

**Eastern New Mexico University  
Strategic Plan Report in Progress  
Academic Units FA2017-SU2020**

**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.

## Executive Summary

The ENMU CDIS Program operates in harmony with [Eastern New Mexico University's Strategic Plan](#). 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. "ENMU-Portales: Responsive Today, Preparing for the Future" - A 21<sup>st</sup> century university**

Target: Curriculum Responsiveness and Achievement of Student Learning Outcomes (KASA and more)

**Target 1**

**(Goal 1)**

**(Goal 2/4)**

**-- # 17**

Undergraduate Challenges:

- 1) Undergraduate students are increasingly entering the work force (underprepared). More students are stopping-out to work as ASL/SLPAs.
- 2) Undergraduate students are requesting more matriculation options, expanded electives, and educational/professional guidance.

Graduate Challenges:

- 3) Graduate students arrive to our program unprepared for the rigors of academic and clinical work. Not all students are ready for 501 clients.
- 4) All students need additional development in professional writing.
- 5) All students need additional development in critical thinking.
- 6) All students need additional development in professional practice competencies, and the program must improve documentation of education about and experience with these competencies.
- 7) Graduate students need increased clinical guidance, assessment opportunities, case based learning, and professional training.
- 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) Therapeutic options should be expanded, to include student instruction in telepractice.
- 11) Student and supervisor feedback regarding practicum experiences must inform curricular and system change on a regular basis.
- 12) Curricular map and revise KASA PRN
- 13) Expand options for KASA remediation plans
- 14) Decrease academic dishonesty
- 15) Continue invited speaker program and workshops to increase auxiliary student instruction.
- 16) Surveys from graduates and employers have a low return rate
- 17) Improve technology and teaching spaces

**Strategies:**

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 (Implemented 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)

	Fall	Spring	Summer
<b>Elective I</b>	<u>CDIS 323</u> Multicultural Issues in Communication Disorders (3)	<u>CDIS 324</u> Literacy Development and Disorders (3)	<u>CDIS 433</u> Medical Concepts for Communicative Disorders (3)
<b>Elective II</b>	<u>CDIS 478</u> Professional Writing in Communication Disorders (3)	<u>CDIS 350</u> Survey of Autism and Augmentative and Alternative Communication (3)	<u>CDIS 473</u> Survey of Swallowing, Motor Speech, and Aphasia (3)
<b>Elective III</b>	<u>CDIS 480</u> Case Studies in Communication Disorders (3)	<u>CDIS 353</u> Survey of Voice and Fluency (3)	* <u>CDIS 442</u> Telepractice (2) <u>CDIS 488</u> Seminar in SLP (1)

\*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)**
  - i. **Moved to 30 hours FA19 to meet graduate program CALIPSO minimums**
- c. Build a bilingual Spanish emphasis for the program. **Completed FA19 (Clinical Practice Minor Bilingual, etc.)**
- d. With legislative approval of the SLPA license, considering development of:
  - i. Program faculty, CLAS, VPAA, President/Chancellor, BOR, and state HED approved. **Complete with CIPP code granted in FA20**
  - ii. SLPA to BS-SLP Completer program (Launch in SP20) **Launched in FA19: Postcards to CA**
  - iii. +1 graduating senior or post-bacc (33 credits in yellow below) to SLPA licensure (Launch in FA21); 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 301, 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)
  - iv. AA in SLPA (Launch in FA21 if 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 301, 310, 311, 323, 330, 332, 350, 353, 434, 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)
- b. Revisions made, but approved FA21. See catalog for details.

2) Provide more undergraduate matriculation options and additional course topics (see above)

- a. Offer all courses F/S in 1<sup>st</sup> 8, 2<sup>nd</sup> 8, and 16-week options. (FA18) **Completed 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. Approved for FA21 SLPA.**

Graduate Courses

3) Step 1: Substantial revision of program and rotations (**Completed SP19 for FA20 implementation**)

Step 2: Expand graduate student preparation for academic and clinical work.

