Program Mission:  https://my.enmu.edu/web/cdis/mission-statement

The mission of the Communicative Disorders Program is:

1) To meet the needs of the community and to better serve those having communicative impairments by providing high quality but affordable diagnostic and rehabilitative services
2) To increase the number of competent therapy providers by increasing the number of Bachelor’s and Master’s graduates in speech language pathology each year, and….
3) To provide a comprehensive outcome-based education supplemented by active learning experiences, both on and off campus to CDIS students at ENMU.

Students obtaining a baccalaureate in CDIS should be academically capable and show proficiency with pre-professional competencies (graduate program pre-requisite skills) in CDIS content areas, basic research, introductory clinical practice, and verbal/written presentation abilities. The comprehensive nature of the undergraduate program, with its emphasis on a broad theoretical foundation in normal and disordered human communication, is to prepare students for graduate study in speech/language pathology and/or audiology. Graduate students in CDIS must demonstrate entry-level competence as defined by ASHA accreditation policy and as specified by Knowledge and Skills Acquisition (KASA) learning outcomes. The overall mission of the Graduate program in CDIS is to prepare students for national certification and licensure as practicing speech-language pathologists.

Link to University Mission:  http://www.enmu.edu/enmu-administration/university-mission-and-vision?highlight=WyJtaXNzaW9uIl0=

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. The CDIS program enhances this mission with its diversified learning formats – we offer Mediasite courses, internet/WWW courses, and Blackboard/Copley Retention System enhanced courses each semester. Our courses also offer considerable flexibility in scheduling to meet the needs of both traditional and non-traditional students through course offerings in the evenings, on weekends, in summers, and in both 8 and 16 week formats. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity and whole student life. The ENMU CDIS Program supports these tenets through advanced critical thinking and application tasks during applied learning and life activities, particularly those which work toward the understanding of communicative and cultural diversity (including the diversity of disability). Active learning takes place during case study, laboratory, and clinical practicum exercises, as does scholarship as students design and complete various data-gathering and research activities to improves services to the clients they serve.

Link to College Mission:  http://www.enmu.edu/colleges-departments/college-of-liberal-arts-and-sciences

The CDIS mission likewise enhances that of the College of Liberal Arts & Sciences in providing courses with content that transcends a wide spectrum of the liberal arts and sciences. Courses address areas such as speech, language(s)/cultural diversity, anatomy/physiology, biology/genetics, acoustics and properties of sound, psychological principles, research, grammar composition/writing, public speaking, and community/client services. As CDIS graduates must provide autonomous services in community based settings, students completing our programs are well prepared for “on your feet” decision making and leadership roles within their occupational placements.
The mission of the graduate program in CDIS supports that of the Graduate School in multiple ways. The program seeks to encourage research, independent thought, and intellectual/analytical growth by providing up-to-date instruction in the prevention, identification, evaluation, and remediation of speech, language, swallowing, and hearing disorders. The intensive classroom and clinical educational experiences prepare students for state licensure and certification by the American Speech-Language-Hearing Association, and ultimately, to secure successful careers in the field of speech-language pathology and to provide services to clients with communicative disorders. URL: www.enmu.edu/cdis

**Strategic Plan**

**University Strategic Plan:** [https://my.enmu.edu/web/planning-and-analysis/home](https://my.enmu.edu/web/planning-and-analysis/home)

**Purpose of Strategic Plan:**
To improve academic instruction/clinical opportunities and overall student achievement of graduate school prerequisites and KASA learning outcomes and competencies.

**How has the Plan been shared within the Unit?**
The mission, strategic, and assessment plans of the Communicative Disorders program are developed jointly by all CDIS faculty. Strategic and assessment plans are discussed at regular faculty meetings. Focused planning meetings specific to both strategic and assessment plan development/revision occur with the CDIS faculty each August, November, January, and April/May each academic year.

