

ULM Unit Evaluation

Speech-language Pathology - 2010-2011

Unit Vision:

The Department of Speech-Language Pathology will provide an undergraduate education that will produce highly qualified B.S. graduates who will have the academic preparation necessary to be competitive for admission to a graduate program in speech-language pathology or audiology.

The Department of Speech-Language Pathology will provide a graduate education program that will produce highly qualified M.S. graduates who will have met the ASHA standards for knowledge and skills and will have the academic and clinical preparation necessary for providing professional services as speech-language pathologists in a constantly changing healthcare and educational environments.

Unit Mission:

The B.S. degree in speech-language pathology is a pre-professional program that provides a foundation upon which graduate students build to become competent clinicians. Practitioners are required to have the master's degree for professional practice. In the undergraduate program, students acquire basic knowledge related to human communication processes and disorders. They also acquire information on disordered aspects of speech, language, and hearing. This foundation is necessary for the continued acquisition, at the graduate level, of knowledge and skills as related to etiology, diagnosis, and treatment of communication disorders.

The accredited M.S. degree in speech-language pathology is a professional program that provides the theoretical, scientific, and clinical bases of normal and disordered communication. The graduate program prepares speech-language pathologists to provide services in clinical, research, and educational settings. Acquisition of knowledge and skills in both the classroom and clinical settings allows the development of highly qualified speech-language pathologists. The program also provides opportunities for graduate students to serve the community and profession through department sponsored, continuing education activities, faculty mentored research, service to community agencies, and participation in professional organizations.

Alignment with University Mission:

Alignment with U Plan:

The mission of the Department of Speech-Language Pathology is aligned with the 2008-2013 University Strategic Plan in its commitment to excellence. Our program provides for high quality education, community partnership experiences, and preparation for professional clinical service. The B.S. program prepares students for graduate work while the nationally accredited M.S. program prepares graduates for careers as American Speech-Language-Hearing Association (ASHA) certified speech-language pathologists. Faculty members are committed to excellence in both research and students' academic and clinical preparation. This commitment is evidenced by

production of original, nationally recognized research and application of the most current, scientific knowledge to academic and clinical instruction.

Explanation of changes made based on the results and analysis of the 2009-2010 cycle of assessment:

No operational changes will be made going into the 10-11 year because (1) targets for 09-10 were met and (2) The Department of Speech-Language Pathology has undergone some major changes since the last cycle of assessment: 1. The revised undergraduate curriculum became effective fall 2009. 2. The Speech and Hearing Clinic (Kitty DeGree Center) and the Department of Speech-Language Pathology went through our first full year in occupancy of the renovated space in Sugar Hall. 3. The Interim Department Head was promoted to Department Head (August of 2009), the new Clinical Coordinator was promoted from a faculty position (July of 2009) the department secretary now splits her time between Nursing and Speech-Language Pathology. 4. Two faculty members presented at the Convention of the American Speech-Language Hearing Association in New Orleans, in November of 2009. One chaired a panel discussion as the LSHA Convention in Baton Rouge, and one plans on collaborating with ULM Nursing to give lectures for the Camp Success project. 5. The new Clinical Coordinator continues development of a new clinic brochure that reflects (1) information about the amenities provided by the new Center, (2) the departmental name change and the image behind the ULM brand. 6. Dr. J. Scott Yaruss presented at the 2009 SLP Spring Conference. The event was well attended and aided in fostering collaborative relationships with prolific professionals from out-of-state. Departmental goals will remain consistent with those of last year.

Goal #1:

Continue to develop operational and organizational efficiency and transparency.

