this strategic plan.*

GOAL 2

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL OFFER A GRADUATE PROGRAM TO DEVELOP EXCELLENT ENTRY LEVEL PROFESSIONALS

Current Status

The current graduate program in Communication Sciences and Disorders has an excellent academic and clinical reputation at the local and national level, with a large applicant pool each year. Students are recruited for jobs before they complete the final semester, and always have multiple offers with excellent benefits and strong salaries. Currently the department offers a full-time and a part-time residential program.

Specific Goals

- 2.1 Recruit, enroll, retain, and graduate an excellent, diverse student body.
- 2.2 Offer a strong, accredited graduate program with integrated academic excellence that develops strong competence in clinical practice
- 2.3 Achieve required accreditation standards
- 2.4 Develop non-residential methods of education and training
- 2.5 Offer graduate students opportunities to participate in research and scholarship

2.1 Recruit, enroll, retain, and graduate an excellent, diverse student body

Current Status

Graduate recruitment, enrollment, and diversity are currently accomplished through the ASHA Graduate Student Fair, the UM Graduate School Fair, NSSLHA Brown Bag meetings, individual faculty meetings, and tours of the department and clinic.

Strategies

1. The department will increase recruitment, enrollment, and diversity of the program specifically at the graduate level by continuing the current status as well as increasing visibility at state and regional speech and hearing meetings.
2. The department will increase the number of marketing programs for graduate students by one per academic year (opportunities for research, funding streams, etc).

Assessment of Success

1. *Graduate(multidimensional) minority student population will increase by .08% for each Fall of the strategic plan time.*
2. *The Department will continue all current markers of success to include Praxis scores, percentage of students finding employment within the first 9 months post graduation, percentage of graduate students accepting a slot in the graduate class, percentage of students remaining in graduate school after the first semester (of a five semester program), GPA and GRE scores versus success (GPA) in the graduate program.*

2.2 Offer a strong, accredited graduate program with integrated academic excellence that develops strong competence in clinical practice

Current Status

The current status includes diverse extern/practicum sites, diverse clinical population and case types, re-accreditation, integral real-life clinical cases into academic curriculum and an academic focus on life-time learning and active use of the peer-review research process in determining clinical decision making.

Strategies

1. *The Department will continue to increase the number of clinical opportunities as well as the diversity of the clinical opportunities by 10% each year.*
2. *Continue to improve the clinical evaluation tools for clinical grading, revising them on an annual basis.*
3. *The department will establish and implement a program for continuing education and support to the external supervisors to obtain necessary knowledge and skills needed to enhance their supervisory teaching.*

Assessment of Success

1. *The clinical faculty will assess student clock hours to reflect the diversity of clinical experiences.*
2. *The clinical faculty will quantify the type and number of clinical extern and practicum sites.*
3. *The clinical faculty will determine a process to quantify the clinical knowledge and skills to reflect clinical competence.*
4. *The faculty will assess clinical grades and the pass and fail results of comprehensive examinations to determine academic success.*

2.3 Achieve required accreditation standards

Current Status

The current status is assessed through Praxis scores, post graduation employment data, retention rates, and the Departmental Knowledge and Skill Acquisition (KASA).

Strategies

1. *The faculty will review syllabi annually to ensure that the most current knowledge and skills are being taught.*
2. *The faculty will develop a wide variety of career information and options to ensure that students can make educated decisions about employment opportunities.*
3. *The faculty will consider increasing enrollment standards.*

Assessment of Success

1. Comparison of yearly syllabi per course to the knowledge and skills required by our accrediting body (Council on Academic Accreditation/American Speech-Language-Hearing Association) will show changes within the course content to meet the required knowledge and skills.
2. The department survey, administered immediately post graduation, will incorporate questions to determine that students (a) have received career and (b) employment opportunity information.
3. A yearly review and discussion of consideration of increasing enrollment standards will be reflected in the annual faculty retreat minutes.

2.4 Develop non-residential methods of education and training

Current Status

Currently the department does not have an active non-residential education program. The department does place students (graduate and undergraduate) in off campus clinical training opportunities.