**Any changes to the unit Strategic Plan?**
As speech-pathology is a progressive profession, the CDIS Program at ENMU must be dynamically responsive. This results in changes being made on a regular basis. These changes occur at both undergraduate and graduate levels. The Program tracks student statistics and uses strategic planning, effectiveness reporting, and assessment results to review our successes and challenges. These, in turn, drive us to make changes to graduate and undergraduate curriculum, to adjust program offerings, and meet the needs of students entering the field and clients requiring our services.
Executive Summary

The ENMU CDIS Program operates in harmony with Eastern New Mexico University's Strategic Plan. (This is currently in revision...please see ENMU Strategic Plan 2019-2024 Draft with new suggestions Oct 2018 for a copy of the current draft). Our overarching objective is to place students and student learning at the center of every institutional action and activity. We do this by supporting high quality academic programs that both enhance the marketability of graduates and encourage them to remain life-long learners. We strive to high quality academic programs that reflect and respond to changing student and workforce needs. We aim to provide a quality campus experience while maintaining sustainable programs and efficient operations. We are a 21st century university committed to recruiting, retaining and supporting the needs of a diverse student body and work force at Eastern New Mexico University.

The ENMU CDIS Program is purposed to:

- Meet the needs of the community and to better serve those having communicative impairments by providing high quality but affordable diagnostic and rehabilitative services
- Increase the number of competent therapy providers by increasing the number of Bachelor's and Master's graduates in speech language pathology each year
- Provide a comprehensive outcome-based education supplemented by active learning experiences, both on and off campus to CDIS students at ENMU

Toward this end, the ENMU CDIS Program has established specific student learning outcomes (SLOs) to enhance students' educational experiences. Student knowledge and skills acquisition is measured each semester and is subsequently used to enhance each student's educational experience. This is done through curricular change and flexible pedagogies to ensure maximum student accessibility and success. We further provide diagnostic and therapy services to our local and surrounding communities through partnerships with various New Mexico agencies, educational institutions, and healthcare providers.

ENMU's Speech and Hearing Rehabilitation Outreach Center serves as a regional diagnostic and treatment center to help clients of all ages with diverse communication disorders. Clinical services are available to the public and are provided by both ENMU faculty and CDIS students enrolled in ENMU's graduate degree program under the supervision of a certified and licensed CCC-SLP (speech-language pathologist) or CCC-A (audiologist). These services fulfill our dual mission of serving the community while providing our students with hands-on opportunities to translate academic classroom knowledge to clinical therapy skills under the supervision of a one on one licensed and certified CCC-SLP.
Overarching objective: Place students and student learning at the center of every institutional action and activity.

Goal 1. High quality academic programs
Goal 2. A quality campus experience
Goal 3. Good stewardship, sustainable programs and efficient operations
Goal 4. A 21st century university (new draft reads "ENMU-Portales: Responsive Today, Preparing for the Future"

<table>
<thead>
<tr>
<th>Target</th>
<th>Curriculum Responsiveness and Achievement of Student Learning Outcomes (KASA and more)</th>
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<tbody>
<tr>
<td>Undergraduate Challenges:</td>
<td></td>
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<tr>
<td>1)</td>
<td>Undergraduate students are increasingly entering the work force (underprepared). More students are stopping-out to work as ASL/SLPAs.</td>
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<tr>
<td>2)</td>
<td>Undergraduate students are requesting more matriculation options, expanded electives, and educational/professional guidance.</td>
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<tr>
<td>Graduate Challenges:</td>
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<tr>
<td>3)</td>
<td>Graduate students arrive to our program unprepared for the rigors of academic and clinical work. Not all students are ready for 501 clients.</td>
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<td>4)</td>
<td>All students need additional development in professional writing.</td>
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<td>5)</td>
<td>All students need additional development in critical thinking.</td>
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<tr>
<td>6)</td>
<td>All students need additional development in professional practice competencies, and the program must improve documentation of education about and experience with these competencies.</td>
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<tr>
<td>7)</td>
<td>Graduate students need increased clinical guidance, assessment opportunities, case based learning, and professional training.</td>
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<tr>
<td>8)</td>
<td>Graduate students need more focused instruction on professional practice competencies.</td>
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<td>9)</td>
<td>Graduate student progress reporting needs to be more transparent and more immediate.</td>
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<td>Clinical placements and internships/supervisors can be hard to secure, and hard to gauge for appropriate fit. We need to maintain high-quality clinical teaching opportunities.</td>
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<td>12)</td>
<td>Therapeutic options should be expanded, to include student instruction in telepractice.</td>
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<td>13)</td>
<td>Student and supervisor feedback regarding practicum experiences must inform curricular and system change on a regular basis.</td>
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<td>14)</td>
<td>Improve student performance on PRAXIS/NESPA, courses, etc.</td>
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<td>15)</td>
<td>Curricular map and revise KASA PRN</td>
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<td>16)</td>
<td>Expand options for KASA remediation plans</td>
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<td>17)</td>
<td>Decrease academic dishonesty</td>
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<td>18)</td>
<td>Continue invited speaker program and workshops to increase auxiliary student instruction.</td>
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<tr>
<td>19)</td>
<td>Surveys from graduates and employers have a low return rate</td>
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</tbody>
</table>

