

### Results of Strategic Plan: Aug 2013-August 2014

<p><b>Personnel :</b> Hire and support a compliment of seven full time faculty dedicated to the program, with at least 4 tenure/tenure track faculty with terminal degrees all who are committed to excellence in innovative teaching, research and service to the department, university and community.</p>		
Indicators of Success	Outcomes	Comments
Fill Clinical Supervisor/Lecturer Position by Jan 2013	<p><b>Met.</b> Ms. Young was hired to fill the Clinical Supervisor/Lecturer Position. Fifty percent of her time is dedicated to the Graduate Program.</p>	n/a
Fill Assistant Professor position by May 1st 2013	<p>Dr. Steve Branson was hired as a part-time faculty member.</p> <p>Dr. Karen Coulter was hired as a full time faculty member.</p>	<p>The initial search for a full-time doctoral faculty member resulted in a failed search. Through an alumni contact, Dr. Branson was identified as a potential candidate. The Dean of the College of Health Sciences and Human Services worked with the Provost's office to create a part-time position to ensure sufficient program faculty for the 2013-2014 year.</p> <p>With the retirement of Dr. Payne, effective spring 2014, two tenure /tenure track positions were open. Searches to fill the two positions were conducted concurrently.</p>
Increase the number of refereed publications by faculty by 10%	<b>Met.</b>	The number of publications increased from 0 to 2.
Increase the number of refereed presentations by 20%	<b>Met.</b>	The number of presentations increased from 2-5.
<p><b>Summary:</b> The University and College demonstrated support for the Graduate Program in Speech-Language Pathology in a number of ways. The provost's office paid for advertisements and the recruitment activities during the search for the Ph.D. faculty that resulted in a six applicants for the Assistant Professor position(s)<sup>1</sup>. The Associate Provost also created an additional Clinical Supervisor/Lecturer Position using a revenue model that supported strategic growth in enrollment. The plan also generated resources to support a part-time Clinical Supervisor. The Communication Disorders Program begins the 2014-2015 school year with 8 full-time faculty/staff, 3 part-time faculty/staff and three adjuncts. One full time doctoral faculty member is a tenured assistant professor; the other two full time assistant professors are on a tenure track. The half-time doctoral faculty member is not eligible for tenure. There are three full time clinical supervisors/lecturers and one audiologist/lecturer. There is a ½ time Clinical Supervisor and 1 and ½ administrative assistants. The program director supported one of the</p>		

Clinical Supervisors/Lectures in identifying opportunities to seek a terminal degree. The staff member is enrolled in a distance learning program for a Ph.D. with a August 2014 start date.

There have been significant increases in the scholarly activity of the doctoral faculty. Dr. Hart and Dr. Kleinhans co-authored a manuscript and co-presented at a national conference during the last academic year. In addition, the two doctoral faculty lead a research team that included the three clinical supervisors and audiologist in an effort to complete a research project. The team met bi-weekly to develop the research proposal. The collaborative project is in the data collection phase. Dr. Hart has identified one member of the current cohort for a thesis and one student from the 2015 cohort is making good progress on her project.

<sup>1</sup>The HES 2012-2013 survey reported a doctoral faculty shortage in the areas of Communication Sciences and Disorders. Despite the shortage, MSU was able to recruit 6 applicants. From the HES Report: “There was a total of 243 full time faculty openings in academic year 2012-2013, and 238 openings anticipated for academic year 2013-2014, and a total of 430 openings projected for the 5-year period 2014-2019. A total of 263 searches were conducted for faculty in the 2012-2013 academic year, of these, 56 searches were conducted for audiology faculty, **185 for speech-language pathology faculty**, 5 for hearing sciences faculty, and 16 for speech and hearing sciences faculty. **Half (n=149) of the faculty openings were filled with full-time faculty who hold a research doctorate in CSD** and 32 were filled with faculty who hold a master’s degree in CSD (see Table 38). Seventy-one of the faculty searches went unfilled.” <http://www.asha.org/uploadedFiles/2012-2013-CSD-Education-Survey-National-Aggregate-Data-Report.pdf#search=%22HES%22>

### Efficiencies

Train faculty, staff and students in the use of electronic data systems to assist students and faculty in the documentation and validation of academic and clinical education as well as service delivery in a meaningful way.

