Communication Disorders Program Strategic Plan

July 1, 2020 to June 30, 2025

<u>Executive Summary</u>

Stockton University's Strategic Plan addresses six key areas of focus, each of which builds on the institutional commitments articulated in the University's Mission, Vision, and Values statements. The CMDS faculty along with input from staff, students, alumni, and Advisory Board Members have prepared the Communication Disorders Program Strategic Plan which aligns with the University's Strategic Plan and the mission and values of the Communication Disorders Program.

The mission of the Master of Science in Communication Disorders Program is to prepare students for New Jersey Licensure and for certification by the American Speech-Language-Hearing Association in speech-language pathology, as well as for certification as Speech-Language Specialists by the New Jersey Department of Education; to demonstrate the principles of evidence-based practice; to provide opportunities for continuing education; and to provide direct clinical services to the surrounding community.

<u>The vison of the Master of Science in Communication Disorders Program is to be the premiere program for the study of communication disorders in Southern New Jersey.</u>

The core values of the Master of Science in Communication Disorders Program align with those of the University and ASHA

- Excellence in teaching and dedication to learning;
- Inclusion and diversity;
- Integrity and Respect;
- Community Engagement;

The Strategic Plan for the Communication Disorders Program aligns specifically with the following key area and associated outcomes of the University Strategic Plan: Teaching and Learning; Diversity and Inclusion.

Communication Disorders Program Strategic Plan
July 1, 2020 to June 30, 2025

Key Area I: Teaching and Learning

University Goals	Program Goals	Periodic Reporting of Progress (at least annually beginning in June 2021)
Advance Academic Assessment: Develop, execute, and evaluate an academic assessment plan that aligns institutional goals with program learning objectives and provides data about student outcomes. **University Strategies** • Reinforce our Essential Learning Outcomes (ELOs) with students and encourage faculty to align curricular and co-curricular activities to create a well-rounded education, relevant to a changing world.	1. Continue to conduct assessment activities at least annually measuring and reporting student outcomes (e.g. Praxis pass rate, employment rate within 12 months of graduation, program completion rate) 2. Continue to align learning outcomes at the course level with University ELOs, as appropriate, for 100% of academic courses.	1. Ongoing: June 2021: Most recent student outcome data posted to program website. Updated again on July 17, 2022. 2. Achieved: June 2021: ELOs listed on course syllabi. (achieved)

Strengthen Academic Programming: Consistently review existing curricula and experiment with new academic programs to respond to emerging fields and pedagogical opportunities.
 	
University Strategies
• Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.
	3. Conduct an "assessment loop" process each year to include:
	    o Review of program assessment data including outcome data, and measures obtained from clinical educators and employers.
	    o Coordination between curriculum and assessment committee for data-driven curriculum revisions
	    o Incorporate input from Advisory Board Members
		• Ongoing: June 2021: Assessment data distributed to faculty.
		
		June 2022: Assessment data for AY 2021-2022 distributed to faculty.
		
		• Ongoing: Curriculum committee reviewed data and made recommendations for changes to the Diagnostic Methods Application (DMA) course (Implemented Spring 21).
		
		June 2022: Curriculum and Assessment Committees will focus on implementation of new Social Justice Curriculum for AY 2022-2023.

University Goals	Program Goals	Periodic Reporting of Progress (at least annually beginning in June 2021)
		• Ongoing: AY 2020-2021 data distributed to Advisory Board Chair. Possible new opportunities for adult clinical experiences as result of sharing with Advisory Board. (6/2021) AY 2022-2023 data distributed to Advisory Board Chair for dissemination to Board members. (6/3/2022)
Embrace Diverse Teaching and Learning Styles: Diversify course delivery methods and scheduling, including online and hybrid formats, programming for summer and adult learners, and professional development opportunities, to ensure that academic offerings are broadly available to a diverse range of learners. **University Strategies** • Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.	3. Increase the use of clinical simulations (at least one during the first-year coursework; at least one during the second-year coursework) in addition to ongoing use of Simucase. 4. Continue to offer continuing education activities for professionals (one each fall; one each spring). 5. Work with Center for Teaching and Learning Design (CTLD) on integrating a variety of instructional methods into CMDS coursework (as indicated by collective program faculty participating in at least one learning opportunity per academic year).	3. Ongoing: AY 2020-2021. Clinical simulations were completed in first-year DMA course and in second-year Motor Speech Disorders course, and Dysphagia course. AY 2021-2022.In addition to Simucase, two simulations with standardized patients conducted with first-year students, one with second-year students, and one in an elective. 4. Ongoing: One CE event was held in fall 2020 and two were held in the spring of 2021. For AY 2021-2022. One CE event held in fall and one held in spring. 5. Ongoing: AY 2020-2021.Select faculty used the CLD syllabus template. Faculty