**Undergraduate Courses**
1) Revise undergraduate curriculum to enhance focus of degree preparation; Add more academic courses within scope of practice
   a. Remove Health and Human Services minor; Replace with Clinical Practice minor. This will better prepare undergraduates for ASL/SLPA practice as well as increasing academic knowledge and clinical readiness for students moving into graduate programs. Course options include: Completed FA19 Catalog Proposal (Implement in FA19)

**Minor: Clinical Practice (21 hours)**
- CDIS 455 Research and Evidence Based Practice (3)

**Elective I - Select 6 hours from following courses:**
- CDIS 323 Multicultural Issues in Communication Disorders (3)
- CDIS 324 Literacy Development and Disorders (3)
- CDIS 433 Medical Concepts for Communicative Disorders (3)

**Elective II - Select 6 hours from following courses:**
- CDIS 478 Professional Writing in Communication Disorders (3)
- CDIS 350 Survey of Autism and Augmentative and Alternative Communication (3)
• CDIS 473 Survey of Swallowing, Motor Speech, and Aphasia (3)

Elective III - Select 6 hours from following courses:
• CDIS 480 Case Studies in Communication Disorders (3)
• CDIS 353 Survey of Voice and Fluency (3)
• CDIS 442 Telepractice (2)
• CDIS 488 Seminar in Speech-Language Pathology (1)

<table>
<thead>
<tr>
<th>Elective I</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 323</td>
<td>Multicultural Issues in Communication Disorders (3)</td>
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<td>Elective III</td>
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<td>CDIS 353 Survey of Voice and Fluency (3)</td>
<td>CDIS 442 Telepractice (2)</td>
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*If CDIS 442 is selected as an elective, an additional course from the electives list above will be required to complete the minor.

b. Require 25 observation hours for all 441 students. Completed FA18 (Implementing SP19 – FA19 with 441 lab)
c. Build a bilingual Spanish emphasis for the program. Completing for FA19 (debating BA, second minor, or emphasis, etc.)
d. With legislative approval of the SLPA license, considering development of:
   i. SLPA to BS-SLP Completer program (Launch in SP20)
   ii. +1 graduating senior or post-bacc (33 credits in yellow below) to SLPA licensure (Launch in FA20); The tentative curriculum under consideration is 18 hours. Students must have 100 hours of fieldwork to graduate. This option can only be completed within 5 years of the BA/BS degree award. CDIS 243, 310, 311, 323, 330, 332, 350, 353, 434, 441, 441 Lab. 473