- a. Discuss requiring B or better for all CDIS pre-req work. **B for deficiencies; C in undergrad degree until FA22 catalog change cycle**
  - b. Discuss requiring all CDIS pre-req work to be within 5 years of admission. **Ongoing (decide by FA22 catalog change cycle)**
  - c. Require fluency as pre-req/co-req for 502. (ASAP) **SP18 admissions in advising and FA20 catalog in handbook policy**
  - d. Require language assessment as pre-req/co-req for 502. (ASAP) **FA18 admissions in advising and FA20 handbook policy**
  - e. Require 25 observation hours by end of 501 completion. (FA18 catalog implementation). **Missed tracking. Picking up in SP19**
  - f. Require CDIS 578 for all GRE writing scores less than 3.5 (FA17) **Completed FA17; Change to 4.0 in FA18 (in catalog for FA20)**
  - g. Revise admission standards
    - i. Discuss phase in minimum GRE quantitative/verbal requirements: Must be at least 25%? **Ongoing (decide by FA22 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 continues 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) This was completed with the SP19 curricular revision (begins in FA20 catalog)
- 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 lab 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 approved catalog change text 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) – Complete in SU19. These will move to credit bearing clinical 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; some supervisors use more than others; not applied uniformly but PRN; discussion in SP20 when we revise KASAs)
    - ii. Require students to pass competency test for test administration prior to client assessment (FA17, building) Still incomplete in FA19; discuss in SP20 when we revise KASAs
    - iii. Require students to complete assigned Simucase or other clients (MBSSImp, fluency) prior to client assessment. Partially completed FA16 (integrated into courses); disconnected from clinical assignment; discuss in SP20 when we revise KASAs.
    - iv. Developed team evaluations and weekly team meetings for all 501 evals (Implemented FA19)
    - v. Develop practicum assessment course and lab (506, 506/L). Implement F20 catalog
    - vi. Develop video library. (Ongoing) Grand Rounds completed in FA18; Is this still needed with new Simucase videos? Decided to remove FA19.
    - vii. Case based learning: Implement some form of case study in all applicable grad classes (FA16); Completed SP19.
  - c. Professional training:
    - i. Continue IRB course (FA17) (Completed and ongoing CDIS 500)
    - ii. Require ethics course (FA20) Will require in Seminar 1 in FA20; Will add to FA21 if low cost option can be found
    - iii. Add billing (in 554: FA14) Completed FA14 (Ongoing updates CDIS 554); Added ClinicNote SU19
    - iv. Increase counseling (in 554: FA14) Updated FA17; Added to practicum labs FA19
    - v. Interviewing Completed FA16 CDIS 501 and 554; Added to practicum labs FA19
      - vi. Interprofessional education Standardized in FA17 with SWK, NURS
      - vii. Discuss international opportunities for online and on-site (in Costa Rica) for FA21 implementation
    - viii. Add additional elder abuse course to clinical training (FA15) Updated FA19
    - ix. Continue invited speaker program to increase auxiliary student instruction Completed (see below)
    - x. 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
        - c. Expanded RGH to increase diversity of pts. FA18 ongoing
      2. Develop multimedia practicum supervisor training presentations; Offer CEUs for supervisors – Cancelled! Use ASHA and CAPCSD free e-learning modules
      3. Student practicum requests planned out earlier – set “track” after 501: (less flexibility but more certainty) (FA15 phase in) Completed FA16; Substantial revision in SP & SU19 – Sending weekly Excel Updates SU19
      4. Student self-assessment of practicum skills? (FA16) – Added additional reflection SP19
      5. Develop system for practicum site tracking, reminders, etc. (searchable by feature such as zip code, etc.) (Completed SP17; Updated SP19)
      6. Add additional support data specialist; (FA18) Completed FA18

