

Departmental Effectiveness Report

Department of Health and Human Services

CDIS Program

AY 2014-2015

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Executive Summary AY 2014-2015

Significant Accomplishments/Outcomes/Results for AY 2014-2015:

Our program faculty, curriculum, and students continue to move forward in progressive and positive ways. 2014-15 highlights are listed below.

1. Faculty

- a. **2 New hires** – It may be unusual to list hiring in accomplishments, but qualified faculty who wish to work in university settings in HHS are hard to find and prized. Securing fully staffing is a significant coup.
- b. **Elected positions and presentations for NMSHA** – 3 of our faculty were elected/appointed to service positions in NMSHA (1 served in 2014 and the other 2 were elected in 2105 to serve in 2015-16); 6 faculty presented posters at our annual state convention. CDIS faculty members served it were elected and/or appointed to notable positions at ENMU (faculty senate president, assessment and HLC committees, etc.)
- c. **Special project supervision diversity** – Our faculty are taking on more projects, with more challenging designs.

2. Curriculum

- a. **Creation of a second bachelor's degree** – We redesigned our composite major to be a major/minor. This required construction of a new minor (HHS) and aligned our leveling requirements with a new 2nd bachelor's degree. This should attract new students and increase our program's number of completed degrees in the next few years. Since this is related to future university funding, we needed to add this option.
- b. **Flexibility and responsiveness** – We continue to pride ourselves on offering almost every undergraduate course every fall and spring in both 8 and 16 week options. Lecture capture sessions are also available for most every course.
- c. **Innovative teaching styles** - Our faculty continue to implement dynamic and innovative teaching strategies. Though more prominent at the graduate level, our courses include team based, case based, simulation models, grand rounds, portfolio, and flipped style classrooms which emphasize application learning.
- d. **Practicum sites** – We have expanded areas served and practicum sites once again, despite a national shortage of practicum sites.
- e. **Outcomes and KASA documentation** – We have functional, meaningful outcomes that result in competent, practicing SLPs. Our assessment process is efficient and easy to analyze. This promotes progressive change.
- f. **Research** – We field tested shared grading for CDIS 557, 560, and 573 research projects. Refinements are needed, but a workable foundation has been established using common grading rubrics and procedures. This is a HUGE accomplishment – getting us all on the same page was time consuming, but remarkably collegial and productive.

3. Student

- a. Program survey results indicate students are pleased with their education at ENMU, and are gaining acceptance to graduate schools, CFY supervisors, and employment sites successfully. Undergraduate data is “soft” at this time, but 2014-15 graduate data is very reliable.
 - i. **Enrollment:** 217 undergraduates/graduate levelers; 115 graduates
 - ii. **Graduation rates:** We graduated 28 M.S. students in 2014-15 (26/28 on time – 93%). 35 undergrad degrees were awarded
 - iii. **Employment rates** – 100% of our graduate students were employed within 3 months of graduation.
 - iv. **NESPA pass rates** – Of our 28 eligible graduate students, 26 of 28 passed the NESPA on their first attempt (93%, prior to graduation); 100% of these student had passed within 1 month of graduation (on their 1st or 2nd attempt)
 - v. **Clock hours accrued** – Our students receive a phenomenal clinical education. All students complete at least 4 practicums and 1 internship prior to graduation. Our students in 2014-15 graduated with an average of 597 total clock hours (37 on campus) across a minimum of 4 settings to include multiple disabilities across the lifespan. To put this in perspective, the ASHA minimum is 400.

4. Other

a. **Program Growth:**

- i. **Graduate Program:** We received 203 graduate apps for 60 spots
- ii. **Clinical Sites:** Our affiliation listing continues to grow. This is becoming increasingly time consuming, but we are problem solving this process throughout the 2015-16 year.

b. **Risk Management:** We have policy drafts in place. Refinements and implementation are ongoing.

5. Efficiency – Increased program growth has led to increased administrative requirements. We have worked hard to reallocate support tasks across faculty, and to develop more efficient mechanisms for documenting and reporting data.