1. SLPA Academic Work (14)
   a. SLPA 4XX Administrative Procedures and Service Delivery Issues for the SLPA (5)
      [Ethics, professionalism, rules, regulations, health and safety, service delivery models, telepractice, assistive technology, cultural competence, team collaboration, supervision]
   b. SLPA 4XX Data Collection and Reporting for the SLPA (2)
      [Screening, observation of behaviors, report writing, etc.]
   c. SLPA 4XX Speech and Language Treatment in Children (4)
      [Language, literacy, articulation, fluency, aural rehab]
   d. SLPA 4XX Speech and Language Treatment in Adults (3)
      [Aphasia, cog-comm, motor-speech, voice]

2. SLPA Clinical Work (4)
   Must have 125 clock hours to graduate –
   • 85 direct client contact/treatment/screening
   • 15 administrative tasks/clerical support
   a. Students must complete (4) total credits in one or more of the following:
      • SLPA 4XX SLPA Fieldwork in Educational Settings (minimum 100 clock hours) (1-6)
      • SLPA 4XX SLPA Fieldwork in Medical Settings (minimum 100 clock hours) (1-6)
      • SLPA 4XX SLPA Fieldwork in Private Practice Settings (minimum 100 clock hours) (1-6)

iii. AA in SLPA (Launch in FA21-22 if mid-catalog change and legislative approval can be obtained) (70 credits)
   1. GenEd (16)
      a. ENG 102, COMM 101, BIOL 207/L, PSY 101 (13)
b. Choose one from PSY 201, 202, 300, 301, 302 (3)

2. SLPA Academic Work (47)
   a. SLPA 1XX Intro to SLPA (3)
   b. CDIS 243, 310, 311, 323, 330, 332, 350, 353, 354, 441, 441 Lab, 473 (200 prefix?) (33)
   c. SLPA 4XX Administrative Procedures and Service Delivery Issues for the SLPA (5)
      [Ethics, professionalism, rules, regulations, health and safety, service delivery models, telepractice, assistive
      technology, cultural competence, team collaboration, supervision]
   d. SLPA 4XX Data Collection and Reporting for the SLPA (2)
      [Screening, observation of behaviors, report writing, etc.]
   e. SLPA 4XX Speech and Language Treatment in Children (4)
      [Language, literacy, articulation, fluency, aural rehab]
   f. SLPA 4XX Speech and Language Treatment in Adults (3)
      [Aphasia, cog-comm, motor-speech, voice]

3. SLPA Clinical Work (4)
   Must have 125 clock hours to graduate –
   • 85 direct client contact/treatment/screening
   • 15 administrative tasks/clerical support
   a. Students must complete (4) total credits in one or more of the following:
      • SLPA 4XX SLPA Fieldwork in Educational Settings (minimum 100 clock hours) (1-6)
      • SLPA 4XX SLPA Fieldwork in Medical Settings (minimum 100 clock hours) (1-6)
      • SLPA 4XX SLPA Fieldwork in Private Practice Settings (minimum 100 clock hours) (1-6)

2) Provide more undergraduate matriculation options and additional course topics (see above)
   a. Offer all courses F/S in 1st, 2nd, and 16-week options. (FA18) Completed FA16-FA17
   b. Offer all pre-req courses in summer. (FA18) Completed SU18
   c. Allow program start dates 5 times per year (August, October, January, March, and June). (FA17) Completed SU17
   d. Add undergraduate seminar course for ASL/SLPA and graduate school preparation. (FA19) Completed FA19 Catalog
   e. Develop additional courses to address knowledge and skills deficiencies for students who “drop-out/stop-out” of the master’s degree to work as ASL/SLPAs. (FA19). Proposed and approved for FA19. Working on proposal for FA21 SLPA training (see above).