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**
  9. Revise Affiliation Agreements (FA15) **Completed FA15; Need updating with new insurance policy in July 2019.; University council reviewing terms FA19**
- 8) Graduate student progress reporting needs to be more transparent and more immediate.
    - a. Academic advising holds (FA16) **Completed FA16**
    - b. Send KASAs 3 times per year (SP19) Revised; Review and send across the months of April and October; **Approved FA19**
    - c. Move to CALIPSO for clock hour log tracking (FA18) **Completed SU18**
  - 9) Graduate student advising needs to be more focused and individualized.
    - a. Academic advising holds (FA16) **Completed FA16; Ongoing**
    - b. Personal emails each fall and spring (FA16) **Completed FA16; Ongoing**
  - 10) Therapeutic options should be expanded, to include student instruction in telepractice.
    - a. Add telepractice module to 554 (FA17) **Completed FA17**
    - b. Create telepractice course (SP18) **Completed SP18; Added to UG catalog FA19 and Grad catalog (required) in FA21.**
  - 11) Student and supervisor feedback regarding practicum experiences must inform curricular and system change on a regular basis.
    - a. PD summarizes SM results for individual faculty in each performance appraisal & discusses compiled list in faculty meeting each semester; Grad improvement, portfolio, alumni, and employer discussed each fall and spring. **Completed FA17 and ongoing.**
  - 12) Curricular map and revise KASA PRN to align with FA20 catalog; **Completed SU20**
    - a. Finalize document based on standards, assessment results, and student requests (see assessment/effectiveness for detail) **(SU20)**
  - 13) Expand options for KASA remediation plans
    - a. Re-take exams (FA17); **Completed FA17 (first option for most)**
      - i. Retakes within 2 weeks after finals; **Implemented for Swift classes FA19; Bratcher & Weems SP20**
    - b. Remediation Exams (REX) (FA16) **Phasing in FA16; Phasing Out FA17 (can still be used at instructor discretion)**
    - c. Special Study CDIS 579 (FA17) **Phasing in FA17; (second option for most)**
  - 14) 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) **Instructor Discretion; Phasing in SP16**
    - d. Review specific academic dishonesty policies in orientation and every course syllabus (FA17); **Completed FA17; Revised policy in SU19 For FA19 implementation; notified students FA19; posted FA19**
    - e. Suspend PRN; Require formal ethics course for readmission (FA16) **Completed SP16; Modified FA17; Case by case basis to be determined by Student Disciplinary Committee**
  - 15) 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/2d2fb5db0e4a41429c116f3d5d52ecf61d>
    - b. 9/15/17: Bob Jones: Voice Rehab  
<https://mediasite.enmu.edu/Mediasite/Play/082e8be3ffaa4efda6b7f85ad76c31e11d>
    - c. 1/24/2018: Dr. Sandra Nettleton, NMSHA President: Advocacy Training and NMSHA Day; No Mediasite link due to confidentiality  
<https://mediasite.enmu.edu/Mediasite/Play/4abb7143055e48c5b3a8ce5effb6c20d1d>
    - 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 Shellie Bader: EBS Presentation to upcoming graduates (Bougie's class presentation – No CEUs)  
<https://mediasite.enmu.edu/Mediasite/Play/661b6b0c02b64d2b8d08b1cb7df0f8b61d>
    - 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/0920473cf6d64f22b170f9ebfb58e6011d>
    - h. 02/06/19: Speech Rehab Services: Launching Your Career
    - i. 03/12/19: Destini Wright, Advanced Travel Therapy: Advanced CF Program, What to Expect  
<https://lp.advancedtraveltherapy.com/CFWebinar>
    - j. 03/28/19: Ellen Miller: My Take on Assessments: A Diagnostician's Point of View.

