

Clarion University
College of Health Sciences and Human Services
Department of Communication Sciences and Disorders
Five Year Strategic Plan: 2019 - 2024
Developed November 20, 2018
Updated April 22, 2019

CSD DEPARTMENT MISSION STATEMENT

The mission of the Communication Sciences and Disorders Department is to provide a high quality, academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists serving the needs of the region and Commonwealth.

CSD DEPARTMENT VISION STATEMENT

The Communication Sciences and Disorders Department is dedicated to: 1) preparing students, using evidence based best practices, with the knowledge and skills needed to effectively work with communicatively impaired individuals in a variety of clinical environments, 2) academic and clinical teaching excellence within the program, offering students quality, inter-disciplinary educational opportunities and experiences, 3) providing a variety of effective clinical services to the community at large, and 4) developing educated consumers of research who are committed to lifelong learning and professional development.

STRATEGIC GOALS

ACADEMICS:

1. The program will recruit, retain and graduate academically qualified undergraduate and graduate students.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| Department will participate in university activities for recruitment of qualified undergraduate and graduate students. | <p>The department was represented at the College of Health Sciences and Human Services Academic Discovery Day in September, 2018. All faculty participated, meeting with interested students and their families.</p> <ul style="list-style-type: none">• The department was represented at all 2018-2019 Admission | <ul style="list-style-type: none">• Continue departmental representation at Admission Open Houses and weekly Preview Day events.• Have current CSD students as well as faculty attend events. | 2019-2024 |

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| | <p>Open House events to meet with interested students.</p> <ul style="list-style-type: none"> • The department was represented at all Admission Preview Days held every Friday morning throughout the fall 2018 and spring 2019 semesters. • The department was represented at each new student orientation. | | |
| | <p>Departmental faculty called and/or corresponded with prospective undergraduate and graduate students.</p> | <p>Continue correspondence with prospective undergraduate and graduate students.</p> | 2019-2024 |
| <p>Department will develop and implement independent initiatives to recruit and retain qualified undergraduate and graduate students.</p> | <p>The department has developed a Five Year B.S. to M.S. option for high achieving students. A pilot cohort of 10 students will be identified for this new option starting for the fall 19 incoming freshman class.</p> | <p>The department has worked with the University Admission's Office to market the program and qualified students have been identified and have been given the option to choose this accelerated path.</p> | 2019-2024 |

2. The program will provide a high quality academic and clinical experience to program students.

| Actions | 2018-2019 Data | Outcomes | Timeline |
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| <p>The program will review the graduate curriculum to ensure that all students have exposure to all the requisite knowledge and skills for the Master of Science degree, the ASHA CCC, state licensure and teaching certification.</p> | <p>The 2017 CAA Standards and the ASHA Scope of Practice continue to be reviewed throughout the academic year at faculty meetings. New 2020 CCC Standards were also reviewed during faculty meetings with</p> | <ul style="list-style-type: none"> • Continue to review curriculum on a yearly basis using the most current CAA Standards, CFCC Standards and ASHA Scope of Practice. | 2019-2024 |

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| | <p>curricular modifications and implementation reflecting the change in the science requirement for chemistry/physics, adding additional content knowledge within the current nine core content areas, inclusion of inter-professional education and practice and working with clinical supervisors both on and off campus to ensure they meet the clinical and professional requirements to act as a clinical supervisor.</p> | | |
| | <p>The department faculty completed an academic program self-assessment utilizing the ASHA quality indicators for integrating research and clinical practice in CSD programs. Based on the self-assessment feedback from faculty, the department had a full day retreat in fall of 2018 with a focus on curriculum and department goals. After the department retreat, faculty revised their syllabi to reflect updates in the curriculum and to ensure that the curriculum reflects the entire Scope of Practice including professional practice competencies</p> | <ul style="list-style-type: none"> • The department faculty will continue academic program self-assessment utilizing the ASHA quality indicators for integrating research and clinical practice in CSD programs. • Faculty will continue to review and revise their syllabi to reflect updates in the curriculum and to ensure that the curriculum reflects the entire Scope of Practice including professional practice competencies and knowledge and skills needed to meet ASHA certification | 2019-2024 |