Plans for improvement in Subsequent Years based on results of AY 2014-2015:

We have several areas which need addressing. These include:

1. Increase undergraduate enrollment – We need to strongly recruit for our second bachelor's degree. Graduate enrollment is currently at maximum capacity, but undergraduate enrollment can be increased.
2. Build the audiology/hearing program – With recent program events, our program has a unique opportunity to redefine our hearing program. We plan to:
 - a. Obtain hearing contracts with LEAs and DodMERB/CAFB
 - b. Develop CAPD clinics
 - c. Rebuild Hearing Aid Dispensing clinic
 - d. Build DeafEd courses compatible with Teacher Ed needs
 - e. Align audiology curriculum with ASL courses
 - f. Explore feeder track for TTU Au.D. Program
3. Course development and refinement
 - a. Develop a multi-cultural course elective
 - b. Offer 456 online with distance presentation option for the SRC
 - c. Insert information about graduate school application into CDIS 441 or 445
4. Outcome and KASA documentation
 - a. Continue development and implementation of grading rubrics which merge both point values and outcome achievements.
 - b. Common writing rubrics
 - c. Outcomes quizzes and assignments
 - d. Develop common rubrics for case scoring
 - e. Develop a minimum core of outcome based assignments for each class
 - f. Develop a writing progression from Freshman year to Senior, and from 1st year grads to last year grads
 - g. Implement research sequence forms and grading
5. Practicum site placements – We continue to expend a good deal of time arranging placements, and in some areas, with obtaining enough placements for both on and off campus students. We will need to troubleshoot – this may impact admissions.
6. Reallocating administrative tasks across the faculty
7. Risk management – We need to finalize policy and procedure.
8. Policy manual – We are working on a Program policy manual based on current requirements/practices and influenced by common student issues.
9. Strategic plan – though no longer required by the university, our program continues to develop and implement our strategic plan as required by ASHA.

Goals and Effectiveness Measures
Department of
Academic year 2014-2015

Program Mission:

The mission of the Communicative Disorders Program is:

- 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
- 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,
- 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:

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 both synchronous and asynchronous Mediasite courses, internet/WWW courses, and Blackboard enhanced courses each semester. We use Skype, Wimba, and several other live chat venues in our courses, and our students work together in combined teams comprised of both “in-seat” and distance education pupils using Google docs, etc. to complete in-class assignments, quizzes, presentations, and projects. 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, 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:

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:

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

Goal 1: High quality academic programs. Support high quality academic programs that both enhance the marketability of graduates and encourage them to remain life-long learners. Develop new programs that reflect and respond to changing student and workforce needs.

Goal 1 Objectives:

1.1 Establish, measure and use student learning outcomes to enhance students' educational experience

Our Program has an OUTSTANDING method for designing assessment, collecting data, analyzing results, and implementing change at a systemic level. We truly work collaboratively to reach consensus for program wide change across all applicable courses, and then change practice and policy as needed to better the program. This occurs during weekly faculty meetings when we discuss issues, as well as during scheduled assessment reviews.

Our Program has a veritable plethora of student learner outcomes. Samples of both undergraduate and graduate outcomes are included in our assessment report. The program reviews all data at the beginning of each semester to discuss program wide changes. We are required to analyze this data on a regular basis and report outcomes to our students as well as in our annual reaccreditation report.

This information is detailed extensively in our Program's assessment plan. Please see the attached document for detail.

1.2. Implement innovative pedagogy, effective technology and up-to-date curriculum(s) that enhance student learning

All faculty in CDIS complete a minimum of 10 CEU hours each year, usually in a direct practice are of some kind. The Program Director additionally attends CAPCSD each year for 3 days and relates all information to the faculty upon return. In addition, our faculty frequently attend trainings and workshops on pedagogical issues offered both on and off campus. Most all of us belong to at least one ASHA special interest division where publications and online training in specific areas are available for study and sharing.