- k. 4/19/19 Janice Baca-Lujan: Medical CEU Part 1: Inpatient Acute Care  
<https://mediasite.enmu.edu/Mediasite/Play/c59a8889c17d4476bb763cd29c3a188a1d>
  - l. 4/26/19 Ryan Dinger: Medical CEU Part 2: Tracheostomy Tubes and the High Risk Airway  
<https://mediasite.enmu.edu/Mediasite/Play/fa6819d8dab14744a21580ddd9a5583c1d>
  - m. 11/04/19: Lingraphica: Made in the Shade: Under the Influence of LPAA, A Lingraphica Workshop (Introductory)
  - n. FEES workshops (Bougie, Bratcher) **Each semester**
  - o. Videostroboscopy workshops (Copple) **Each semester**
  - p. Nasoendoscopy workshops (Copple, Bougie) **Each semester**
- 16) Surveys from alumni and employers have a low return rate. Solicit this information when asked to sign CCC paperwork. **This worked well until the CFCC online form; We don't have a great strategy for this right now. Discuss status in FA19**
- 17) Develop and Upgrade!
- a. Added ClinicNote **SU19**
  - b. New scope (FA18) **Completed SU19**
  - c. Nasoendoscopy Zoom Room 1 (SP19) **Completed SU19**
  - d. New CSL Lab (SU19) **Completed FA19**
  - e. AAC Lab Zoom Room 2 (SP20) **Completed FA19**
  - f. Develop clinical lab HIPAA compliant meeting spaces for students and supervisors (SP20); **Completed FA19**
  - g. Create Student Study Lounge (SP20); **Completed FA19**
  - h. Repurpose "the cave" (SP20); **Completed FA19**

Target: Deliver quality clinical services to the community

**Target 2**  
**(Goal 3)**  
**(Goal 4)**

Challenges:

- 1) Coordinating care over weekends and holidays to some settings
- 2) Providing care over weekends and holidays to some settings
- 3) Equipment is aging
- 4) Audiology is in decline

**Strategies:**

- 1) Expand client base
  - a. Make it known!
    - i. P/R radio spots (SU17); **Completed and ongoing; New goal SP20 at least once per semester; Did not happen**
    - ii. KENW interview: **Did not happen**
    - iii. Continue service-learning community projects **Ongoing**
    - iv. Continue speaking engagements and community screening events
      1. CDC; **Completed each semester**
      2. CCS; **Completed each semester**
      3. Peanut Valley; **Completed each fall**
      4. Heritage Days; **Completed each summer**
      5. RGH Health Fair; **Completed each fall and spring**
  - b. Explore contracted services PRN
    - i. Added Grady
    - ii. Added RISD and PMSD for AAC evaluations **Completed FA14**
  - c. Grow RGH; **Successful & ongoing! Added on-site RGH tx room in SU19 and requesting another???**
  - d. Designate Outreach Coordinator (FA19) **Completed FA18 with Erin Sherman**
- 2) Hire new faculty with 10- and 12- month options (flex days) **Completed FA14; SU17; Create summer option for Bougie Completed SU15**
- 3) Update old equipment and add new equipment

- a. New scope (FA18) **Completed SU19**
  - b. Nasoendoscopy Room 1 (SP19) **Completed SU19**
  - c. Update CSL Lab (SU19) **Completed FA19**
  - d. New AAC Lab (SP20) **Completed FA19**
- 4) Develop audiology
- a. Update equipment (FA17) **Completed FA16**
  - b. **Develop CAPD and other specialty testing clinics; SU19 Not completed; Discuss FA19; SP20 Discontinued per Lingnau**
  - c. Hire audiology professor **Completed FA16 with Dr. Rachel Lingnau**
  - d. Develop new audiology contracts **Completed and ongoing (Dr. Lingnau)**

**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
- 5) Feedback cycle is too slow....we hear about needs at exit; We need to know now.
- 6) As they arise

**Strategies:**

- 1) Update graduate handbook [CDIS Graduate Student Handbook](#) (FA14; FA16) **Completed FA18; Updated Cheating SU19; Updated catalog SU20**
- 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) **Completed FA18**
- 4) Incorporate reasonable student feedback into graduate courses
  - a. Assistance with coursework (tutoring, advising, degree plans) (FA17) **Developed online tutoring FA17**
  - b. Practicum placements **Additional information added to admissions letter, Handbook, CB forms, and orientation Completed FA18; Revised placement request forms, process, and reporting SU19**
  - 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**
- 5) Develop anonymous Suggestion/Comment process to improve currency and relevance (SU19) **Completed SP19**  
 Added lab courses to address practicum needs in a more timely fashion (phase in by FA19) **Created weekly practicum lab course meetings 502 (FA18), 503 (SP19), 505 (SU19); Moving to practicum lab (credit bearing in FA20 catalog).**
- 6) As they arise
  - a. Feedback from students and supervisors revealed increasing demands in practicum placements; Major graduate catalog revision to address (FA18) **Completed SP19 with implementation in FA20**

