



UNIVERSITY OF
ARKANSAS®

**College of Education
& Health Professions**
Communication Sciences and Disorders

Strategic Plan Progress & Feedback Summaries

Fall 2019 - 2020 Progress Report

2013-2020 STRATEGIC PLAN

FOCUS AREA 1: Develop a program of academic excellence that provides highly qualified speech-language pathologists who meet the needs of state of Arkansas and neighboring states

Strategy 1: To increase diversity of students and graduates, the program will increase marketing efforts through recruitment at professional conferences, and development of an online “tour” for prospective students.

Spring 2019 - Data reflecting program diversity was reviewed and recruitment strategies through the Graduate School were identified. Enrollment indicated an increase in the enrollment of males to 12% but an overall decrease in the enrollment of minorities.

Spring 2020- Data reflecting program diversity was reviewed and recruitment strategies through the Graduate School and the office of International Student Services. Enrollment indicated a decrease in the enrollment of males to 4% but an increase in the enrollment of minorities to 12%.

Strategy 2: To promote and maintain a high-quality undergraduate program, the undergraduate program will undergo a program review in 2016. As part of that process, the curriculum will be reviewed, and alumni will be surveyed to obtain data.

Spring 2019- Outcome data/reports for graduation rates of undergraduate and graduate available at oir.uark.edu. The undergraduate degree meets the requirements set forth by ABESPA to perform as an SLP-A in the United States with the exception of practicum experience (that varies state to state).

Spring 2020- Outcome data/reports for graduation rates of undergraduate and graduate available at oir.uark.edu. The undergraduate degree meets the requirements set forth by ABESPA to perform as an SLP-A in the United States with the exception of practicum experience (that varies state to state). Faculty inquired about ASHA's SLP-A Certificate and worked with UA Global Campus to complete market analysis to determine need for UG online major program as well as an UG online SLP-A Certificate program.

As of March 18, 2020, all face-to-face courses were moved online due to COVID-19. Students and faculty were provided resources to assist with the transition and assignments were adapted as needed. No major content changes were reported by faculty. Minor adjustments in scheduling and the format of assignments were reported.

Strategy 3: To decrease the financial burden on students, the curriculum will be reviewed and course related fees will be assessed, e.g., fees, textbooks. Increased graduate student funding will also be sought through grant submission. Potential for funding through clinic income will also be examined.

Spring 2019- The "Teaming For Transition" interdisciplinary grant provides funding for 5 CDIS students to complete their degree. Additionally, 2 graduate assistantships are provided through the program. Faculty reviewed current recruitment efforts on the website and in the community for scholarship funding and identified a plan to facilitate development in this area.

Spring 2020- The "Teaming For Transition" interdisciplinary grant provides funding for 5 CDIS students per year to complete their degree. Additionally, 2 graduate assistantships are provided through the RHRC department. Program Director met with community partners at least once per month to recruit scholarship funding. Community partners interested in providing scholarships were connected with UA Campus Development for follow-up.

After multiple reviews of the clinic budget, faculty have determined that additional funding through clinic revenue is not feasible as clinic revenue is automatically committed to be invested in clinical education and running of the clinic.

Strategy 4: To provide more opportunities for specialized training, recommended programs of study will be developed for educational interest, medical interest, and research interest. Students may also continue to opt of a general course of study. More courses will be developed that demonstrate the changing roles of SLPs for the future, such as, managing SLP-As, streamlining documentation for efficiency, and best uses of technology, including telehealth. Appropriate courses in other disciplines will be identified.

Spring 2019- The curriculum was reviewed, and changes implemented for the Professional Issues course sequence and Clinical Practicum course sequence. Additional streamlining is needed to facilitate advising and minimize enrollment confusion. Faculty seek to develop exit-survey to obtain recent graduate feedback regarding required and elective coursework provided as well as the potential of possible specialty certificates.

