

Strategic Plan
Department of Communicative Disorders
 Updated 03-27-09

The Strategic plan is organized in relation to the five Transformations associated with the Plan for Excellence as stated in WCU's Mission Statement. The Plan represents goals for all programs of the Department of Communicative Disorders, including the B.A. program, the Pregraduate Certification Program (PCP), and the M.A. program.

	Goals	Strategies/Priorities
A. Responsiveness Transformation Actions that enhance the university's capacity to meet the educational and cultural needs of the region	1. Increase the number of recruitment activities for students, especially students from culturally diverse backgrounds	<ul style="list-style-type: none"> • Presentations at multicultural events • Advertise recruitment initiatives on the Department website • Work with the CHS recruitment committee to include Communicative Disorders recruitment initiatives. • Provide a brochure describing the communicative disorders major to advisors of students with undeclared majors • Develop high profile campus activities for Better Speech and Hearing month
	2. Increase the number of graduates prepared to address the needs of diverse populations and to participate in diverse service delivery models	<ul style="list-style-type: none"> • Offer a course on Communicative Enhancement for ASD once every academic year • Open the ASD course to individuals from other professions as part of WCU's Autism Certification Program • Offer courses on communicative enhancement to address the needs of populations outside beyond those included within the core curriculum • Maintain a proportion of clinic clients with diverse communicative disorders and issues
	3. Explore opportunities for innovative service delivery models for academic and clinical instruction	<ul style="list-style-type: none"> • Maintain an increasing variety of academic teaching models (e.g., facilitators, consultation, in-service, advocacy)
		<ul style="list-style-type: none"> • Maintain an increasing variety of clinical teaching models (e.g., individual, group, consultation, family counseling, screening of college students)
		<ul style="list-style-type: none"> • Explore the possibility of developing specialty clinics as a laboratory or independent course • Explore the possibility of developing specialty training media illustrating clinical performance • Explore the ways in which previous DE endeavors could be expanded or enhanced for professional development or other community needs

B. Student Success Transformation	Goals	Strategies/Priorities
<p>Actions which make student success the institution's defining characteristic</p>	<p>1. Continue to assess whether the facilities, instrumentation and pedagogical resources available to faculty and students are sufficient to provide for the current and evolving needs of students.</p>	<ul style="list-style-type: none"> • Continue to use faculty meetings as avenue to discuss and prioritize needs related to student success outcomes • Continue to obtain input from students through advisor contacts, student surveys and meetings with student representatives • Continue to work with the Dean to establish a predictable funding stream for equipment replacement and purchase of new technologies and other resources • Faculty conduct empirical studies of effectiveness of pedagogical approaches and tools to determine effectiveness in enhancing learning outcomes
	<p>2. Maintain the number of students involved in scholarly work.</p>	<p>Encourage students to participate in one or more of the following</p> <ul style="list-style-type: none"> • Masters theses • Student-faculty research awards • Independent studies for research • State-level presentations • National-level presentations • Local-level presentations • Departmental research-based scholarship awards
	<p>3. Increase percentage of students passing national exam</p>	<ul style="list-style-type: none"> • Formal remediation plans
	<p>4. Increase # of students passing comprehensive exams on the first attempt</p>	<ul style="list-style-type: none"> • Re-evaluate the comprehensive exam process and modify as necessary
	<p>5. Maintain the # of formative and summative feedback opportunities provided to students across academic and clinical experiences</p>	<ul style="list-style-type: none"> • Overall performance reviews twice a year for MA students and once a year for BA students • Provide a minimum of 3 formative reviews per class or clinic • Document the # of remediations required per class or clinic • Develop a more detailed clinical evaluation form based on KASA standards for mid-terms and finals
	<p>6. Continue to respond to student feedback</p>	<ul style="list-style-type: none"> • Obtain feedback from students regarding each course (academic and clinical) • Make changes based on feedback as appropriate

	7. Increase # of opportunities for students to learn about doctoral programs	<ul style="list-style-type: none"> • One NSSLHA event a year to discuss doctoral studies • Include a segment on doctoral programs during the career fair • Offer students the opportunity to shadow a professor during a typical work day
	8. Maintain a high % of alumnae employed as SLP professionals within 6 months of graduation	<ul style="list-style-type: none"> • Post employment opportunities on the MA advisement site • Post employment opportunities on bulletin board • Inform affiliation supervisors of students eligible for CFY
	9. Update the Department Assessment Plan	<ul style="list-style-type: none"> • Set aside one faculty meeting to discuss this