University Goals	Program Goals	Periodic Reporting of Progress (at least annually beginning in June 2021)
		also attended workshops on new features of ZOOM and Blackboard. AY 2021-2022. One faculty member completed the online teaching certificate modules through CTLD.
Enhance the Scholarship of Teaching and Learning (SoTL): Promote a culture of teaching and learning supported by the promotion and tenure process that supports systematic inquiry into student learning, builds an institutional resource repository, and makes inquiry findings public. **University Strategies** • Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.	6. Continue to support program faculty in a research agenda that includes SoTL (at least 3 peer-reviewed presentations/5yrs by the collective program faculty) 7. Continue to support faculty-student collaboration in research as evidenced in the dissemination of results of at least one collaborative project every two years.	6. Ongoing: AY 2020-2021.Two faculty members collaborated with a student in the Hispanic Emphasis Specialization and presented research findings at a state and a national conference. AY 2021-2022. One faculty member published a dissertation on supervision, published an article on supervision, and presented at a regional conference on supervision. 7. Ongoing: AY 2020-2021. Two students had posters accepted for the Fall 2020 ASHA Convention that was cancelled due to COVID-19. AY 2021-2022. A student presented study results at the state association convention (NJSHA) and has been accepted at the 2022 ASHA convention.

Key Area II: Diversity and Inclusion

University Goals	Program Goals	Results
Promote and Assess an Inclusive Campus Community: Develop new and enhance existing programs and initiatives that contribute to an inclusive campus community. **University Strategies** • Build enrollment strategies to reach students who have not previously seen Stockton as their academic home. • Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.	8. Identify and communicate with at least 5 secondary institutions to inform students from diverse communities about careers in Communication Disorders. 9. Explore the opportunity to offer one dual enrollment course from the pre-requisite curriculum at the Atlantic County Institute of Technology (ACIT). 10. Schedule one event annually with the Goals Gear Up program at Stockton. 11. Develop and utilize a module for second-year graduate students on microaggressions in the workplace. 12. Develop and utilize a module for incoming graduate students on diversity and inclusion in the academic setting. 13. Strengthen the connection with undergraduate the Health Sciences program through at least two joint discussions on curriculum and/or student engagement annually.	8. Ongoing: AY 2020-2021. Program chair provided presentation to students visiting from ACIT. Faculty are working with Goals Gear Up director to participate in an on-campus presentation (July) for students from Atlantic City and Pleasantville Schools. AY 2021-2022. Program chair provided presentation to students visiting from ACIT. Event planned for July with Goals Gear Up. 9. Achieved: ACIT does not feel that a communication disorders course aligns with their curriculum at this time. 10. Ongoing: See Item 8 above. 11. Achieved: AY 2020-2021. Fieldwork coordinator developed and delivered a module on microaggressions for the second-year students. Beginning AT 2022-2023, the module will be included int eh Social Justice Curriculum. 12. Achieved: Beginning AY 2022-2023 topics will be included in the Social Justice Curriculum.

5

University Goals	Program Goals	Results
		13. Ongoing. AY 2020-2021. The MSCD curriculum committee reviewed the proposed changes to the Pre-CD curriculum and provided feedback. The pre-CD students were invited to attend the NJSHA Multicultural Issues Committee (MIC) Student Symposium in the spring of 2021. AY 2021-2022. Pre-CD Associate Chair presented curriculum information including science requirements to MSCD faculty. Students attended MIC Student Symposium in Spring 2022. HES faculty and students spoke to NSSLHA chapter.

Communication Disorders Program Strategic Plan
July 1, 2020 to June 30, 2025

Implementation Plan

Program Goal	Action Steps	Available Resources Including Personnel	Additional Resources Needed
1. Continue to conduct assessment activities at least annually measuring and reporting student outcomes (e.g. Praxis	• Program Director with obtain PRAXIS II reports from ETS.	• Program Director • Academic Fieldwork Coordinator • TYPHON • ETC	N/A

pass rate, employment rate within 12 months of graduation, program completion rate)	• Academic Fieldwork coordinator will distribute exit surveys • Program Director will follow up with newly graduated students • Data will be reviewed by Assessment Committee	• Alumni groups	
2. Continue to align learning outcomes at the course level with University ELOs, as appropriate, for 100% of academic courses.	• All faculty will review syllabi and ensure appropriate alignment • All faculty submit copies of syllabi to Program Director	• University ELO website https://stockton.edu/elo/index.html	N/A
3. Conduct an "assessment loop" process each year.	• Review of program assessment data including outcome data, and measures obtained from clinical educators and employers. • Coordination between curriculum and assessment committee for data-driven curriculum revisions • Incorporate input from Advisory Board Members	• Assessment Committee • Curriculum Committee • Advisory Board	• Stipends for summer faculty work on assessment
4. Increase the use of clinical simulations (at least one during the first-year coursework; at least	• Dr. Cassel will develop and implement one simulation each for the spring courses in	• Ken Davis, Simulation Coordinator • Simulation Lab	• Standardized patients (Faculty will work with Simulation Coordinator)