Strategies

1. The department will increase clinical extern opportunities.
2. The department will increase the opportunities for on-line learning simultaneous with classroom learning.

Assessment of Success

1. The number of off-site non residential training opportunities will increase by 10% per year.
2. One to two on line courses will be offered within the next five year span.

2.5 Offer graduate students opportunities to participate in research and scholarship

Current Status

Currently, all graduate students are offered (1) the opportunity for a guided research project in their first semester graduate research course, (2) opportunities to collaborate on mini research projects for poster sessions at national convention, and (3) periodically, additional research projects with a peer mentor.

Strategies

1. The faculty will focus to increase the number of theses or research projects in various courses (still to be identified).
2. The teaching and clinical faculty will develop research teams to include 1-4 graduate students to focus on one research question per year.

Assessment of Success

1. All first year graduate students will participate in either a thesis following university office of research guidelines for completing a thesis or research project during their first year in the graduate program (August to the following July).
2. All faculty (academic and clinical) will participate in one team research project during a calendar year. This may be focused around a tenure track professor's research plan or simply be an identified research project for the academic year.

GOAL 3

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS FACULTY WILL PRODUCE RESEARCH AND SCHOLARSHIP OF VALUE

Current Status

The faculty and staff are producing an increasing level of research and scholarship. Following a transition of retirements, new faculty additions, and changes in administration, the upward trend has begun.

Specific Goals

- 3.1 Provide adequate research support for faculty
- 3.2 Develop research agendas with an emphasis on evidence-based practice
- 3.3 Increase research productivity, including external funding
- 3.4 Foster activities that develop faculty professional identification

3.1 Provide adequate research support for faculty

Current Status

Faculty are given research support in terms of funding and materials/equipment when they are hired into their position. Additional research support is dependent on the individual faculty member locating resources, grants, and benefactors. There is a need for lab space, a master plan, and resources to locate additional support, in conjunction with the individual faculty member's personal research pursuits.

Strategies

1. The department will identify an increased number of external funding streams and research opportunities.
2. The department will develop a five year plan for acquiring new technology for teaching and research purposes.
3. The department will prepare a master plan for professional development related to conducting research, preparing research for publication, improving curriculum, and topic specific professional development such as evidence-based practice to keep the faculty's knowledge base current.

Assessment of Success

1. Each tenure track faculty member will obtain external funding for one research project.
2. One new piece of technology or approach to technology (on-line teaching) will be added per academic year for a five year period.
3. The master plan will be reviewed annually as reflected in the department minutes to assure currency and usefulness to faculty needs.

3.2 Develop research agendas with an emphasis on evidence-based practice

Current Status

Research agendas are developed with evidence-based practice as a basis, and since the program has a heavy clinical component, the clinical research is emphasized. Current research programs in the department are at a minimal level, and require all the effort of the individual tenure track faculty in addition to their teaching and service requirements. The department needs increased accountability for a research base in the program.

Strategies

1. Increase the number of faculty enrolled in the ASHA "Research Digest", a non-interactive electronic newsletter that disseminates news about upcoming conferences, available funding sources, science in the media, and post doctoral fellowships.
2. Increase or more creatively develop a release time plan to allow faculty to conduct research.
3. Identify possible sources and criteria for faculty and students to publish research results and other information related to communication sciences and disorders.
4. Establish a research seminar once a semester that can serve as a forum for faculty and students to share their ongoing and proposed research, manuscripts, and grant applications.

Assessment of Success

1. All tenure track faculty will be enrolled in the ASHA Research Digest by January 2010.
2. All tenure track faculty will have adequate percentage of time to participate in their research endeavors.
3. One research seminar will be scheduled per semester related to strategy 3.3 (4).

3.3 Increase research productivity, including external funding

Current Status

Each graduate faculty member is involved in his or her research plan and is effectively producing research for the purpose of promotion and/or tenure. There is \$300,000 of external funding at the time of revision of this strategic plan.

Strategies

1. Faculty will collaborate with colleagues from outside the department to write a grant proposal or article.
2. Faculty will join a research center or institute for increased research visibilities and opportunities.
3. Faculty will seek colleagues familiar with objective test design, criteria referenced assessments, evaluation strategies, and performance testing.
4. Faculty will review ASHA, NIH, NICCD research publications to locate funding opportunities.