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| | <p>and knowledge and skills needed to meet ASHA certification standards, state licensure, and teacher certification requirements.</p> | <p>standards, state licensure, and teacher certification requirements.</p> | |
| | <ul style="list-style-type: none"> • Inter-professional education continues to be included in CSD 554: Professional Practicum and CSD 535: Audiology Seminar in which graduate students are required to research and write a paper relating to inter-professional practice within the Scope of Practice in speech-pathology and/or audiology. • Guest speakers were utilized in CSD 520, 540, 554 and 575 which included topics in early intervention, pediatric dysphagia, NICU, AAC/Tobii/Dynavox, home health care, inter-professional practice, billing, | <ul style="list-style-type: none"> • The department will continue to explore additional inter-professional educational opportunities within the College of Health Sciences and Human Services. • Continue inter-professional collaboration. In CSD 554: Professional Practicum, professionals from a variety of disciplines continue to be invited speakers for class instruction. | 2019-2024 |

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| | referrals and report writing | | |
| | <ul style="list-style-type: none"> The department's assessment results are submitted annually to the University Assessment Committee for review. Feedback from the University Assessment Committee for 2017-2018 data revealed strengths in the use of varied and detail-oriented outcomes that span the breadth and depth of assessment measures. | <p>The assessment report recommended continued formative assessment that the program uses and for continued review and analysis to meet department goals and University-wide learning outcomes. The department will utilize feedback from the 2018-2019 university assessment report due summer of 2019.</p> | 2019-2024 |
| Re-accreditation maintenance of the graduate program. | <p>The Graduate program in speech language pathology was re-accredited through 2024. The department continues to work to ensure full compliance with each accreditation standard.</p> | <p>Respond to the 2019 CAA Annual Report before the September 6, 2019 deadline. Gather data to be used for the 2019 CAA Annual Report.</p> | 2019-2024 |
| The program will discuss/review changes to be made to the program based on alumni/current graduate survey results. | <p>Student/alumni surveys were reviewed in spring 2019. Based on student/alumni feedback, the department will make the following changes to the program:</p> <ol style="list-style-type: none"> 1) The department will improve clinical | <p>Student/alumni surveys data collection will continue each year. Review and analysis for program improvement will be discussed based on 2019-2020 data in spring 2020.</p> | 2019-2024 |

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| | <p>preparation of students by maintaining a small number of students assigned to a clinical supervisor (no more than four) in CSD 512 to ensure that each student has more than adequate time to meet with their supervisor to plan and discuss clinical services.</p> <p>2) The department will increase inter-disciplinary educational opportunities in the area of dysphagia by scheduling seminars and having guest speakers.</p> | | |
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3. The program will work to insure that program graduates are well-prepared for entry level into the profession.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| NESPA scores will be reviewed, including review of pass rate, annual institutional summary and performance of individuals on the exam's subcategories. | <ul style="list-style-type: none"> • Academic curriculum and clinical practice requirements are reviewed and discussed annually by departmental faculty based on course syllabi in light of the current ASHA Scope of Practice, CFCC SLP certification standards, and CAA accreditation standards to insure that each student receives an education that covers the academic and clinical | <ul style="list-style-type: none"> • Continue to review NESPA scores to identify any weak areas in student performance and ensure curriculum covers those knowledge and skill areas. • Continue to provide a Praxis workshop each academic semester to aid students in the preparation for the national exam in speech language pathology. The program will keep track of attendance at the workshop to | 2019-2024 |