one during the second-year coursework) in addition to ongoing use of Simucase.	Dysphagia and Adult Language Disorders • Dr. Hadley will develop and implement a simulation for the fall Special Populations course • Dr. Hadley will repeat the simulation activity developed in Spring 2020 for the Fluency course.	• Materials shared through ASHA Faculty Development Institute	
5. Continue to offer continuing education activities for professionals (one each fall; one each spring).	• Review course feedback from from previous CE events. • Identify topics • Identify speakers	• Dr. Hernández, CE coordinator for CMDS program • Kent Mayhew, SHS Staff Member • Alumni • Adjuncts • Chartwells	• Meeting space

6. Work with Center for Learning Design (CLD) on integrating a variety of instructional methods into CMDS coursework (as indicated by collective program faculty participating in at least one learning opportunity per academic year).	• Faculty will refer to CLD course listings on a regular basis.
	• Faculty will attend CLD workshops
	• Faculty will disseminate information to other faculty members.
	• Faculty will instructional methods into courses
	• Implement additional areas of instructional innovation:
	    o Anatomage Lab
	    o IPE cases
		• Center for Learning Design
		• Anatomage Lab
		• Information on IPE cases from ASHA Faculty Development Institute
			N/A

	o Instruct students in use of telepractice		
7. Continue to support program faculty in a research agenda that includes SoTL (at least 3 peer-reviewed presentations/5yrs by the collective program faculty)	• Individual faculty members will develop research plans	• IRB • Office of Research and Sponsored Programs • Provost's Office	• Poster printing • Travel funding
8. Continue to support faculty-student collaboration in research as evidenced in the dissemination of results of at least one collaborative project every two years.	• Continue to encourage faculty-student research collaboration	• IRB • Office of Research and Sponsored Programs • Graduate Student Council	• Poster printing • Student travel funding
9. Identify and communicate with at least 5 secondary institutions to inform students from diverse communities about careers in Communication Disorders.	• Work with graduate assistants and Office of Enrollment Management on identifying dates and locations for career fairs and college nights. • Prepare materials for presentations • Schedule presentations • Gather data on visits (e.g. number of schools visited)	• Office of Enrollment Management • Graduate Assistants • Alumni • Materials from ASHA	• Funds to obtain printed materials
10. Explore the opportunity to offer one dual enrollment course from	• Dr. Hadley will meet with Anthony Dissen, BSHS liaison to ACIT	• Professor Dissen • Office of Enrollment Management	N/A

the pre-requisite curriculum at the Atlantic County Institute of Technology (ACIT).	• Identify course • Develop course for delivery at ACIT • Schedule course • Gather data	• Registrar's Office	
11. Schedule one event annually with the Goals Gear Up program at Stockton.	• Dr. Hadley will reach out to College Bound advisor. • Dr. Hadley will assign graduate assistants to develop a program for Goals Gear UP students • Schedule event	• Dr. Ariane Newman, Assistant Dean, SHS	• Printed materials • Meeting space
12. Develop and utilize a module for second-year graduate students on microaggressions in the workplace.	• Research resources for developing module • Develop module • Include in Clinical Practicum II course • Assess learning • Include in Clinical Educator Conference	• Office of Equity and Diversity • Women's Gender and Sexualities Studies Office	N/A
13. Develop and utilize a module for incoming graduate students on diversity and inclusion in the academic setting.	• Research resources for developing module • Develop module • Include in Clinical Methods Application course • Assess Learning	• Office of Equity and Diversity • Women's Gender and Sexualities Studies Office • Graduate Assistants	N/A
14. Strengthen the connection with undergraduate Health Sciences program	• Schedule initial meeting with Pre-CD faculty.	• Dr. Stacy Cassel, pre-CD sub-coordinator • Graduate Assistants • NSSLHA Chapter Officers	Common meeting time

through at least two joint discussions on curriculum and/or student engagement annually.	• Identify curriculum liaison in CMDS graduate program. • Identify student engagement liaison in CMDS graduate program • Identify opportunities for collaboration.		

Updated July 30, 2022
Dr. Amy Hadley
MSCD Program Chair