This model has resulted in several changes to our curriculum and assessment in 2014-15. We have changed our team quiz formats and implemented additional cases in both undergraduate and graduate courses. We are additionally working as a faculty to complete the following over the next 3 years:

1. Develop common rubrics for case scoring
2. Develop a minimum core of outcome based assignments for each class
3. Develop a writing progression from Freshman year to Senior, and from 1st year grads to last year grads
4. Implement research sequence forms and grading

We currently offer 001, WW, AW, and SW courses in both 8 and 16 week formats. We offer courses in fall, spring, and summer. We use Collaborate and Skype. We incorporate multiple types of interactive software in our courses.

1.3. Support basic and applied research, scholarship, and creative activity for faculty

Currently, the CDIS Program pays registration and travel to NMSHA for all CDIS faculty, as well as for Special Interest Division CEU testing. We additionally support specific continuing education opportunities for faculty as requested to augment research or teaching.

We applied for and received ER&R funding for the Interactive Metronome system last year. Most full-time faculty were trained, and this technology is being used with students and clinical clients this year.

1.4. Expand applied learning opportunities for students (internships, practicums, research opportunities and presentations)

Research: The CDIS Program had 30 graduate students presenting their research at the ENMU Student Research Conference in Spring of 2015 (<http://liberal-arts.enmu.edu/health/cdis/research.shtml>). We had 2 undergraduate student research presentations for the faculty in CDIS. We additionally presented 23 student/faculty posters at NMSHA in FA14. One faculty member presented her individual work at NMSHA.

Practicum and Internships:

All of our graduate students must complete at least 4 practicums and one full-time minimum 8 week internship. With 115 graduate students in the 2014-15 year, that's approximately 230 practicums and 28 internships last year alone. We additionally enrolled 9 undergraduate students in on-campus clinical practicum. This is an elective for qualified and approved undergraduates.

Directed Studies:

Students and faculty completes numerous independent studies:

- 8 undergrads (of which were specifically in research and resulted in student presentations)
- 2 graduate directed studies, resulting in student presentation projects

Please see Appendix A for additional information

Goal 2: A quality campus experience. Prepare students for academic success by providing a positive campus experience and quality student services for online and on-campus students, and promoting students' leadership and civic responsibility.

Goal 2 Objectives

2.1. Find ways that co-curricular activities can enhance students' college experience

Our program offers undergraduate course credit for significant experiences in CDIS 489. Students are also encouraged to observe and volunteer with their local therapists in their senior level courses.

All graduate students complete a community service learning project/presentation in CDIS 504. In addition, practicum students participate in voluntary community service through provision of clinical services during health fairs, and free developmental screenings at CDC, ENMU SHROC, CCS, CMSD, and PMSD among others. We further offer no-charge voice screenings to ENMU vocal performance majors, accent modification screenings to faculty and graduate assistants, and free hearing screenings to anyone. Accent modification therapy is also free to all graduate assistants at ENMU. Students are involved in these activities during their coursework and practicums/internships (discussed previously) – these are the ultimate service learning opportunities.

Clinical Services provided by ENMU faculty, staff, and student in 2014-15 are listed below:

- On-campus clinic: 68 hearing evals; 34 S-L evals, 67 thx clients
- On campus medical services (RGH): 7 evals, 11 thx clients (120 txs)
- On campus preschool: 32 screenings; 14 referrals to SHROC for 4 S-L evals
- Off campus public school services: 15 S-L evals, 3 AAC evals, 27 thx clients
- Off campus private school services: 25 S-L evals, 36 thx clients
- Off campus medical services (Heartland): 70 eval and 70 thx pts (388.92 hrs); 24 S-L screening pts (9.83 hrs); (RGH) 12 eval and 2 thx pts; 25 MBSS evals.

