



UNIVERSITY OF  
ARKANSAS®

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

*Strategic Plan Progress & Feedback Summaries*

**Fall 2018 - 2019 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: Students graduating from our program should reflect the growing diversity within our state.*

Fall 2018 - Data reflecting program diversity was reviewed and recruitment strategies through the Graduate School were identified.

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.

*Strategy 2: Students graduating with a bachelor's degree should be prepared for success in a graduate program in speech-language pathology or audiology, or a related field of study. For students not seeking graduate study, the bachelor's degree should prepare students with the skills to perform as an SLP-A.*

Fall 2018- Outcome data/reports for graduation rates of undergraduate and graduate available at [oir.uark.edu](http://oir.uark.edu). Undergraduate program received positive reviews from Program Reviewers. 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 2019- Outcome data/reports for graduation rates of undergraduate and graduate available at [oir.uark.edu](http://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).

*Strategy 3: The high cost of graduate education prevents some highly-qualified students from seeking a degree.*

Fall 2018- Fees and other course-related expenses will be reviewed in Spring 2018. By 2022, there will be an increase in grants submitted by the faculty that include student funding; and clinic-provided funding will be available to students.

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.

*Strategy 4: Students should have increased opportunities to pursue electives for specialized training in areas of interest.*

Fall 2018- The curriculum was reviewed, and changes were made accordingly. Students and faculty have provided feedback regarding the difficulty to offer "Educational, Medical, General, and Research Plan" tracks for the graduate degree. Faculty met to discuss plan and reviewed curriculum. By 2020, a General track only will be offered with the electives and masters' thesis options serving as specialty area options.

Spring 2019- The curriculum was reviewed, and changes invited for the Professional Issues course sequence and 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.

*Strategy 5: Students who do not demonstrate mastery of the curricula by successfully completing a multiple-choice comprehensive exam need other mechanisms for demonstrating mastery through a written essay exam and/or oral comprehensive exam.*

Fall 2018- In Spring 2018, 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.

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**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 University of Arkansas holds the classification of very high research activity from the Carnegie Classification of Institutions of Higher Education. The UA Communication Disorders Program is one of the few programs in the College of Education and Health Professions that does not offer a doctoral degree. All peer programs in the Southeastern Conference offer a doctoral degree.*

Fall 2018- Multiple faculty published in peer reviewed journals and three faculty are working on book publications One faculty member published a book. One faculty member was on an interdisciplinary team that received a \$1 million grant to provide training for future professionals involved in transition services. Faculty continued to collect needs assessment data during this academic year.

Spring 2019- Four faculty members wrote or contributed to book chapters, three faculty members authored books. Five faculty members published in peer-reviewed journals. Five faculty members co-authors poster presentations at the American Speech-Language Hearing Association with undergraduate Honors students. 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.

*Strategy 2: Tenure-track and tenured faculty must be allotted adequate time to conduct quality research and write grants.*

Fall 2018- Tenure-track faculty were allotted 40% research.

Spring 2019- 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: Research and clinical faculty should collaborate to promote research opportunities in the Speech & Hearing Clinic. Interdisciplinary collaborations with professionals on-campus and in the community should be increased.*

Fall 2018- The number of data collection projects was evaluated. An increased focus was determined to be needed by faculty. In 2019, faculty will identify specific ways to collaborate on research projects.

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.

*Strategy 4: Graduate students must be afforded additional opportunities to be involved in research.*

Fall 2018- 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.

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**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 Speech & Hearing Clinic requires adequate funding until it can increase the clientele and income levels.*

Fall 2018- An increase in funding from the billing model of the clinic was noted; however, funding from billing did not cover the clinical education required for preparation and follow-up with students. Additional clinical supervisor hires were noted to not be sustainable. A committee was formed to identify pros and cons of maintaining a billing model for clinical education.

Spring 2019- A Clinical Education Committee was formed and determined that a billing model for clinical education was in fact, 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.

*Strategy 2: To meet its objective of becoming a 12-month clinic, the clinic must have qualified supervisors who are willing to work year-round. Productivity levels and firm supervision minimums were not established until Fall 2015.*

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.

Spring 2019 - 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.

*Strategy 3: Assign students to maximize diversity of experience.*

Spring 2019- Data for the 2017 – 2019 cohort showed an 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 indicated improvement in student clinical skills.

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

*Strategy 1: To increase visibility to the community, the program must increase outreach programs.*

Spring 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.

*Strategy 2: To establish firm relationships with area professionals, the program will provide continuing education programs for 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.

*Strategy 3: A program providing public school professionals with the graduate credits needed to increase their level on the salary schedule will improve academic program visibility and enhance community partnerships.*

Spring 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.

*Strategy 4: To increase the visibility of the academic program, faculty must participate in professional organizations, assume editorial positions, and assume leadership roles at the state and/or national level.*

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.