	Goals	Strategies/Priorities
<p>C. Diversity Transformation</p> <p>Actions which improve diversity access, and equity, and foster a climate that nurtures a multicultural community of students, faculty, and staff</p>	1. Develop more effective strategies for disseminating information about the field of communicative disorders to high schools with a diverse student population	<ul style="list-style-type: none"> • Provide guidance counselors with brochures about the Communicative Disorders program • Give presentations about careers in communicative disorders to high school students • Create interesting exhibits for use during Preview Days for high school students considering WCU • Provide tours of the Department and Clinic to high school students • Develop an interesting PowerPoint presentation to use for presenting the profession and the Department
	2. Foster a multi-cultural climate by enhancing awareness and sensitivity to people with communicative disorders	<ul style="list-style-type: none"> • Write a proposal to CAPC for SPP 101 (Introduction to Communicative Disorders) to be recognized as a course which meets the General Education requirements for a multicultural (J) course.

D. Human Capital Transformation	Goals	Strategies/Priorities
<p>Actions which invest in the skills and knowledge that faculty and staff need to be outstanding teachers, scholars, innovators, and leaders.</p>	<p>1. Regularly analyze faculty and staff workload to determine whether needs of the department are effectively being met</p>	<ul style="list-style-type: none"> • Continue to determine whether there are sufficient faculty to teach content areas effectively, especially as scope of practice changes • Continue to modify statements of expectations and job descriptions based on Department needs and individual interests
	<p>2. Continue to pursue professional development within the teacher-scholar model</p>	<ul style="list-style-type: none"> • Explore relevant funding opportunities to see what's available for faculty development and research • Explore private sector money, private donors, corporate partnerships, local partnerships to support scholarship and expansion of Departmental resources • Maintain the quantity and quality of scholarly products created within and across disciplines. • Expand departmental participation in campus-wide opportunities for enhancing pedagogy.
	<p>3. Encourage graduate students to explore the full variety of assistantships available to them</p>	<ul style="list-style-type: none"> • Inform students of assistantships available to students from within the Department • Explore and disseminate information to students about assistantships available through different departments at WCU (e.g., Education, Linguistics, Developmental Tutoring) • Explore relevant funding opportunities to see what's available for training grants, clinical education

	<p>4. Increase the number of opportunities for collaboration with part time faculty</p>	<ul style="list-style-type: none"> • Provide instruction for completing KASA forms and structuring KASA remediations • Invite part time faculty to attend one faculty meeting each semester • Provide part time faculty with a formal means for providing feedback and requesting support • On request, mentor part time faculty with observations, information, and other feedback regarding pedagogical, clinical, and/or scholarly work.
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E. Resourcefulness Transformation	Goals	Strategies/Priorities
<p>Actions which diversify physical and fiscal resources, and increase the effectiveness of institutional management</p>	<p>1. Continue submission of grant applications (internal and external) that may include the contribution of graduate students</p>	<ul style="list-style-type: none"> • Sign up for monthly research notifications from ASHA • Sign up to receive periodic college-wide and university-wide monthly updates on requests for proposals from the Office of Sponsored research. • Attend grant-writing workshops • Seek support from the WCU Statistics Institute
	<p>2. Create a development plan for the department</p>	<ul style="list-style-type: none"> • Work with the College office to pursue developmental activities • Create a section in the Pulse and in the Alumnae Magazine to communicate opportunities for donations to support scholarships • Develop a departmental wish list for equipment & resources • Develop individual scholarships for BA, PCP, and MA students • Earmark the MA scholarship for students with evidence of scholarly potential/interest
	<p>3. Collect data relevant to potential expansion of student population and faculty lines</p>	<ul style="list-style-type: none"> • Develop a data-based description of <ol style="list-style-type: none"> a. Advisement load b. Student retention c. Student issues d. Develop a data-base of inquiries regarding post-graduate course offerings, etc.

	4. Explore revenue generating activities that could support the department	<ul style="list-style-type: none">• Hearing aid dispensing• 3rd party reimbursement• School screening• Adult screening
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