This totaled 56 screenings, 263 evals, and treatment for 213 clients in Roosevelt and surrounding counties directly supervised or delivered by ENMU SHROC personnel. Additional services were also delivered in cooperation with practicum students working under established affiliation agreements. We served two area public school districts (Elida, Grady), 1 private school (Clovis Christian), and assisted with evals in two additional districts (Roswell and Portales). We remain the sole service provider for 1 hospital (RGH), 1 nursing home (Heartland), and 1 preschool (CDC). We also assisted 2 area schools in providing specialized services. **Supervised services were provided for 82 agencies 15 different states (via practicum students). 121 NM placements were made at 34 different sites across 14 different NM cities.**

The ENMU CDIS Program supports a local chapter of the National Student Speech-Language Hearing Association (NSSLHA) for both graduate and undergraduate students. NSSLHA partners with the Program to construct our homecoming float each year, as well as for hosting our CDIS SHROC Community Haunted House. This Halloween carnival is completely free to the public and also serves as a recruiting/public awareness event for our Clinic and Program. This group also hosts various speech and hearing awareness events on campus and in the community over the year, including fundraisers and charitable events.

2.2. Recruitment, Retention, and Completion.

The CDIS Program continues to host and attend multiple recruiting events: (Junior Preview, Green & Silver View, etc.). We enter a CDIS float in the Homecoming Parade annually and make presentations in voice and freshman seminar classes. We further present in CDIS 144 and 244 dual enrollment courses, as well as send our recruiter across the state to various CCs and transfer fairs. We post our available options on the web, and send email flyers to other universities. We send out a Program Newsletter to all students and stakeholders each semester which further publicizes our program.

We have send printed materials to potential recruiting pools in the past with limited results. We have also advertised our Program with Much of our most effective recruiting occurs via word of mouth and the internet. We look forward to the new ENMU web launch. As many of our pages are being removed, we will have to spend a good deal of time rebuilding these pages on the portal during the 2015-16 school year.

Once declared, all CDIS undergraduate advising is done by two faculty members who work cooperatively using a shared database so they are essentially “interchangeable.” This makes advising virtually seamless and available nearly every day of the year. All CDIS Graduate advising is done by the Program Director, with specific course advising provided within each course by the appropriate faculty member. Clinical advising is completed by the Clinical Director and clinical supervisors as appropriate.

Both graduate and undergraduate students are enrolled on their respective list serves when they're declared or admitted. This enable faculty and staff to keep them apprised of current events as they occur, and also allows us to post program requirements, news, and events as deadline approach.

As mentioned previously:

1. **Recruitment**: We do not have good measures to track the return on these efforts. We received **203** graduate applications for **60** positions in 2014-15.
2. **Enrollment**: **217** undergraduates/graduate levelers; **115** graduates
3. **Growth**: **26%** growth at the undergraduate level (increased from 160 students); **26%** growth at the graduate level (increased from 85 graduate students); Our target for both programs was 25%, so we are pretty pleased with these results.
4. **Practical Experience**: All students complete at least 4 practicums and 1 internship prior to graduation. Our 2014-15 master's class graduated with an average of **597** total clock hours (37 on campus).
5. **NESPA pass rates**: **100%** of our graduate students passed within 1 month of graduation
6. **Graduation rates**: **35** undergraduates; **28** graduates
7. **Employment rates**: Undergraduates are not eligible for certification so we do not track this; **100%** of our graduate students were employed within 3 months of graduation.

2.3. Provide opportunities to enhance students' entry into the workforce or graduate school; Track student success for entering workforce or graduate/post-graduate school

CDIS graduate students are heavily recruited by outside agencies. Our faculty and staff receive an average of 5 "open position" announcements each week, which we disperse to our students and alumni via our list serves. CDIS students also learn about jobs through our Invited Speaker's series. We generally allow our speakers to present information about their respective agencies following the conclusion of their CEU offering. We hold 3-4 of these per year.

Graduate students are instructed about how to apply for certification and licensure as a part of their course requirements in CDIS 590. They must construct resumes/cover letters and complete mock interviews in 554 and/or 590, as well as real interviews for practicum placements in 502, 503, 505, and 589. We cover business plans, productivity, insurance and retirement benefits, taxes, and other aspects of practice management in advising, 554, 590, and even 573 as needed.