Goal #1 Alignment with University Strategic Plan:

Goal 1 aligns with the University's Goal 3, "Enhance the academic learning environment," and Goal 1.5, "Increase the percentage of faculty expressing satisfaction regarding open communication"

1.1 Outcomes/Objectives:

Review organizational structure

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Documentation in annual accreditation report regarding the adequacy of faculty, staff, and facilities

Tactical Steps:

1. Determine appropriate structure for the department
2. Determine appropriate number of professionals
3. Determine appropriate number of support personnel

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

1.2 Outcomes/Objectives:

Review administrative structure

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Documentation of job descriptions

Tactical Steps:

1. Revise (as needed) job description for the Director of Clinical Services
2. Review job descriptions for tenured assistant, associate, and/or full professors
3. Review job descriptions for non-tenure track assistant professors and instructors
4. Review job descriptions for adjunct clinical faculty
5. Retain adequate secretarial staff
6. Continue faculty meetings to address issues related to academic and clinical preparation and accreditation
7. Write job description for Internship Coordinator
8. Discuss potential for how an Internship Coordinator position would fit into the organizational structure of the department with Dean

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

1.3 Outcomes/Objectives:

Acquire additional space to satisfy accreditation concerns

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Completion of construction of new clinic space in Sugar Hall

Tactical Steps:

1. Provide information to the college committee regarding academic and clinical space needs
2. Work with architect and physical plant personnel to oversee construction of a new Speech and Hearing Clinic in Sugar Hall

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

1.4 Outcomes/Objectives:

Develop formal management philosophy

Measure:

As documented in ULM annual report

Target:

Draft of document to be completed by June 30, 2009

Tactical Steps:

1. Develop draft of management philosophy by beginning of spring
2. Develop finalized draft by end of spring
3. Make available to faculty by end of spring

Timeframe for evaluation:

Annually on June 30th

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Department Head

1.5 Outcomes/Objectives:

Faculty and staff will openly communicate about developments in the department

Measure:

As documented in the ULM Annual Report

Target:

Completion of faculty questionnaires; communication of departmental policy

Tactical Steps:

1. Semesterly evaluations will be given to faculty regarding satisfaction with openness of communication with Department Head and Clinic Director
2. Faculty meetings will be held as needed to communicate major departmental initiatives and concerns
3. Any concerns, on the part of faculty, regarding clinic reorganization will be expressed orally to the Clinic Director and put in writing; if the issue is not resolved then faculty may address concerns to the Department Head
4. Departmental developments will generally be communicated via email

Timeframe for evaluation:

Semesterly at the end of each semester

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Department Head

Goal #2:

Continue to provide curricula, both academic and clinical, that are supported by current scientific evidence and personal teaching/supervision philosophy in order to uphold ASHA standards for best practice and CAA reaccreditation

Goal #2 Alignment with University Strategic Plan:

Goal 2 aligns with the University's Goal 1, "Enhance the culture of faculty excellence."

2.1 Outcomes/Objectives:

Revise individual, formal teaching philosophies

Measure:

As documented in ULM Annual Report

Target:

To be stored in personnel files and to be available in course syllabi beginning of Fall semester 2009

Tactical Steps:

1. Faculty will research references on teaching philosophy
2. Drafts to be completed first month of Spring Semester
3. Final drafts to be completed before June 30, 2009

Timeframe for evaluation:

Annually on June 30th

Responsible Persons:

All Speech-Language Pathology faculty

2.2 Outcomes/Objectives:

Develop individual, formal supervision philosophies

Measure:

As documented in ULM Annual Report

Target:

To be stored in personnel files and to be available in clinic handbook beginning Fall 2010

Tactical Steps:

1. Faculty will research references on supervision philosophy
2. Drafts to be completed first month of Spring Semester
3. Final drafts to be completed before June 30, 2010

Timeframe for evaluation:

Annually on June 30th

Responsible Persons:

All Speech-Language Pathology faculty

2.3 Outcomes/Objectives:

Each faculty member will develop a bibliography of major sources of supporting evidence for courses taught

Measure:

As documented in ULM Annual Report

Target:

To be included in all course syllabi beginning Spring 2009

Tactical Steps:

Add references section to syllabi

Timeframe for evaluation:

Beginning of spring semester.

