Strategic Plan

2012-2017

Department of Communication Disorders

Minot State University
Mission of the Department of Communication Disorders
The mission of the Department of Communication Disorders is to provide state-of-the-art preservice training, engage students in clinical/research activities, and maximize the quality of life for people with communication problems.

Goals of the Speech-Language Pathology Master of Science Degree Program

1. To provide course offerings and clinical experiences reflecting pertinent and current content necessary for personal growth and professional competence in the field of speech language pathology.
2. To provide information and experiences in multicultural, ethnic, and social issues that foster the students’ abilities to serve a diverse clientele.
3. To facilitate student understanding of hearing, speech, and language development and disorders across the life span.
4. To create intellectual excitement, curiosity, and student involvement in research activities and encourage application of research evidence into everyday clinical practice.

Graduate Student Learning Outcomes

Graduates completing the master’s program in speech-language pathology will fulfill ASHA’s KASA standards, specifically demonstrating the knowledge and skills needed to provide assessment, intervention, and prevention services in the areas of articulation, language, voice and resonance, fluency, communication modalities, social aspects of communication, cognitive aspects of communication, hearing and swallowing.

Additionally, graduates completing the program will demonstrate the following clinical skills:

- Effective provision of appropriate clinical services to all persons with communication disorders with minimal need for direct or prescriptive instruction;
- Professionalism including honesty, trustworthiness, reliability, sensitivity to cultural differences, and maintenance of all ethical standards;
- Application of previous course work and experience to all clinical assignments;
- Appropriate verbal language skills with clients, supervisors, family members, and other professionals;
- Effective written language skills in all professional writing; and
- Awareness of clinical practices appropriate for multicultural, diverse, and special needs populations.

Goals of the Undergraduate Communication Disorder Bachelor of Science Degree Program

To provide students with:
1. An understanding of normal speech, language, hearing and communication development and usage.
2. Theoretical foundations and basic skills in assessment and therapy methodologies.
3. Information on multicultural, ethnic and social issues relevant to the study and understanding of these factors in relation to audiology and speech-language pathology.
4. Information in the basic sciences and in areas of normal development to complement the study of hearing, speech, language development and disorders and to ensure students’ understanding of development across the life span.

Undergraduate Student Learning Outcomes

Students will

1. Maintain academic and clinical progress toward graduation.
2. Demonstrate appropriate clinical skills in clinical practicum.
3. Be academically and clinically prepared for graduate study.
4. Meet all standards to apply to a graduate program in speech-language pathology or audiology.
Envisioned Future

The Department of Communication Disorders at Minot State University will continue providing enriching educational experiences for undergraduate and graduate students and beneficial clinical services for individuals with communication disorders resulting in an exemplary reputation for the program and our graduates.

Focus Area: Department Sustainability and Growth
1. Curriculum Examination and Development
2. Faculty Recruitment and Retention
3. Program Resources
4. Student Recruitment and Retention
5. Scholarship Fund Development
Issue 1. Curriculum Examination and Development

**Outcome 1.1:** The undergraduate curriculum will be systematically and regularly reviewed and modified accordingly to ensure student success in meeting undergraduate program outcomes.

**Indicators of Success**
1. Students complete the undergraduate degree in, on average, four years.
2. All students complete one semester of undergraduate clinical practicum earning a grade of B or better.
3. Students who complete the BS degree meet all standards to apply to a graduate program in speech-language pathology or audiology or obtain related employment.

**Strategies to Achieve Outcomes**
2012: Review faculty assignments in light of ASHA site visit and make adjustments as needed.
2012-2013: Examine undergraduate clinical practicum for viability; explore four-year SLP assistant degree; monitor changes in ND ESPB certification and implementation.
2013-2014: Evaluate changes implemented in 2012-2013 (i.e. instructors and sequence); determine if changes in ND ESPB certification warrant curriculum changes.
2015-2016: Review course descriptions for each course and make changes as identified.
2016-2017: Review entire undergraduate academic courses including course outcomes and content.

**Outcome 1.2:** The graduate program curriculum will be systematically and regularly reviewed and modified accordingly to ensure fidelity with ASHA standards for program accreditation and certification.

**Indicators of Success**
1. Students will successfully complete summative assessment procedures (i.e., comprehensive exams or thesis).
2. Students will achieve all KASA standards.
3. Students will pass the Praxis Examination in Speech-Language Pathology on the first attempt.
4. Program graduates will be adequately prepared for employment.

**Strategies to Achieve Outcomes**
2012: Review faculty assignments in light of ASHA site visit and make adjustments as needed; review tracking of clinical hours for Canadian students.
2012-2013: Review students’ achievement of KASA standards; review Praxis results, employer surveys, and students’ assessment of the program; evaluate program curriculum in light of new ASHA Standards for Accreditation effective January 1, 2013; implement procedures for tracking Canadian students’ hours.
2013-2014: Review students’ achievement of KASA standards; review Praxis results, employer surveys, and students’ assessment of the program; review changes in faculty assignments and course sequence implemented in 2012-2013 academic year.

2014-2015: Review students’ achievement of KASA standards; review Praxis results, employer surveys, and students’ assessment of the program.

2015-2016: Review students’ achievement of KASA standards; review Praxis results, employer surveys, and students’ assessment of the program; begin review of all courses in the graduate curriculum.

2016-2017: Complete review of graduate courses and make changes as indicated; Review students’ achievement of KASA standards; review Praxis results, employer surveys, and students’ assessment of the program.
Issue 2. Faculty Recruitment and Retention

**Outcome 2.1:** The Department will have adequate faculty to provide quality academic and clinical programs at the undergraduate and graduate levels.

