

**Eastern New Mexico University  
Strategic Plan Report In Progress  
Academic Units FA2014-SU2017**

**Department: Health and Human Services (Communicative Disorders Program - CDIS)  
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**Mission**

**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=WyJtaXNzaW9uI0=>

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 improve 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.

Link to Graduate School Mission: <http://www.enmu.edu/colleges-departments/graduate-school>

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](http://www.enmu.edu/cdis)

## Strategic Plan

University Strategic Plan: <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.

Target: Curriculum and Achievement of Student Learning Outcomes

**Target 1**

Challenges:

- 1) Undergraduate students are increasingly entering the work force (underprepared).
- 2) Undergraduate students are requesting more matriculation options and expanded electives.
- 3) Graduate students arrive to our program unprepared for the rigors of academic and clinical work.
- 4) All students need additional development in critical thinking and professional writing.
- 5) Graduate students need increased clinical guidance, assessment opportunities, case based learning, and professional training
- 6) 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.
- 7) Improve student performance on PRAXIS/NESPA, courses, etc.
- 8) Curricular map and revise KASA PRN
- 9) Expand options for KASA remediation plans
- 10) Decrease academic dishonesty
- 11) Continue invited speaker program and workshops to increase auxiliary student instruction.
- 12) Surveys from graduates and employers have a low return rate

**Strategies:**

- 1) Revise undergraduate curriculum to enhance focus of degree preparation
  - a. Remove unrelated psych, 2<sup>nd</sup> language (FA15) **Completed FA15**; Remove PSY 337; **Completed FA17**
  - b. Add Survey back into required courses ((will cover fluency, voice, dysphagia, neurogenic S-L, TBI, AAC, basic syndromes, etc.) (FA15) **Completed FA15**
  - c. Add 441 2 & 3 credit options; **Completed FA15**; **Revised FA17 to require 25 observation hours from all students**
  - d. Develop electives (multicultural, literacy, autism; Revise 433) (FA15 phase in) **MC/L completed FA15 - Added to catalog with new course numbers for FA17 implementation; 433 revised and offered SU17**
- 2) Provide more undergraduate matriculation options and additional course topics
  - a. Return to major/minor degree plan (FA15); **Completed FA15**
  - b. Create 2<sup>nd</sup> BS track which aligns with levelling (FA15); **Completed FA15**
  - c. Create HHS minor w/ composite requirements (FA15); **Completed FA15**
  - d. Offer 456 online; **Completed FA15**
  - e. Offer online 400F, 421S, 434SU; 243F; **Completed FA16**
  - f. Offer all courses F/S in 1<sup>st</sup>-2<sup>nd</sup> 8/16 week opts; **Completed FA16**
- 3) Expand graduate student preparation for academic and clinical work.
  - a. Require Survey/Intro from all students (will cover fluency, voice, dysphagia, neurogenic S-L, TBI, AAC, basic syndromes, etc.) (FA16) **Completed FA16**
  - b. Revise portal pages to reflect current pre-reqs and better describe requirements and rigor of program (SU16) **Completed SU16**
  - c. Revise admission standards
    - i. Change major GPA calculation: Include every course attempt (FA15) and STAT grade (FA16) **Completed FA15**
    - ii. New GPA minimums: CDIS GPA **must** be 3.0 or greater **Completed FA15**
      1. Include calculation process in catalog (FA16) **Completed FA15** and on portal pages (SU16) **Completed SU16**
    - iii. Rescind admission offers for students not meeting provisional requirements (SP16) and add specifics to admission letters (SP16) **Completed SP16**
    - iv. Change admission letters to include specifics about GPA and what will happen if provisions are not met. (FA15) **Completed FA15**
    - v. Phase in minimum GRE quantitative/verbal requirements: Must be at least 25% (FA19)
    - vi. Phase in minimum GRE writing requirements: 3.0 (FA15-FA16); **Completed FA15** 3.5 (SP17-??); 4.0 (FA19??)
    - vii. Revise scoring rubric to better differentiate proficiency levels between students for GPA, grad GPA, GRE, and GRE writing (FA16) **Completed FA16**
    - viii. Add preference for all ENMU apps (FA16) **Completed FA16 – added to catalog**
    - ix. Require 441 lab or equivalent to ensure admits have some observation hours (FA16) **Completed FA16**