Responsible Persons:

All Speech-Language Pathology Faculty

2.4 Outcomes/Objectives:

Develop a best practice document composed of references for each disorder type based on ASHA's Scope of Practice document

Measure:

As documented in ULM Annual Report

Target:

Compilation of at least eight sections of best-practice document binder by June 30, 2010

Tactical Steps:

1. Lists will begin with references from ASHA Scope of Practice Document
2. Experts in each area (from the ULM faculty) and the larger community will be consulted in order to add to it
3. Revise clinic grading criteria to align with ASHA standards

Timeframe for evaluation:

Annually on June 30th

Responsible Persons:

Clinic Coordinator: Ms. Sarah Hayes

2.5 Outcomes/Objectives:

Continue to review content and sequence of the B.S. and M.S. degrees to coordinate with current standards of the profession

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders. As documented in course syllabi

Target:

All course syllabi will document how current professional standards are reflected in each course, including but not limited to KAS outcomes

Tactical Steps:

1. Conduct curriculum audits for course content and course sequence compared to ASHA standards
2. Document inclusion of issues on cultural and linguistic diversity in academic and clinical courses
3. Document inclusion of person first terminology in academic and clinical courses
4. Determine need for any academic content and/or sequence revisions
5. Determine need for any course additions or deletions
6. Strengthen program as a result of outcomes assessment and continual renewal and update of the self-study process
7. Compare undergraduate course requirements to other undergraduate programs
8. Make appropriate recommendations to Undergraduate Curriculum Committee and Graduate Council to effect change
9. Collaborate with HLST in establishment and optimal delivery of pre-SLP major with a HLST minor

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Person responsible determined on an annual basis by the Speech-Language Pathology faculty

2.6 Outcomes/Objectives:

Evaluate the audiology program to determine which curricula need to be added &/or changed with regard to relating audiology to speech-language pathology to meet the standards of the profession and expand the audiological services offered to students, faculty, staff, and the community.

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

All audiology courses and programs will be evaluated as to their fit with ASHA standards

Tactical Steps:

1. Following completion of curriculum audits for the audiology courses, make revisions as necessary for course content and texts selected for each course offered
2. Ensure that each course addresses the standards of the profession for speech-language pathologists working with persons who are deaf or hard of hearing
3. Investigate additional methods of service provision and revenue generation, for example, ear molds.
4. Investigate the feasibility of developing a dispensing audiology lab
5. Investigate ways to promote the services provided through the audiology lab
6. Investigate the feasibility of developing a CAPD testing program.

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

April Johnson, M.A., CCC-A

2.7 Outcomes/Objectives:

Revise degree requirement and sequencing forms to aid advising

Measure:

As reflected in the Undergraduate Catalog

Target:

Undergraduate students who meet the degree requirements are eligible to apply for a graduate program in Speech Language Pathology

Tactical Steps:

1. Revise the format of the degree requirements sheet so faculty advisors can immediately determine students' current standing
2. Revise the sequence of courses form to aid in planning and advising
3. Assure adequate and timely movement toward progression from pre-SLP to SPLP

Timeframe for evaluation:

Annually by Fall semester

Responsible Persons:

Sarah Hayes, M.A., CCC-SLP; April Johnson, M.A., CCC-SLP

2.8 Outcomes/Objectives:

Continue to prepare undergraduate students for entry into a master's program and graduate students for ASHA certification

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Documentation and graduation rates and accreditation maintenance in annual report

Tactical Steps:

1. Maintain accreditation as determined by the Council on Academic Accreditation for Speech-Language Pathology and Audiology
2. Continue to provide graduate students with knowledge and skills in all academic and clinical areas as noted on the KASA form
3. Continue to provide undergraduate students with foundational knowledge in the core requirements (biological, physical, social, and behavioral sciences, humanities, and mathematics) as well as information on identification and differentiation between disorders of communication to enable them to be competitive when applying to a graduate program.

Timeframe for evaluation:

Annually

Responsible Persons:

All Speech-Language Pathology faculty

Goal #3:

Promote quality faculty preparation

Goal #3 Alignment with University Strategic Plan:

Goal 3 aligns with the University's Goal 1: "Enhance the culture of faculty excellence."