Graduate Courses
3) Expand graduate student preparation for academic and clinical work.
   a. Discuss requiring B or better for all CDIS pre-req work. Ongoing (decide by FA20 catalog change cycle)
   b. Discuss requiring all CDIS pre-req work to be within 5 years of admission. Ongoing (decide by FA20 catalog change cycle)
   c. Require fluency as pre-req/co-req for 502. (ASAP) SP18 admissions in advising and FA20 catalog in policy
   d. Require language assessment as pre-req/co-req for 502. (ASAP) FA18 admissions in advising and FA20 catalog in policy
   e. Require 25 observation hours by end of 501 completion. (FA18 catalog implementation). Missed tracking. Picking up in SP19
   f. Require CDIS 478 for all GRE writing scores less than 3.5 (FA17) Completed FA17; Change to 4.0 in FA18
   g. Revise admission standards
      i. Discuss phase in minimum GRE quantitative/verbal requirements: Must be at least 25% Ongoing (decide by FA20 catalog change cycle)

4) Facilitate additional development in professional writing for students who struggle in professional writing. In SP18, we developed CDIS 578 to specifically address this issue. Students are placed by deficient GRE and via remediation plan/supervisory team/academic support team recommendation (<4.0).

5) Facilitate additional development in critical thinking.
   a. Continue CBL in academic and clinical courses. Integrated into all applicable courses via professor made cases, historical case review, or Simucase/MBSSimp or instructor sims and video sims in FA17 (with new cases added and rotated as needed). Improved clinical reasoning appears to be resultant, but this difficult to directly attribute to once factor when multiple interventions are being simultaneously applied. Will continue for teaching/learning activities as students self-report improvement. This will continue in the FA20 catalog.
b. Revise courses and rotations to be “less academic” and more directly clinically relevant via increased applied activities for students. (FA20)

6) All students need additional development in professional practice competencies, and the program must improve documentation of education about and experience with these competencies. Created weekly practicum course meetings 502 (FA18), 503 (SP19), 505 (SU19); Moving to practicum lab (credit bearing in FA20 catalog). Created PPC tab on KASA for all students in FA18, to improve transparency of tracking for students.

7) Increase clinical guidance, assessment training/opportunities, case based learning, and professional training.
This is directly addressed with our FA20 catalog changes (a MAJOR revision that creates an extremely focused, clinically based instructional program). See catalog change proposal for details.

a. Increase clinical guidance:
   i. Increase check-ins with supervisors (FA17) – FA17 to ongoing
   ii. Weekly practicum course meetings for 501, 502, 503, 505 (FA19) – Ongoing, to complete in SU19. These will move to credit bearing labs in FA20 catalog.

b. Assessment opportunities: Practice evals, normal evals, ongoing
   i. Require students to complete assigned Master Clinician observations prior to client assessment (begin FA16). (Integrated into applicable courses ongoing FA18)
   ii. Require students to pass competency test for test administration prior to client assessment (FA17, building)
   iii. Require students to complete assigned Simucase or other clients (MBSSImp, fluency) prior to client assessment. Partially completed FA16 (integrated into courses)
   iv. Develop practicum assessment course and lab (506, 506/L). Completed FA14
   v. Develop video library. (Ongoing) Grand Rounds completed in FA18

c. Case based learning: Implement some form of case study in all applicable grad classes (FA16); Ongoing

d. Professional training:
   i. Continue IRB course (FA16) (CDIS 500)
   ii. Require ethics course???? Added to CDIS 554??
   iii. Add billing (in 554: FA14) Completed FA14 (CDIS 554)
   iv. Increase counseling (in 554: FA14) Completed FA14
   v. Interviewing (????) Completed FA16 CDIS 501 and 554
   vi. Interprofessional education (FA16?)
   vii. Add additional elder abuse course to clinical training (FA15) Completed FA15
   viii. Continue invited speaker program to increase auxiliary student instruction Completed (see below)
   ix. Expand and maintain high-quality clinical teaching opportunities; monitor sites and solicit feedback
      1. Retain and expand contracts for hearing and speech-language
         a. Added Grady
         b. Added RISD and PMSD for AAC evaluations
      2. Develop multimedia practicum supervisor training presentations; Offer CEUs for supervisors
      3. Student practicum requests planned out earlier – set “track” after 501: (less flexibility but more certainty) (FA15 phase in) Completed FA16
      4. Student self-assessment of practicum skills? (FA16)
      5. Develop program for practicum site tracking, reminders, etc. (searchable by feature such as zip code, etc.) (SP17)
      6. Secure a dedicated professional line for hiring a Practicum Placement Liaison Specialist (FA16) Completed FA16
      7. Assign 589 placements to lead faculty summer practicum supervisor (SU16) Completed SU15 – Bougie
      8. Offer 589 for variable credit (1 credit = 2 weeks); 8 week minimum – 6 credits maximum (FA15) Completed FA15
      10. Add additional feedback questions to CPSA for supervisors Completed FA14
      11. Add additional feedback questions for students regarding sites and supervisors Completed FA15