Assessment of Success

1. All tenure track faculty will have one external funding source for a research project.
2. All tenure track faculty will have one publication in a peer-reviewed journal/source per academic year.

3.4 Foster activities that develop faculty professional identification

Current Status

Currently each faculty member (tenure track and non tenure track) is developing his or her professional identity at a local, state, national, and international level. However, the strengths of the program, research, and clinical services are identified on a local level the majority of the time. Little state or national recognition is acknowledged.

Strategies

1. The department will develop a transdisciplinary research project with faculty in another department in the School, University, or external to the University.
2. Research teams will be developed within the department.
3. Faculty will organize or participate in instructional improvement seminars at the university level.

Assessment of Success

1. The department will have one research project with faculty outside the department in process during an academic year.
2. All faculty (clinical, tenured, tenure track, and non tenure track) will be a member of a department research team.
3. All faculty (clinical, tenured, tenure track, non tenure track) will attend one instructional improvement seminar at the university, state or regional level per semester.

GOAL 4

THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS WILL PROVIDE PROFESSIONAL OUTREACH WITH AN EMPHASIS ON THE NORTH MISSISSIPPI REGION

Current Status

The Department of Communication Sciences and Disorders currently has several professional outreach projects in the North Mississippi region to include the services of the Speech and Hearing Clinic. Speech language pathologists and audiologists in the northern part of the state look to the Department for current knowledge and skills in the area of communication sciences and disorders.

Specific Goals

- 4.1 Offer excellent clinical services in the Speech and Hearing Clinic
- 4.2 Efficiently manage the growth of outreach programs
- 4.3 Offer professional consultation in speech and hearing services to the region
- 4.4 Conduct community and continuing education in speech and hearing

4.1 Offer excellent clinical services in the Speech and Hearing Clinic

Current Status

Excellent clinical services are currently a strength of this department. The clinical arena is changing so rapidly that remaining current or staying on the cutting edge is the challenge to this faculty. Implementation of new treatments and approaches, trial or established, is the goal.

Strategies

1. The faculty will implement one new treatment strategy in the training clinic per semester.
2. One additional clinical service will be added to the existing clinical program per academic year.

Assessment of Success

1. The success of each **new treatment strategy** will be monitored through the end of the semester surveys provided to all clients in the clinic program. Those participating in the treatment strategy will be surveyed specific to the strategy.
2. The success of the **additional clinical service** will be surveyed in the end of the semester survey, specific to those who participated.

4.2 Efficiently manage the growth of academic outreach programs

Current Status

Currently, there are no academic outreach programs in this department.

Strategies

1. The department will continue to assess student needs at strategic sites such as Southhaven, Tupelo, Jackson, and Biloxi.
2. The department will assess the need for, and then develop a plan for a distance education program associated with this CSD Department.

Assessment of Success

1. One course will be completed for online teaching.

4.3 Offer professional consultation in speech and hearing services to the region

Current Status

Currently, an array of professional services and consultation are offered to schools, hospitals, assisted living and long-term care facilities and individuals in the north Mississippi area. The need to expand this has been identified.

Strategies

1. Expand involvement through the Early Intervention Grant(s).
2. Develop a program to complement programs in a school system (like the classroom acoustics program/research years ago....fluency program, specialty training).

Assessment of Success

1. The department will participate in the development plan for the Mississippi Center for Early Intervention.
2. A specialty program will be developed for implementation in the area public and private schools.

4.4 Conduct community and continuing education in speech and hearing

Current Status

Currently continuing education and community training is an integral part of the CSD program, achieved through individual consultation and organized regional continuing education such as the Fall Institute for professionals and parents on specific topics of interest.

Strategies

1. Continue to offer continuing education for SLPs and Audiologists in Mississippi and surrounding states.
2. Offer continuing education and training for parents and professionals in the Mississippi Health Districts.

Assessment of Success

1. Completion of a yearly Fall Institute for Mississippi and surrounding states.
2. Completion of a yearly training in each of the 8 Mississippi Health Districts.