3.1 Outcomes/Objectives:

Increase academic credentials of faculty

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Establish and conduct DDAC meeting at least once a month

Tactical Steps:

1. Encourage and support current faculty in the pursuit of higher degrees by providing flexible schedules and investigating opportunities for distance learning and tuition waivers
2. Encourage those interested but not currently in the process of pursuing doctoral degrees to do so by means of developing a Doctoral Degree Attainment Committee that will address obstacles to and tactical steps needed for successful pursuit of the doctoral degree
3. Encourage faculty to obtain the Award for Continuing Education (ACE) from the American Speech-Language-Hearing Association
4. Encourage and provide means for faculty to increase their professional knowledge and skills
5. Encourage faculty participation in activities of the Teaching and Learning Resource Center and the Academy for Teaching Excellence

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

3.2 Outcomes/Objectives:

Increase faculty scholarly productivity

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

At least two faculty will initiate at least one mentored student and on independent piece of research per year

Tactical Steps:

1. Establish appropriate faculty workloads to reflect:
clinical teaching and supervision
classroom teaching
academic and research mentoring of students
scholarly activity
academic and professional advising
public and professional service
2. Seek university-level support to allow time for faculty to engage in scholarly activities and provide increased financial assistance and technical resources for faculty support
3. Support activities of the Endowed Professor in Communicative Disorders to provide additional clinical services for persons in the community; encourage publication of results
4. Develop teams of graduate students with faculty mentors for research projects
5. Utilize clinical practice as a means for gathering data to provide improved client services and expand the knowledge of the profession
6. Establish a wide variety of experiences for graduate clinicians in evaluation, diagnosis, developing treatment plans, providing therapy, and determining efficacy of the treatment
7. Encourage faculty to mentor Emerging Scholars
8. Encourage collaborative research between doctoral level and master's level faculty

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

3.3 Outcomes/Objectives:

Enhance departmental faculty mentoring program

Measure:

As documented in ULM Annual Report

Target:

Committee will hold meetings as needed

Tactical Steps:

1. Review promotion, tenure, and merit guidelines to specifically include teaching, research, service, recruitment/retention, and collegiality
2. Establish a departmental promotion and tenure committee
3. Promotion and tenure committee will document all meetings with promotion/tenure candidate and these will be forwarded to the Department Head
4. Departmental promotion and tenure committee will meet with tenure track faculty early in each spring semester to review candidates' progress toward promotion/tenure and make recommendations to the Department Head
5. Departmental promotion and tenure committee will make appropriate recommendations and suggestions to candidates regarding their progress toward tenure
6. Departmental promotion and tenure committee will review the candidates' promotion/tenure dossier and make recommendations
7. The Department Head will appoint a faculty member to mentor non-tenure track full-time and adjunct faculty
8. Documentation of meetings will be kept and forwarded to the Department Head

Timeframe for evaluation:

Annually on June 30

Responsible Persons:

Linda Bryan, Ph.D., CCC-SLP

3.4 Outcomes/Objectives:

Conduct regular performance evaluations of faculty based on academic and clinical teaching

Measure:

As documented in Academic Personnel File.

Target:

Print out all on-line evaluations semesterly

Tactical Steps:

1. Encourage students to complete on-line course evaluations
2. Work with the registrar's office to develop an on-line clinical supervision evaluations system that will accurately reflect each clinician's supervisor
3. Continue hand-written evaluations of clinical supervisors until system noted in #2 is functional

Timeframe for evaluation:

Annually on June 1.

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

Goal #4:

Recruit, retain, and prepare students as quality health professionals

Goal #4 Alignment with University Strategic Plan:

Goal 4 aligns with the University's Goal 3: "Provide degree programs that meet the professional and intellectual needs of our students and stakeholders," specifically the University's Objectives to, "Increase enrollment in high-demand or targeted-growth areas" (Objective 3.1) and, "Increase retention in high-demand or targeted-growth areas (Objective 3.2)."