8) Graduate student progress reporting needs to be more transparent and more immediate.

9) Graduate student advising needs to be more focused and individualized.

10) Clinical placements and internships/supervisors can be hard to secure, and hard to gauge for appropriate fit. We need to maintain high-quality clinical teaching opportunities.

11) Therapeutic options should be expanded, to include student instruction in telepractice.
12) Student and supervisor feedback regarding practicum experiences must inform curricular and system change on a regular basis.
13) Improve student performance on PRAXUS/NESPA scores, etc.
   a. Advise students with disabilities and ESL students how to apply for accommodations in testing (extended time) (SP16) Completed SP16
   b. Continue NESPA prep in CDIS 590 Completed and ongoing
14) Curricular map and revise KASA PRN
   a. All academic – Made changes based on standards, assessment results, and student requests (see assessment/effectiveness for detail) Completed FA16
   b. All clinical – Move to on campus only (SP16) Completed SP16; Add IPE (FA17);
   c. All practicum - Add hour seminar back into 501 (on campus only-FA16) Completed FA16
   d. All research – Add IRB course (FA16) Completed FA16
   e. All seminar – Made changes in topics based on standards and student requests (see assessment/effectiveness for detail) Completed FA16
15) Expand options for KASA remediation plans
   a. Remediation Exams (REX) (FA17) Phasing in FA16
   b. Special Study CDIS 579 (FA17) Phasing in FA16
16) Decrease academic dishonesty
   a. Require electronic proctoring for online exams (FA16) Competed SP16
   b. Require testing center proctoring for paper/pencil exams (FA16) Competed SP16
   c. Reweight quiz/exam options (FA17) Phasing in SP16
   d. Review specific academic dishonesty policies in orientation and every course syllabus
   e. Suspend PRN; Require formal ethics course for readmission (FA16) Competed SP16
17) Continue invited speaker program and workshops to increase auxiliary student instruction.
   a. 1/31/17: Clinical Application Issues related to the Passy Muir® Valve
      https://mediasite.enmu.edu/Mediasite/Play/2d2f5db0e4a41429c116f3d5d52ecf61d
   b. 9/15/17: Bob Jones: Voice Rehab
      https://mediasite.enmu.edu/Mediasite/Play/082e8be3f4a4e1da6b785ad76c31e11d
   c. 1/24/2018: Dr. Sandra Nettleton, NMSHA President: Advocacy Training and NMSHA Day
      https://mediasite.enmu.edu/Mediasite/Play/4abb7143055e48c5b3a8ce5eff6c20d1
   d. 3/2/18: Toby Stephen: Hanen Program: Intro to It Takes Two to Talk Program (no Mediasite link due to confidentiality)
   e. 3/7/2018 Shelli Bader: EBS Presentation to upcoming graduates (Bougie’s class presentation — No CEUs)
      https://mediasite.enmu.edu/Mediasite/Play/661b6b0c02b64d2b8d08b1cb7df08b61d
   f. 8/31/18: Sterling Durrett, President-Elect NMSHA, NMSHA Advocacy
      https://mediasite.enmu.edu/Mediasite/Play/ee010a1f4b1244c7852b2e8da12995241d
   g. 11/30/18: Danielle St.Amand, Bridget Ramirez: Feeding Infants with a Cleft/Assessing and Treating VPI
      https://mediasite.enmu.edu/Mediasite/Play/3b0473c60f22b170f9ebb58e6011d
   h. Speech Rehab
   i. 03/12/2019: Destini Wright, Advanced Travel Therapy: Advanced CF Program, What to Expect
      https://lp.advancedtraveltherapy.com/CFWebinar
   j. 03/28/2019: My Take on Assessments: A NM Diagnostician’s Point of View.
   k. 04/05/2019: Ryan Dinger: UNM FEES workshops (Bougie, Bratcher) Each semester
   l. Videostroboscopy workshops (Copple) Each semester
   m. Nasoendoscopy workshops (Copple, Bougie) Each semester
18) Surveys from graduates and employers have a low return rate. Solicit this information when asked to sign CCC paperwork.
**Target 2**  
( Goal 1)  
( Goal 2)  