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| | <p>knowledge and skills necessary for entry level into the profession.</p> <ul style="list-style-type: none"> Praxis exam workshops were provided to graduate students on November 13, 2018 and April 11, 2019. Fifty-one graduate students attended the fall workshop and eighteen students attending the spring workshop for successful Praxis preparation. <p>Feedback from the most recent students who passed the exam indicated that they used the resources and information provided from the workshop.</p> | determine if scores on the national exam in speech-language pathology relate to attendance at the workshop. | |
| The department identified a need for a comprehensive summative assessment of student knowledge and skills. | <p>Comprehensive examinations were given to students in the third semester of their graduate program on July 27, 2018; November 2, 2018; and February 22, 2019. Sixty-one percent of the students passed both the objective and essay portion on the first attempt.</p> <p>Following remediation and retest, 100% of all students passed the comprehensive exam.</p> <p>The next comprehensive exam</p> | <p>The program will analyze pass/fail rates on the objective and essay portions of the comprehensive exam. The department will monitor and analyze all results in the fall 2019 to identify trends in weaker areas and discuss any needed changes. The program will continue summative assessment of student knowledge and skills via a comprehensive examination during each graduate</p> | 2019-2024 |

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| | will be administered in July 2019. | student's third semester of study. | |
| Program advises students on preparation materials for the National Exam in SLP and practice exams are required as a class assignment in CSD 554. | Students were advised on workbooks and practice exams available as aids to successfully pass the Praxis during semester workshops and during an exit interview with their academic advisor. Students completed practice examinations while enrolled in CSD 554. | Faculty advisors will continue to share information regarding preparation materials for the Praxis exam in speech-language pathology and encourage students to attend the departmental workshop. | 2019-2024 |

COMMUNITY

1. The program will provide an adequate number of opportunities for quality clinical experiences, including inter-professional education, for students by establishing and maintaining partnerships with clinical sites in the community, with university centers and with university departments.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| Clinic brochure updated, disseminated to community organizations, university centers, and university departments. | Increased visibility of university speech and hearing clinic, increase in number of referrals. | Review clinic brochure yearly for accurate information. | 2019-2024 |
| University departments, centers and community organizations will be contacted to increase referrals and opportunities for inter-professional education and collaboration. | <ul style="list-style-type: none"> • The program hosts a monthly Brain Injury Support group for members of the community as well as university students. Attendance averaged 15-20 individuals per month during 2018-19. • Three brain safety fairs in collaboration with the Brain Injury Association of Pa and | <ul style="list-style-type: none"> • Continue hosting a monthly Brain Injury Support group for members of the community as well as university students. • Continue hosting brain safety fairs within the region with increased inter- | 2019-2024 |

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| | <p>area health care providers in three different counties (Butler, Venango and Allegheny) to raise awareness of brain injury/concussion and provide information about the department's speech and hearing clinic. The fairs attracted over 750 participants in total with an average of 200 participants per setting. The Butler fair included a health fair in which CSD students were able to work side by side with representatives from other health care disciplines. The Venango fair was held in conjunction with a Children's Day event hosted by the Venango Human Services Center where students were also exposed to a wide variety of local human service area agencies.</p> | <p>disciplinary student help within the College of Health Sciences and Human Services.</p> | |
| | <p>Students provided clinical services in local area nursing homes, Head Start Centers, school districts and hospital settings.</p> <ul style="list-style-type: none"> • Referrals for clinical services at the university Speech and Hearing Clinic continued during 2018-19 due to | <ul style="list-style-type: none"> • Continue providing speech, language and or hearing screenings in collaboration with Head starts and school districts from 5 surrounding counties. | 2019-2024 |

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| | <p>graduate student involvement at the university's homework tutoring center on Main Street, the provision of a summer reading camp and a monthly TBI support group held at the university Speech and Hearing Clinic, and other community outreach endeavors.</p> <ul style="list-style-type: none"> • The department provided a weekly spelling and reading resource program for 2nd grade (27 students received weekly services during the spring semester) at a local Elementary school which was included as part of the school's MTSS initiative. • Faculty and graduate students attended an Especially for Women Health Expo at the Cranberry Mall on October 19, 2018. Graduate students provided hearing screenings to approximately 60 women. | <ul style="list-style-type: none"> • Continue the summer reading camp during summer 2019. | |
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2. The department will serve as a regional resource for continuing education by sponsoring at least two on-campus, day-long continuing education activities for the faculty and area professionals.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| Faculty, students and area professionals will | The department hosted the following | • The department will continue to serve as | 2019-2024 |