4.1 Outcomes/Objectives:

Recruit highly qualified students

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Develop and draft new brochures by August 1, 2009

Tactical Steps:

1. Develop a recruitment plan for the department
2. Develop hard copy brochures for both the clinic and academic program
3. Review and expand the departmental website
4. Transfer brochure information to small size CDs
5. Faculty will participate in recruitment and retention activities at the university, college, and

departmental levels

6. Initiate discussion with the Graduate School to consider re-configuration of GA/WS assignments to provide some 5-10 hour assignments (students pay partial tuition), allowing students to assist with academic and clinical teaching and research activities while obtaining some financial assistance

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP

4.2 Outcomes/Objectives:

Continue and expand different academic and clinical tracks

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Develop written proposal for professional doctorate and share with Deans by August 1, 2010

Tactical Steps:

1. Continue the traditional academic track (Speech-Language Pathology major B.S. through completion of M.S.)
2. Continue the accelerated academic tracks for those students having an undergraduate degree in a field other than Speech-Language Pathology
3. Continue providing opportunities for students with a B.S. in Speech-Language Pathology who have been working with an Assistants license to return to school to complete the M.S. program
4. Continue providing opportunities for B.S. graduates to complete the required clinical clock hours to obtain an Assistants license through liaison with licensed speech-language pathologists
5. Provide financial assistance as warranted and available to market and recruit students to the Speech-Language Pathology program
6. Develop a proposal for a professional doctorate in Speech-Language Pathology degree

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP

4.3 Outcomes/Objectives:

Provide opportunities for students to demonstrate initiative, accountability, and individualized professional growth

Measure:

As documented in ULM Annual Report

Target:

Hold NSSLHA meetings each month; hold at least two meetings of "Brown Bag"

Tactical Steps:

1. Continue to encourage student participation and leadership in the ULM chapter of the National Speech-Language-Hearing Association (NSSLHA), the CABLE conference, the state (LSHA) and national (ASHA) professional organizations, the Speech-Language Pathology-sponsored spring conference, and the departmental and college student committees
2. Involve students in community service speaking to high school students and participating in speech, language, and hearing awareness activities
3. Continue involvement of undergraduate and graduate student representatives in faculty meetings
4. Continue Graduate Forum and encourage development of undergraduate "Brown Bag" discussion group
5. Involve students in the planning and execution of Better Hearing and Speech Month activities
6. Provide accurate, comprehensive, and current information about SLP practices and the Speech-Language Pathology program throughout students' graduate and undergraduate programs

Timeframe for evaluation:

Annually on June 30

Responsible Persons:

Sarah Hayes, M.A., CCC-SLP, Clinic Coordinator

Goal #5:

Maintain and continue to develop university, community, regional and national relationships and partnerships

Goal #5 Alignment with University Strategic Plan:

Goal 5 aligns with the University's Goal 6: "Strengthen relationships with ULM constituencies," specifically the University's Goals 6.1, "Increase the number of interactions with political and business leaders," and 6.2, "Achieve an average of 50 community partnership activities per year."

5.1 Outcomes/Objectives:

Maintain strong, existing community partnerships for clinical components of the curriculum

Measure:

As documented in ULM Annual Report

Target:

Locate at least three additional sites from which to recruit patients/locate student interns

Tactical Steps:

1. Utilize faculty, student, and supervisor input, identify and contact new sites for clinical internship experiences
2. Determine a way to express appreciation to those who serve as clinical internship supervisors
3. Inform other departments of services available at the Speech and Hearing Clinic
4. Increase community awareness of the Speech and Hearing Clinic as a resource
5. Develop and continue strong partnerships with area and regional organizations (e.g., Families Helping Families, VOA Early Head Start, VA War Veterans home, LSU-Conway Hospital, Entergy Community Partnership Grants) with whom relationships exist.
6. Establish new relationships with community and regional partners with whom relationships have yet to be established.
7. Increase and improve partnerships on a national level.

Timeframe for evaluation:

Annually on June 30

Responsible Persons:

All Speech-Language Pathology Faculty

5.2 Outcomes/Objectives:

Improve physical resources for the academic and clinical programs in order to provide state of the art services to the community

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Furnish and decorate newly constructed Sugar Hall Clinic

Tactical Steps:

1. Continue to oversee renovation of the new Speech and Hearing Clinic
2. Provide adequate and appropriate computers and technology for faculty, staff, and students through periodic technology upgrades
3. Advocate to equip all classrooms and labs with appropriate technology to enhance academic and clinical teaching and service provision
4. Advocate for continued access to multi-media resources (e.g., blackboard, power point) for faculty and students
5. Participate in university programs to ensure compliance with university health and safety plans
6. Obtain office space for adjunct faculty
7. Obtain research lab space for faculty
8. Investigate funding sources to help defray expenses
9. Provide continuing education opportunities for professionals
10. Serve as an informational resource for the community
11. Solicit donations of equipment and other resources; promote activities to secure resources (e.g., grants)
12. Strengthen alumni relations