**Target 4  
(Goal 3)**

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
- 5) Remediation/intervention plans are time consuming (and completely off-load)

**Strategies:**

- 1) Revise curriculum to eliminate current research sequence and develop clinical research sequence; This will lessen load for supervisors (FA18)  
**Completed FA18, Implement FA20 catalog**
- 2) Designate Assistant Clinical Director with load assignment flexibility and pay increase; (FA19) **Completed FA18 with Erin Sherman**  
Move clock hour log tracking to CALIPSO (FA18); **Completed SU18**  
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; FA19**
- 3) Move admissions to CAPCSD; Designate Ms. Turner as CDIS admissions records coordinator (FA20); **Completed SU19 and FA19**  
Move Interviews to CASPer (FA20); **Completed SU19**
- 4) Hire additional support staff (FA18); **Completed FA17 with Crystal Jones**  
Upgrade program secretary to support specialist with pay raise (FA17); **Completed FA17 with Ms. Turner**
- 5) Move remediation/intervention plans to CDIS 579 Independent Study options for “qualified” students (pilot FA17) **Completed FA17; in full effect SP18**
- 6) Other:
  - d. Additional GAs (FA7); **Completed FA18**

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; Update each semester**
- 2) Recurring Events
  - a. Green & Silver **Ongoing**
  - b. Junior Preview **Ongoing**
  - c. Caduceus **Ongoing**
  - d. Homecoming Float **Discontinued FA19**
  - e. Graduate Fair **Began FA19**
  - f. Halloween Carnival **Discontinued FA18**
- 3) Develop and mail recruiting postcard for SLPAs (SP19) **Completed SU19; Sent again in SP20**
- 4) Update webpages (FA19); **Still in progress**

Working with Comm Services to develop new landing pages; Will purchase “follow-me” pop-ups for increased exposure (SP20); **Completed SP20**

<p><b>Target 6 (Goal 4)</b></p>	<p><u>Target:</u> Equipment/Facilities Acquisitions/Training</p> <p><u>Challenges:</u></p> <ol style="list-style-type: none"> <li>1) We may need additional space</li> <li>2) We will need to upgrade computers, printers, etc.</li> <li>3) Clinical library and practicum materials</li> <li>4) Support continuing education for students and faculty</li> </ol>
<p><b>Strategies:</b></p>	<ol style="list-style-type: none"> <li>1) NURS agreed to re-locate to COB; <b>Completed FA18</b></li> <li>2) Renew, replace, etc.; <b>Ongoing; No immediate needs unmet</b></li> <li>3) Purchase tests, supplies, cleanser, stationary, ink, etc.; <b>Ongoing; No immediate needs unmet</b></li> <li>4) Faculty CEUs <ol style="list-style-type: none"> <li>a. Special interest divisions <b>Yearly</b></li> <li>b. NMSHA/TSHA <b>Yearly</b></li> <li>c. CAPCSD <b>Yearly</b></li> <li>d. Other as requested <b>Yearly</b></li> </ol> </li> </ol>
<p><b>Target 7 (All Goals)</b></p>	<p><u>Target:</u> Additional Business</p> <p><u>Challenges:</u></p> <ol style="list-style-type: none"> <li>1) We need more and better information</li> </ol>
<p><b>Strategies:</b></p>	<ol style="list-style-type: none"> <li>1) Revise Surveys <ol style="list-style-type: none"> <li>a. Undergraduate <b>Completed FA17</b></li> <li>b. Graduate <b>Completed FA18</b></li> <li>c. Developed client survey <b>Completed SP19</b></li> </ol> </li> </ol>