**Target:** Deliver quality clinical services to the community  

**Challenges:**  
1) Coordinating community need with clinical resources/needs  
2) Providing care over weekends and holidays to some settings  
3) Audiology is in decline  

**Strategies:**  
1) Expand client base  
   a. P/R radio spots (SU17)  
   b. Continue to search for ENMU therapy sites (as able to fill)  
   c. Continue speaking engagements and community screening events  
      i. CDC Completed each semester  
      ii. CCS Completed each semester  
   d. Explore contracted services PRN  
      i. Added Grady  
      ii. Added RISD and PMSD for AAC evaluations Completed FA14  
   e. Halloween Carnival (screening flyers) Completed yearly  
2) Hire new faculty with 10 and 12 month options (flex days) Completed FA14; SU17; Create summer option for Bougie Completed SU15  
3) Develop audiology  
   a. Update equipment (FA17) Completed FA16  
   b. Develop CAPD and other specialty testing clinics  
   c. Lingnau hired FA16  

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**Target 3**  
( Goal 2)  

**Target:** Overall Program Responsiveness  
   - Flexibility  
   - Adaptability  
   - Clear and consistent communications  

**Challenges:**  
1) The Graduate Handbook requires periodic changes (assessment/effectiveness/survey feedback)  
2) Graduate forms require periodic changes (assessment/effectiveness/survey feedback and experience with students)  
3) The Graduate catalog will need to be even more specific in some areas  
4) Incorporate reasonable student feedback into graduate courses; sometimes student requests are not tenable  

**Strategies:**  
1) Update graduate handbook CDIS Graduate Student Handbook (FA14; FA16) Completed FA18  
2) Update graduate forms  
   a. KASA – Integrate assessment outcomes into practicum levels and CPSA CDIS Graduate KASA Completed FA18  
   b. PPRC – List pre-req courses for each practicum Program/Clinical Forms Completed FA18  
   c. Place links on Portal Program/Clinical Forms Updated FA18  
3) Add Course # practicum pre-reqs to graduate catalog (FA18)  
4) Incorporate reasonable student feedback into graduate courses  
   a. Assistance with coursework (tutoring, advising, degree plans) Matriculation posted on web and sent with admission (including pre-reqs); CDIS Graduate Student Handbook; Electronic degree plans (CAPP) Completed FA14; Mandatory advising (advising holds) FA16  
   b. Practicum placements Additional information added to admissions letter, Handbook, CB forms, and orientation Completed FA14  
   c. Electronic Portfolios Ongoing  
   d. Increased speed of practicum placements through hiring of Practicum Placement Liaison Specialist Completed FA17  
   e. Add info about IEPs (504/502/517/554), business practices (590), early intervention (516/516/540, trach/vents (512/528), billing (554), telepractice (554) and Vital Stim (528) to program curricula Completed FA17  
   f. Assist students with early move-in and 540 summer lab residency requests with San Juan Village (FA17) Completed SP16
| **Target 4**  
<table>
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| **Target:** Manage workload:  
- Program growth  
- Administrative tasks  
- Off-load teaching tasks  
- Service requirements  
- Research requirements  
- Other duties as assigned (e.g., recruiting, etc.)  
| **Challenges:**  
1) Special Research Projects are time consuming  
2) Practicum administration is time consuming  
3) Admissions are time consuming  
4) Data tracking for graduate students is time consuming |
1) Devise ways in which load can be shared
   a. Disperse Special Research Project requirements across faculty
   b. Create rubrics to speed up grading (FA17) Completed FA15
      i. CDIS 500 (FA16) Completed FA16
      ii. CDIS 557 (SP17)
      iii. CDIS 560 (FA16) Completed FA16
      iv. CDIS 573 (SP17)