Undergraduate students have not been so inundated. They receive information about scope of practice, certification, and licensure in CDIS 293, but do not really receive information about application to graduate schools in our capstone course as this is currently geared toward research. They do receive some information from their degree advisors, but this is primarily limited to answering student questions as asked. We will address this "coverage gap" during the 2015-16 academic year.

If they are members of NSSLHA, students receive information about graduate school and have access to information about how to increase their odds from faculty advisors. They also receive leadership opportunities as the organization sends several undergraduate and graduate students to ASHA and NMSHA annually. They additionally attend legislative sessions in Santa Fe each year, and meet with NMSHA leadership to provide their input into policy formation.

The ENMU CDIS Program surveys both undergraduate and graduate students when they exit the program, and surveys alumni at various points following their entry into practice. Results have been positive, and have been used to make policy and curricular change which impacts readiness for employment such as curriculum change (adding billing practices to required course content; changing the length of internship requirements, etc.). We will continue this process, as it seems to be working.

Goal 3: Sustainable programs and efficient operations. Renovate and maintain facilities that support student learning; develop programs and services that increase efficiency and reduce the University's impact on the environment; educate our students to become responsible stewards of resources for their communities and planet.

Our program has experienced a burst of accelerated growth at the graduate level. Though this was a planned evolution, the administrative needs of 2015-2016 current enrollment (150 graduate students) is formidable. We are currently seeking additional supports and Director release time to ensure that this group is sustainable.

Due to our increased enrollment, we have outgrown the classrooms in Lea Hall. Most all of our courses are now offered in Mediasite classrooms located in COB. This space has been most adequate.

Our SHROC would benefit from additional space. Converting two upstairs offices to clinical therapy (instructional) spaces will allow us to serve more clients and supervise additional students. This is a low cost conversion we will be seeking in the 2015-16 school year.

The CDIS Program maintains the preponderance of our paperwork using electronic records systems. Our student files have been converted to a shared database, as have KASA and other student outcome tracking systems. We currently have access to all of the technologies we need. We will need to evaluate the efficiency of our Clean Lab technology during the 2015-16 academic year.

Goal 4: A 21st century university. Create excellent and innovative structures to anticipate and meet needs of our students, faculty and staff.

The CDIS Program is very dynamic. We have worked hard to create program flexibility unmatched by other SLP programs across the state and across the nation. We have both online and on campus options for both graduate and undergraduate degrees, and have been able to create an online degree at the undergraduate level and a hybrid degree at the graduate level. In the past year, we have added a second bachelor's degree to accompany our traditional and leveling programs, adding this option to further improve our ability to meet student needs. Our undergraduate program offers both 8 and 16 week courses on campus, with asynchronous web, and with traditional WW options. Our graduate program is offered on campus or via hybrid distance courses. We have secured and maintained accreditation for both on campus and distance education programs.

Our students have been familiarized with most major technologies they will be using in practice before leaving ENMU. These include MBSS, FEES, nasoendoscopy, CSL, Pratt, AAC programming, multiple billing (including Medicare/Medicaid) systems, electronic medical records, and basic audiometric pure-tone screening methods. They are additionally familiar with using Word, Excel, PowerPoint, statistical software, Google docs, Blackboard, Collaborate, Skype, and various interactive discussion boards, blogs, and chats. They use encryption software/drives on a regular basis and are quite skilled with mobile technologies.

CDIS students can research problems, analyze results, and support their practice with new and published evidence as needed. They can evaluate programs and systems for efficiency and efficacy, as well as for sustainability. They can work with clients across the lifespan in educational, clinical, medical, and home-based settings with multiple differences and disorders that range from mild to profound impacts.

Please see attached Excel spreadsheet for the information below.

Resource Request

Appendix A.1 Scholarship

Appendix A.2 Teaching

Appendix A.3.1 Student Activities (Sheet 1)

Appendix A.3.2 Student Activities (Sheet 2)