Indicators of Success	Outcomes	Notes
Purchase of electronic records systems, Jan 31, 2014 (note we were seeking a system for student academic/clinical records and a system for client records and clinical teaching).  ii. Implementation of system for student records by May, 2014	Student Tracking System: <b>MET.</b>	CALIPSO was purchased at the end of May 2013. CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs. The program was phased in during the spring 2014 term.  In the spring of 2014 a Request for Proposal

<p>iii. Implementation of system for client records by June 2014</p>	<p>Client Records System: <b>In-Progress</b></p>	<p>was developed. The timing of the announcement and close date were such that funding the project for the previous academic year was constrained by the fiscal calendar. The university process is such that demonstrations can only be presented by companies responding to the RFP. The RFP will go out again in Sept 2014.</p>
<p><b>Efficiencies:</b> Continually improve and refine academic preparation of graduate students in Speech-Language pathology using a program review process that is supported and guided by data generated by an effective and efficient program assessment.</p>		
<p>Indicators of Success</p>	<p>Outcomes</p>	<p>Notes</p>
<p>i. New course and/or course modifications will be proposed, accepted, and integrated into the existing curriculum, ongoing</p>	<p>In Progress</p>	<p>An initial attempt in the fall and spring of 2013 and 2014 was made to review the curriculum. Faculty recognized the process for evaluation was unclear and constrained effective use of the information regarding the curriculum.</p>
<p>ii. Map course objectives with ASHA Standards across graduate curriculum, May 31st 2013</p>	<p>In Progress</p>	<p>Efforts were therefore focused on outlining a process that could be applied across the curriculum and was linked to student learning outcomes and standards in a meaningful way.</p>
<p>iii. Align ASHA standards and University SLO's, May 31st 2013</p>	<p>In Progress</p>	
<p><b>Summary:</b> The graduate program in speech-language pathology has improved efficiency's with tracking the academic and clinical elements of student progression through the program and acquisition of knowledge and skills. The CALIPSO electronic student tracking is being used in conjunction with the Graduate Record of Advising &amp; Progress of Knowledge and Skill Acquisition Form. Money has been identified to support the purchase of an electronic health records system that supports clinical education however constrains associated with process have slowed progress in this area.</p> <p>The program faculty and staff also suspended any new course development or course modifications until a proper curriculum review was completed. Faculty designed a process that would audit and review course alignment with learning outcomes and standards. The process begins with individual faculty compiling information for each course. This step is to be completed by August, 2014. The next step is a review of the curriculum by a subcommittee of faculty and alumni with final recommendations presented to program faculty by October 2014.</p>		

<b>Outcomes: Resources</b>		
1) Development of a formal budget and prioritized list with schedule of expenditures to support ongoing education of supervisors and procurement of technology and diagnostic treatment materials.		
Indicators of Success	Outcomes	Notes
i. Complete a prioritized itemized list of expenditures, Sept 30th 2013	<b>Met.</b>	As part of College of HSHS initiative, a list of capital expenditures was completed.
ii. Create a schedule for regularly evaluating the equipment/material needs of program, October 30th 2013	No Change in Status	
<p><b>Summary:</b> When the University made the decision to dissolve the College of Health Sciences and Human Services, the current Dean needed to spend remaining funds for the fiscal year. The program was in the position to respond to a call for capital equipment requests. As a result the faculty obtained a stroboscopy unit, a portable fees unit and a biofeedback machine. Similarly when the Provosts office offered to support equipment request of up to 10,000.00, the unit again was able to refer to the prioritized list of equipment, as such a computerized speech lab was purchased. The program will need to update the prioritized list of expenditures. A December 2014 deadline has been set.</p> <p>A process for regularly evaluating equipment and material needs of the program needs to be developed and implemented. A December 2014 deadline has been set.</p>		

Reviewed by faculty during a program meeting held on 08152014.