Spring 2020- Faculty evaluated graduate level curriculum. New faculty hired in the fall of 2019 had expertise in the area of adult language; therefore, a new elective was offered in the summer of 2020 in the area of adult language. Other specialized electives taught by PhD faculty include: Autism, Advanced Auditory (re)habilitation, Early Intervention, Multiple Disabilities, Traumatic Brain Injury.

Strategy 5: To provide students with learning differences options for successful, on-time completion of their graduate degree, the program will develop multiple-choice, essay, and oral comprehensive examinations. Faculty will develop rubrics for the essay exam and the oral comprehensive exam. All formats will be updated as needed.

Spring 2019, an online multiple-choice comprehensive exam was administered. 100% pass rate noted. An essay exam with scoring rubric is available in the summer. Academic handbooks will reflect comprehensive exam options. The exams will be reviewed and updated on an annual basis.

Spring 2020- In Spring 2020, an online multiple-choice comprehensive exam was administered. 100% pass rate noted. An essay exam with scoring rubric is available in the summer. 2 students elected to complete a master's thesis and were therefore exempt from the comprehensive exam. Academic handbooks reflect comprehensive exam options.

Comprehensive exams are reviewed and updated on an annual basis.

Strategy 6: A capstone project that requires students to integrate knowledge and skills and demonstrate understanding of evidenced-based practice will be required.

Spring 2020- Evidence-based practice is integrated throughout all coursework and students gain hands-on experiences in clinical practicum experiences. Students are assigned a minimum of 3 different settings for clinical practicum during their graduate program of study.

FOCUS AREA 2: To promote a culture of high research productivity, research faculty will produce basic and applied research with undergraduate and graduate student involvement and seek extramural funding for research.

Strategy 1: The program will conduct assessments to determine student interest, program needs, resource availability, and administrative support to determine the feasibility of offering a doctoral program. If appropriate, the program will design and seek approval for a curriculum, hire additional faculty as-needed, and begin recruitment of students.

Spring 2019- A comprehensive needs assessment was determined to be needed. Faculty elected to pursue a post-masters certificate program this year and plans to discuss completion of a needs assessment and market analysis for a doctoral program in 2020.

Spring 2020- Faculty continued to discuss options to pursue a doctoral degree program. Currently this remains on the strategic plan for the program. Faculty submitted a proposal to begin an online "Advanced School-Based Speech-Language Pathology Certificate" program, the first of its kind, in the fall of 2020.

Strategy 2: To increase research productivity, tenured and tenure-track faculty should be provided with a minimum of 40% research assignment. Establish productivity levels of 2 publications and 1 national presentation per year for a 40% assignment. Evaluate workload yearly to reduce assignments that do not promote productivity.

Fall 2019- Spring 2020: Tenure-track faculty were allotted 40% research. Faculty provided feedback regarding workload assignments to the Program Director and Department Head. No further action is needed.

Strategy 3: To increase data collection in the Speech & Hearing Clinic, research faculty will establish collaborations with clinical faculty. Contact with relevant professionals in other disciplines or in the community will be facilitated through increased visibility of faculty research interests and agendas.

Spring 2019- The number of data collection projects was evaluated. Faculty identified the need for the following: (1) Additional research labs in the clinic space (2) Access to scheduling research participants in the clinic space (3) Website update needed to better market collaboration between research and clinical faculty as well as recruit participants. By 2020, additional research lab space will be provided, scheduling of the clinic space will be streamlined, and a website update will have been completed.

Spring 2020- In the summer of 2019, Faculty identified the need for the following: (1) Additional research labs in the clinic space (2) Access to scheduling research participants in the clinic space (3) Website update needed to better market collaboration between research and clinical faculty as well as recruit participants. In the fall of 2019 and spring of 2020, additional research lab space was provided, scheduling of the clinic space was streamlined through program staff, and a website update was completed, including new pages for all the research labs in the program.