2) Disperse practicum placement, supervision checks, and CPSA reviews/grade inputs across the faculty
   a. Assign dedicated GAs to Clinical Director PRN Ongoing
   b. Distribute practicum placement/monitoring responsibilities across faculty
      i. 589 to Bougie in SP15 Completed FA16
      ii. 505/503 to Bucknell; Completed FA15; Reassigned to Practicum Placement Liaison Specialist (FA16) with Bucknell PRN
      iii. 502 to Worthington in FA15; Completed FA15; Reassigned to Practicum Placement Liaison Specialist (FA16)
      iv. 501 to Atkinson in SP16; Completed FA15; Reassigned to Practicum Placement Liaison Specialist (FA16)
      v. 445 to Wilkerson; Completed FA15
   c. Use support technologies to augment student experiences and save faculty prep time
      i. Shift more document checking to Certified Background (FA15 ongoing); Completed FA15
   d. Request support staff addition (FA16)
      i. Assist with admissions
      ii. Monitor CB compliance and compliance with AA
      iii. Monitor training checklists at each practicum level (observations, Simucases, assessment clearance)
      iv. Maintain AA requirement checklist and monitor AA status
      v. Input clock hour logs

3) Graduate admissions are overly time consuming
   a. Allow no-score options for sup-par essays (FA15) Completed FA15
   b. Implement minimum scores (FA18)
   c. Program Director discontinue rating essays (FA15) Completed FA15

4) Continue movement to electronic tracking systems
   a. Electronic degree plans Completed FA14-15
   b. Use CastleBranch to track all required program forms (FA16) Completed FA16

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Target: Recruitment, Retention, and Resource Management

Target 5 (Goal 3)

Challenges:
1) Changing website….they took our information down
2) Reaching freshman and undeclared
3) Reaching transfers
4) Reaching levelers
**Strategies:**

1. Construct portal pages, Completed FA17
2. Recurring Events
   a. Green & Silver, Ongoing
   b. Junior Preview, Ongoing
   c. Caduceus, Ongoing
   d. Homecoming Float, Ongoing
   e. Halloween Carnival, Ongoing
3. Create 2-year plan where every course offered every semester (F/SP) (FA14), Completed FA15
4. Create same priced 2nd bachelor’s degree which is equal to leveling sequence (would have different financial aid options) (FA14), Completed FA15

**Target 6**

**Target:** Equipment/Facilities Acquisitions/Training

**Challenges:**

1. We may need additional space
2. We will need to upgrade computers, printers, etc.
3. Clinical library and practicum materials
4. Support continuing education for students and faculty

**Strategies:**

1. Move audiologist into suite (ample room); repurpose office as therapy room (FA16), Completed SP16
2. Renew, replace, etc.
   a. Audiology equipment $43K (FA17), Completed FA16
   b. Replace computers in clean lab (SP17), Completed FA16
   c. Replace network color laser (SU16), Completed SP16
   d. Replace plotter
3. Purchase tests, supplies, cleanser, stationary, ink, etc.
   a. See records for specifics, Completed PRN
4. Faculty CEUs
   a. Special interest divisions, Yearly
   b. NMSHA/TSHA, Yearly
   c. CAPCSD, Yearly
   d. Other as requested, Yearly

**Target 7**

**Target:** Additional Business

**Challenges:**

1. We need more and better information
1) Revise Surveys
   a. Undergraduate Completed FA17
   b. Graduate Completed FA18