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| <p>have opportunity to improve and update professional knowledge by the Department serving as a host site for a minimum of one PaTTAN teleconference per year and/or through other professional speakers</p> | <p>continuing education opportunities for faculty, regional professionals and graduate students:</p> <ul style="list-style-type: none"> • PaTTAN teleconference in December 14, 2018 on <i>Technology in Context: Aligning Speech-Language Interventions with Research Based Methods</i>. • Two hour webcast workshop on January 28, 2019 <i>Supporting Children With Developmental Language Disorder Conference</i>. • Two-hour workshop on March 27, 2019 on <i>Parent/Caregiver Implemented Early Language Intervention: Introduction to the Hanen Approach</i> provided by Toby Stephan, MA, CCC-SLP, The Hanen Centre. | <p>a PaTTAN CEU provider.</p> <ul style="list-style-type: none"> • The department will continue to explore opportunities for guest speakers within a broad scope of interdisciplinary professional practice. | |
| <p>Department's NSSLHA group will host day-long professional spring seminar.</p> | <p><i>Faculty, students and area professionals had the opportunity to improve and update professional knowledge by attending on March 22, 2019, the NSSLHA Seminar: Fluency Plus: Managing Fluency Disorders in Clients with Multiple Diagnoses.</i></p> | <p>NSSLHA will continue to sponsor a day-long professional spring seminar.</p> | <p>2019-2024</p> |

RESEARCH

1. The faculty will provide opportunities for faculty-student research projects and presentations at local, state and national conferences.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| Faculty will provide an extra-curricular opportunity for students to review, analyze, and discuss seminal and/or contemporary literature relevant to the profession. | A CSD Journal Club was initiated for undergraduate juniors, seniors and graduate students who meet monthly with various faculty to review journal articles within the discipline. The purpose of the CSD Journal Club is to promote the exploration of professional literature in communication sciences and disorders through an active, faculty-guided extracurricular learning experience. | Continue the CSD Journal Club and encourage graduate student participation. | 2019-2024 |
| Faculty will work to mentor faculty-student research projects. | Number of faculty and faculty-student research projects completed or in progress 2018-2019 – 7. | The departmental faculty will continue to mentor student research. | 2019-2024 |
| Faculty will work with students to increase the number of faculty-student presentations at regional, state and national conferences. | Research projects: 2018 - 2019 –One graduate student presented their research work at the Pennsylvania Speech and Hearing Association annual convention in April, 2019. | The faculty will continue to support student research presentations. | 2019-2024 |

RESOURCES

1. The program will work to ensure access to adequate resources including faculty and student computers, equipment for clinic and research to achieve the program's mission and provide a quality educational experience. Clinical diagnostic and therapeutic materials will be updated annually.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| The program will maintain existing equipment and increase available equipment for educational and clinical use, particularly in the area of augmentative and alternative communication and equipment used for hearing screenings. | <p>Clinical and educational materials are updated annually from the department's budget. The department received financial support through student technology fee grants in the 2018-2019 fiscal year to upgrade the following:</p> <ul style="list-style-type: none">• A new VisiPitch was purchased and new furniture was purchased for the Voice Lab.• A new computerized Speech Lab was purchased.• Apps for 11 iPads for clinical use were purchased.• Two- 3 year renewal contracts were negotiated and implemented to ensure maintenance registrations for <i>Calipso</i> and the IVS Clinical Monitoring systems through 2021.• Eleven computers for student use were replaced. | The department will review departmental needs and continue to update academic/clinical materials as needed. | 2019-2024 |

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| | <ul style="list-style-type: none"> In addition, during the 2018-19 budget cycle, two faculty received new computers for their office. | | |
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2. The program will work to recruit and retain well-qualified tenure-track faculty who are committed to teaching, scholarship and service.

| Actions | 2018-2019 Data | Outcome | Timeline |
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| Program will work to recruit and retain qualified tenure track and adjunct faculty. | <ul style="list-style-type: none"> Stacey Hall was awarded tenure status starting in August, 2019. Dr. Kristina Dworek is on track for tenure status in 2020. | One tenure track faculty search has been approved for fall 2019. | 2019-2024 |