Strategy 4: Increase participation of graduate students in research by improving awareness, interest, and funding.

Fall 2019- Faculty continued to strategize to establish a journal club. Graduate students were notified of travel funding provided through the Graduate School in advance so they could present their work at state and national conferences if desired.

Spring 2020- Faculty continued to strategize to establish a journal club. Graduate students were notified of travel funding provided through the Graduate School in advance so they could present their work at state and national conferences if desired. 2 graduate students completed their Master's Thesis. Both graduate students presented their work at the 2019 ASHA convention.

Due to COVID-19, all face-to-face research was temporarily put on hold for the remainder of the spring semester. Faculty and students were permitted to continue research that did not involve face-to-face communication.

FOCUS AREA 3: To provide students with quality and diverse clinical training experiences, the University of Arkansas Speech and Hearing Clinic should be a state-of-the-art facility that provides services to a diverse population of clients across the lifespan.

Strategy 1: The College will provide funding for all clinic positions until Fall 2016. During that time, income from the clinic can be reserved for future expenses. Insurance billing and increased fees will generate more income

Spring 2019- A Clinical Education Committee was formed and determined that a billing model for clinical education was not sustainable. Faculty advocated for additional clinical lines to cover the workload of maintaining a full clinic. Clinical faculty lines were not available. Faculty identified a desire to transition the clinic to a clinical training facility that maximized community service and research opportunities and did not focus on a billing model.

Spring 2020- Faculty again advocated for additional clinical lines to cover the workload of maintaining a full university clinic. Clinical faculty lines were not available. Faculty identified a desire to transition the clinic to a clinical training facility that maximized community service and research opportunities and did not focus on a billing mode.

2 part-time clinical faculty transitioned to providing Telehealth due to COVID-19 and social distancing mandates. Faculty continue to modify services to meet the clinical training needs of the students and clients.

Strategy 2: Establish alternative ways of funding supervisory positions, including contracts for private practitioners and methods of increasing summer funding for 9-month employees. Monitor supervisor productivity to determine need for additional funding and/or supervisor

Spring of 2019 - In the fall of 2018, the Clinical Education Committee reviewed the clinical education model and determined that hiring hourly supervisors was not sustainable because time spent providing clinical education was not billable or fundable without donation or research funding. Clinical faculty advocated for a metric for workload that identified how many patients/billable units equated to an academic course. Additional advocacy is needed to establish a clinical supervisor metric for productivity on the university campus. CDIS faculty advocated for making all clinical practicum courses 3 hours (rather than 1-2) to better reflect the time spent by faculty and students.

Spring 2020 - In the fall of 2018, the Clinical Education Committee reviewed the clinical education model and determined that hiring hourly supervisors was not sustainable because time spent providing clinical education was not billable or fundable without donation or research funding. Clinical faculty advocated for a metric for workload and was able to establish a workload metric in the fall of 2019. Course proposals were submitted so that clinical courses were 3 hours like their academic course counterparts. All course proposals were approved and will be implemented in the fall of 2020.

Strategy 3: Change clinic assignment method to rotate graduate students through evaluation schedule to promote multiple experiences with a variety of clients and increase contact hours.

Spring 2019- Data for the 2017 – 2019 cohort will show increased on-campus experience, in both number of hours and diversity. This data will be used to determine the number of graduate students that can be accommodated for acceptance into the next cohort. Survey data for off-campus supervisors will indicate improvement in student skills.

Spring 2020- Data for the 2018 – 2020 cohort will show increased on-campus experience, in both number of hours and diversity. The updated clinic model allowed for the 2019-2021 cohort to complete their first year with double the amount of clinical experience of any previous cohort. This data will be used to determine the number of graduate students that can be accommodated for acceptance into the next cohort. Survey data for off-campus supervisors will be collected to assess improvement in student skills using this new model.

FOCUS AREA 4: Increase visibility of the academic program, clinic services, community services, and involvement in state and national organizations.