- 4) Facilitate additional development in critical thinking and professional writing.
  - a. Implement TBL in 500, 511, 516, 525, 526, and 540 (FA14) and evaluate success of (SP16) TBL format **Completed FA16... FA16 Results variable after 2 years; Will continue for some teaching/learning activities but will return to IAs for grading**
  - b. Implement flipped classroom in 500, 511, 516, 525, 526, and 540 (FA14) and evaluate success of (SP16) flipped class format **Completed FA16 Results variable**
  - c. Discuss PBL/CBL format (SP16) and phase in PBL/CBL tenets into all graduate courses (FA16) **Completed FA16**
- 5) Increase clinical guidance, assessment training/opportunities, case based learning, and professional training.
  - a. Increase clinical guidance
    - i. Expand Graduate Student Handbook, Clinical Handbook, Orientation trainings, 504 topics (records review, etc.); Use assessment to find trends (FA16) **Completed FA16**
    - ii. Revise KASA to incorporate assessment outcomes per practicum level (FA16); **Completed FA16**
    - iii. Reinstate weekly 501 meetings (Clinical Director will teach) (FA15) **Completed FA15**
  - b. Assessment opportunities: Practice evals, normal evals, ongoing
    - i. Require students to complete assigned Master Clinician observations prior to client assessment (FA16) **Partially completed FA16 (integrated into courses)**
    - ii. Require students to pass competency test for test administration prior to client assessment (FA17, building)
    - iii. Require students to complete assigned Simucase clients prior to client assessment **Partially completed FA16 (integrated into courses)**
    - iv. Develop team based assessments **Completed FA14**; provide assessment opportunities with "clients" who are WNL **Completed FA14**; develop policy for counting clock hours **Completed FA14**
    - v. Work toward common case "protocol" formats and scoring; develop video library
  - c. Case based learning: Implement some form of case study in all grad classes (FA16); discuss CBL/PBL implementation (SP17)
  - d. Professional training:
    - i. Require IRB course (FA16) **Completed FA16 (CDIS 500)**
    - ii. Require ethics course???? **Added to CDIS 554 FA14 (no new course)**
    - 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)**
- 6) Expand and maintain high-quality clinical teaching opportunities; monitor sites and solicit feedback
  - a. Retain and expand contracts for hearing and speech-language
    - i. Added Grady
    - ii. Added RISD and PMSD for AAC evaluations
  - b. Develop multimedia practicum supervisor training presentations; Offer CEUs for supervisors
  - c. Student practicum requests planned out earlier – set "track" after 501: (less flexibility but more certainty) (FA15 phase in) **Completed FA16**
  - d. Student self-assessment of practicum skills? (FA16)
  - e. Develop program for practicum site tracking, reminders, etc. (searchable by feature such as zip code, etc.) (SP17)
  - f. Secure a dedicated professional line for hiring a Practicum Placement Liaison Specialist (FA16) **Completed FA16**
  - g. Assign 589 placements to lead faculty summer practicum supervisor (SU16) **Completed SU15 – Bougie**
  - h. Offer 589 for variable credit (1 credit = 2 weeks); 8 week minimum – 6 credits maximum (FA15) **Completed FA15**
  - i. Revise Affiliation Agreements (FA15) **Completed FA15**
  - j. Add additional feedback questions to CPSA for supervisors **Completed FA14**
  - k. Add additional feedback questions for students regarding sites and supervisors **Completed FA15**
- 7) Increase student NESPA scores
  - 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**

- 8) Review KASA and update; "map to courses"
  - 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**
- 9) Provide new options for completing remediation plans
  - a. Remediation Exams (REX) (FA17) **Phasing in FA16**
  - b. Special Study CDIS 579 (FA17) **Phasing in FA16**
- 10) Decrease academic dishonesty
  - a. Require electronic proctoring for online exams (FA16) **Completed SP16**
  - b. Require testing center proctoring for paper/pencil exams (FA16) **Completed 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) **Completed SP16**
- 11) Continue Invited Speaker Program
  - a. Aphasia & AAC (Dr. Koul) **Completed 03/25/2014**
  - b. LSVT (Stephanie Lebsack) **Completed 04/09/2014**
  - c. Setting up Online Surveys (Dwayne Wilkerson) **Completed 10/30/2014**
  - d. Medical Research (AJ Agha) **Completed 11/18/2014**
  - e. Legislative Advocacy Training (Dr. Michael Kaplan) **Completed FA14**
  - f. Reliant Rehabilitation Information Session (Heather Harrison) **Completed FA14**
  - g. Function of the Singing Voice (Dr. Anna Hersey) **Completed FA15**
  - h. Rehab in Acute Care/SNF and Medicare Updates (Heather Harrison) **Completed SP16**
  - i. AAC (Lias Cisneros & Tobi/Dynavox) **Completed 04/05/2016**
  - j. AAC (LaTonya Walker & Brad Whitmore/Prentke Romich) **Completed 04/05/2016**
  - k. Hearing (Rachel Lingnau) **Completed 09/20/2016**
  - l. Online Research (Michelle Wood) **Completed 09/22/2016**
  - m. Parent/Caregiver Implemented Interactive Language Intervention to the Hanen Approach (Toby Stephan) **Completed FA16**
  - n. Clinical Application Issues Related to the Passy Muir® Valve (Peggy Gillen OTR) **Completed 1/31/2017**
  - o. FEES workshops (Bougie, Bratcher) **Each semester**
  - p. Videostroboscopy workshops (Coppie) **Each semester**
  - q. Nasoendoscopy workshops (Coppie, Bougie) **Each semester**
- 12) Solicit this information when asked to sign CCC paperwork.