**Indicators of Success**
1. Graduate courses taught by faculty with terminal degrees and/or expertise in the area of instruction.
2. University financial support for current masters-level faculty pursuing doctoral study.
3. Faculty travel allowance sufficient to support one major conference and one in-state conference each year.
4. Competitive compensation for all faculty.
5. Adequate faculty time to accomplish research and service expectations.

**Strategies to Achieve Outcomes**

2012: Adjust faculty assignments based on ASHA site visit.

2012-2013: Form search committee and begin recruiting for anticipated open positions for the 2013-2014 term; initiate process of compiling compensation data from entities with whom we compete for faculty; explore university funding for master’s level faculty.

2013-2014: Form search committee and begin recruiting for anticipated open positions for the 2014-15 term; compile and analyze compensation data from entities with whom we compete for faculty.


2015-2016: Review faculty status and update plan.

Issue 3. Program Resources

Outcome 3.1: The program will offer diverse clinical experiences in a variety of sites and settings.

Indicators of Success
1. Graduates who have hands-on experience in all clinical areas: articulation, language, fluency, hearing, voice and resonance, swallowing, cognitive aspects, social aspects, and communication modalities.
2. Two additional adult practicum sites with adequate supervisory resources.
3. Adequate client base to offer students practical voice assessment and treatment experiences.
4. Adequate client base to offer students practical fluency assessment and treatment experiences.

Strategies to Achieve Outcomes
2012: Explore opportunities for expanding adult clinical practicum sites.

2012-2013: Develop and pilot one new clinical practicum site; establish baseline data regarding clinical practicum hours accrued for students completing the master’s degree in Spring 2013.

2013-2014: Review clinical experiences of students completing the master’s degree in Spring 2014 and compare to 2013 cohort. Evaluate success of new clinical practicum site. Investigate intermediate sites in other cities including availability of adequate supervision.

2014-2015: Investigate possibility of regional expansion of clinical practicum sites. Review clinical experiences of students completing the master’s degree in Spring 2015 and compare to baseline. Add one additional adult practicum site.

2015-2016: Evaluate quality of practicum sites including variety of clients and disorders and quality as well as quantity of supervision. Evaluate and revise strategies.


Outcome 3.2: The department will develop state-of-the art clinical teaching programs.

Indicators of Success
1. A fully-functioning, frequently utilized Vocal Function Laboratory.
2. A fully-functioning, frequently utilized Fluency Laboratory.
3. A fully-functioning, frequently utilized Language Laboratory.
Strategies to Achieve Outcomes
2012: Write grant proposal for the North Dakota Teachers Voice Disorders project.

2012-2013: Faculty will inventory current equipment and develop proposals for needed resources and vision for each laboratory.


2015-2016: Implement updates to plan. Review and revise.

**Issue 4. Student Recruitment and Retention**

**Outcome 4.1:** The Department will recruit and retain undergraduate majors who make adequate progress towards completing the degree in four years.

**Indicators of Success**
1. Undergraduate cohorts averaging 30 students per class.
2. Four off-campus recruiting activities involving department faculty with high school students each academic year, at least two of which are in North Dakota.
3. Student ratings of advisors averaging 8.5 or better.

**Strategies to Achieve Outcomes**

2012-2013: Collect and analyze student enrollment data; develop and implement plan for using Hobson’s data to contact perspective students; offer a first-year experience (FYE) for Communication Disorders majors in Spring semester; two faculty recruiting activities; review and update website.

2013-2014: Collect and analyze student enrollment data; evaluate success of FYE; three faculty recruiting activities. Review and update website and methods for recruiting activities.

2014-2015: Collect and analyze student enrollment data; four student recruiting activities. Review advisor ratings and implement warranted changes.

2015-2016: Evaluate success of student recruiting activities and revise recruiting strategies if warranted.


**Outcome 4.2:** The graduate program acceptance process will yield a full cohort of graduate students who are well-prepared for graduate study.

**Indicators of Success**
1. Ninety percent or greater of all accepted graduate students complete the program in five semesters.

**Strategies to Achieve Outcomes**
2012: Implement new system of ranking applicants to the graduate program.
2012-2013: Evaluate new applicant ranking system implemented in 2012. Conduct a workshop for undergraduate seniors on the graduate school application process and procedures used in selecting students into MSU graduate program; evaluate success and challenges of the large cohort accepted in 2012.

2013-2014: Conduct a workshop for undergraduate seniors on the graduate school application process and procedures used in selecting students into MSU graduate program; evaluate success and challenges of the large cohort accepted in 2012.

2014-2015: Assess system used for ranking applicants to the graduate program and revise as warranted.

2015-2016: Review data on program completion; develop new/additional strategies.

2016-2017: Review achievements and challenges in recruitment and retention of graduate students.
Issue 5. Scholarship Fund Development

Outcome 5.1: Scholarships for Communication Disorders majors will be increased.

Indicators of Success
1. Well-attended Communication Disorders reunion in 2014.
2. Twenty percent increase in scholarship funding for Communication Disorders majors.

Strategies to Achieve Outcomes
2012: Review currently offered scholarships to establish baseline.

2012-2013: Establish committee for 2014 Communication Disorders Reunion; work with Development Office in planning the reunion; pursue one agreement with a school district or special education unit to financially support a student contingent upon an employment agreement.

2013-2014: Develop alumni list and invite all alumni to 2014 Reunion; review growth of scholarship funds.

2014-2015: Communication Disorders reunion during Homecoming week.

2015-2016: Review progress towards meeting outcome and develop additional strategies.

2016-2017: Review progress towards meeting outcome and develop additional strategies.