Strategy 1: The program will increase community outreach by partnering with preschools, schools, and medical practices to provide screenings, prevention materials, and educational information.

Fall 2019- The Clinic Director assisted in establishing over 70 clinical affiliation agreements with community partners including preschools, schools, medical settings, rehabilitation facilities, and hospitals. Additionally, a faculty member initiated a monthly adult "Fluency Support Group" meeting and the "Adult Cochlear Implant Support Group" of Northwest Arkansas continued to meet with coordination efforts from a CDIS faculty member. Faculty identified a desire to establish several new support groups. By 2025, 3 additional support groups will be added to facilitate community outreach. Additionally, a successful community hearing screening program continued, and a community early language screening program was piloted.

Spring 2020- A CDIS faculty member continued a monthly adult "Fluency Support Group" meeting and another faculty member continued coordination efforts of the "Adult Cochlear Implant Support Group" of Northwest Arkansas. 2 faculty members partnered with Head Start and assisted with screenings conducted at 8 local Head Start Centers. All 1st year graduate students participated in the screenings. A community early language screening program was piloted in the fall of 2019; however additional faculty support is needed to support the program. Faculty identified a desire to establish several new support groups. A successful community hearing screening program was continued in the fall of 2019 and spring of 2020. By 2025, 3 additional support groups will be added to facilitate community outreach.

Strategy 2: The program will apply to become an ASHA CEU provider. A program of continuing education opportunities will be established and advertised to area professionals.

Spring 2019- In 2019, the CDIS program offered ASHA CEUs for 3 courses. The Fall Conference and Spring Symposium were designed primarily for SLPs. For the first time, the CDIS program collaborated with the SPED program to execute an interdisciplinary conference that had over 200 in attendance. Faculty identified a desire to provide professional development via webinar and archived courses through Global Campus at UA. The Professional Development Committee identified initial steps and met with Global Campus organizers.

Spring 2020- In 2019, the CDIS program offered ASHA CEUs for 3 courses. The Fall Conference was designed primarily for SLPs. The CDIS program collaborated with the SPED program to execute an interdisciplinary conference that was offered for ASHA CEUs; however, the conference was postponed due to COVID-19. The Continuing Education Committee formed a successful collaboration with the University of Arkansas Global Campus and the program was able to offer its first online webinars for professional development credit in the spring of 2020. The CDIS program was also able to offer its first Collaborative Course Offering with Arkansas Children's Hospital in the fall of 2019.

Strategy 3: A needs/interest assessment will be conducted with area professionals. Based on the results, a +15 program will be proposed. If successful, a +30 program will be proposed.

Fall 2019- Faculty initiated meetings with Global Campus to determine the feasibility of a program proposal for a post-masters +15 certificate program. Faculty initiated a proposal. By 2021, a +15 post-master's certificate program will be offered.

Spring 2020- The proposal for the post-masters +15 certificate program was submitted. In the fall of 2020, the program will be initiated. This program was established ahead of schedule and is anticipated to provide school-based SLPs with continued education as well as professional

development opportunities.

Strategy 4: Attendance at state conference will be increased. Faculty will seek leadership roles in professional organizations. The faculty will increase participation as journal editors and/or reviewers.

Fall 2019- Two faculty members were elected to state leadership positions. All faculty are members of ASHA and participate in ASHA Community discussions. Faculty have also served in editorial roles this past year. By 2021, faculty will demonstrate increased efforts to participate in state and national organizations and efforts.

Spring 2020- One faculty member served as president-elect in 2019 and president in 2020 of the Arkansas Speech-Language Hearing Association (ArkSHA). All faculty are members of ASHA and participate in ASHA Community discussions. Faculty have also served in editorial roles this past year. One faculty member served on the editorial board of the American Journal of Speech Language Pathology (AJSLP). By 2021, faculty will demonstrate increased efforts to participate in state and national organizations and efforts.