<p><b>Target 2:</b></p>	<p><u>Target:</u> Deliver clinical services to the community</p> <p><u>Challenges:</u></p> <ol style="list-style-type: none"> <li>1) Coordinating community need with clinical resources/needs</li> <li>2) Providing care over weekends and holidays to some settings</li> <li>3) Audiology is in decline</li> </ol>
<p><b>Strategies:</b></p>	<ol style="list-style-type: none"> <li>1) Expand client base <ol style="list-style-type: none"> <li>a. P/R radio spots (SU17)</li> <li>b. Continue to search for ENMU therapy sites (as able to fill)</li> <li>c. Continue speaking engagements and community screening events <ol style="list-style-type: none"> <li>i. CDC <b>Completed each semester</b></li> <li>ii. CCS <b>Completed each semester</b></li> </ol> </li> <li>d. Explore contracted services PRN <ol style="list-style-type: none"> <li>i. Added Grady</li> <li>ii. Added RISD and PMSD for AAC evaluations <b>Completed FA14</b></li> </ol> </li> <li>e. Halloween Carnival (screening flyers) <b>Completed yearly</b></li> </ol> </li> <li>2) Hire new faculty with 10 and 12 month options (flex days) <b>Completed FA14; SU17</b>; Create summer option for Bougie <b>Completed SU15</b></li> <li>3) Develop audiology <ol style="list-style-type: none"> <li>a. Update equipment (FA17) <b>Completed FA16</b></li> <li>b. Develop CAPD and other specialty testing clinics</li> <li>c. Hire new audiologist <b>Million resigned FA15; Lingnau hired FA16</b></li> </ol> </li> </ol>
<p><b>Target 3:</b></p>	<p><u>Target:</u> Enhance specific information for students (provide clarity for program policy)</p> <p><u>Challenges:</u></p> <ol style="list-style-type: none"> <li>1) The Graduate Handbook requires periodic changes (assessment/effectiveness/survey feedback)</li> <li>2) Graduate forms require periodic changes (assessment/effectiveness/survey feedback and experience with students)</li> <li>3) The Graduate catalog will need to be even more specific in some areas</li> <li>4) Incorporate reasonable student feedback into graduate courses; sometimes student requests are not tenable</li> </ol>
<p><b>Strategies:</b></p>	<ol style="list-style-type: none"> <li>1) Update graduate handbook <a href="#">CDIS Graduate Student Handbook</a> (FA14; FA16) <b>Completed FA14, FA16</b></li> <li>2) Update graduate forms <ol style="list-style-type: none"> <li>a. KASA – Integrate assessment outcomes into practicum levels and CPSA (<a href="#">CDIS Graduate KASA</a>) <b>Completed FA16</b></li> <li>b. PPRC – List pre-req courses for each practicum (<a href="#">Program/Clinical Forms</a>) <b>Completed FA16</b></li> <li>c. Place links on Portal (<a href="#">Program/Clinical Forms</a>) (FA16) <b>Completed FA16</b></li> </ol> </li> <li>3) Add Course # practicum pre-reqs to graduate catalog (FA18)</li> <li>4) Incorporate reasonable student feedback into graduate courses <ol style="list-style-type: none"> <li>a. Assistance with coursework (tutoring, advising, degree plans) <b>Matriculation posted on web and sent with admission (including pre-reqs); <a href="#">CDIS Graduate Student Handbook</a>; Electronic degree plans (CAPP) Completed FA14; Mandatory advising (advising holds) FA16</b></li> <li>b. Practicum placements <b>Additional information added to admissions letter, Handbook, CB forms, and orientation Completed FA14</b></li> <li>c. Electronic Portfolios <b>Completed FA14</b></li> <li>d. Increased speed of practicum placements through hiring of Practicum Placement Liaison Specialist <b>Completed FA17</b></li> <li>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 <b>Completed FA17</b></li> <li>f. Assist students with early move-in and 540 summer lab residency requests with San Juan Village (FA17) <b>Completed SP16</b></li> </ol> </li> </ol>

Target: Manage administrative and off-load faculty work

**Target 4:**

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

**Strategies:**

- 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 2 dedicated GAs to Clinical Director (FA15) **Completed FA15; others available PRN**
  - 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**

Target: Recruitment, Retention, and Resource Management

**Target 5:**

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 2<sup>nd</sup> bachelor's degree which is equal to leveling sequence (would have different financial aid options) (FA14) **Completed FA15**

Target: Equipment/Facilities Acquisitions/Training

**Target 6:**

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**
  - b. Interactive Metronome and billing hours **Completed FA15**
- 4) Faculty CEUs
  - a. Special interest divisions **Yearly**
  - b. NMSHA/TSHA **Yearly**
  - c. CAPCSD **Yearly**
  - d. Interactive Metronome **Completed FA15**
  - e. Other as requested **Yearly**

Target: Additional Business

**Target 7:**

Challenges:

- 1) We need more and better information

**Strategies:**

- 1) Revise Surveys
  - a. Undergraduate (FA14) **Completed FA14, FA16**
  - b. Graduate (FA14) **Completed FA14, FA16**