Timeframe for evaluation:

Annually on August 1

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP, Program Director

5.3 Outcomes/Objectives:

Provide professional continuing education for the community

Measure:

As documented in ULM Annual Report

Target:

Host a renowned guest speaker for Spring Conference; attract at least 20 attendees who are non-communication disorder professionals

Tactical Steps:

1. Investigate funding sources to help defray expenses
2. Provide continuing education opportunities for professionals
3. Serve as an informational resource for the community
4. Solicit donations of equipment and other resources; promote activities to secure resources (e.g., grants)
5. Strengthen alumni relations
6. Attract a multidisciplinary audience
7. Establish relationships with nationally and internationally-known collaborators

Timeframe for evaluation:

Annually in Spring Semester

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP

5.4 Outcomes/Objectives:

Develop and/or strengthen on-campus interdisciplinary partnerships reflecting existing and emerging best practice

Measure:

As documented in ULM Annual Report

Target:

At least one faculty member will collaborate in a multidisciplinary research, teaching, and/or clinical collaboration activity

Tactical Steps:

Liaison with Dental Hygiene, Special and Regular Education, Psychology, Gerontology, and pre-Occupational Therapy for theoretical, clinical, and research collaboration where warranted

Timeframe for evaluation:

Annually on June 30

Responsible Persons:

Johanna Boulton, Ph.D., CCC-SLP
Sarah Hayes, M.A., CCC-SLP

5.5 Outcomes/Objectives:

Increase the visibility of the Program Advisory Committee for input about the academic and clinical programs

Measure:

As documented in the Annual report sent to the Council on Academic Accreditation for Communication Sciences and Disorders

Target:

Hold at least two meetings per year; document suggestions for best-practice document

Tactical Steps:

1. Select alumni representing the undergraduate and graduate programs, off-campus supervisors, and other interested groups, facilitated by a senior faculty member
2. Conduct regular meetings
3. Involve Advisory Committee in contribution to and suggestions regarding development of the best practice document for the Speech and Hearing Clinic

Timeframe for evaluation:

Annually on September 1

Responsible Persons:

April Johnson,
M.A., CCC-A

Results and Analysis:

Goal #1: The adequacy of faculty, staff and facilities will continue to be documented on the ULM Annual Report and/or the ASHA Re-accreditation Annual Report. Adjunct faculty continued to be needed in all semesters in order to supervise clinical courses (SPLP 5076) in the Master's program and to teach the Augmentative Communication course (SPLP 5060). The Department Head and Dean continue to work to address the issues of faculty sufficiency. In order to manage significantly increased numbers in the fall 2011 Master's admissions class, two additional faculty lines have been opened: one instructor and one professor position. The Clinical Coordinator continues to be responsible for coordinating activities of the Kitty DeGree Center, teaching, and supervising; the new instructor will have, as part of her job description, internship coordination responsibilities, formerly assumed by the Clinical Coordinator. The position of clinical Administrative Assistant remains vacant, although a college-level administrative assistant, primarily assign to the OTA program, helps in the clinic three hours a day, four mornings a week. A half-time clinical Administrative Assistant will be sought beginning in the fall of 2011, in order to accommodate the increased number of student clinicians. The departmental Administrative Assistant was retained, and beginning in the fall of 2010, she no longer was required to split her time with nursing two afternoons per week and on Fridays. Faculty meetings were conducted periodically throughout the year.

Goal #2: The revised undergraduate curriculum has now been in place for two full academic years. It consists of 30 credit hours of SPLP courses, the number deemed to be economically feasible. It is aligned with undergraduate curriculum requirements for graduate level accreditation and certification. It focuses the curriculum on Speech-Language Pathology as opposed to Speech-Language Pathology and Audiology and reflects the types and number of Health Studies (HLST) offerings that will result in a Health Studies minor for SLP graduates. Course content continues to be rooted in evidence-based practice and includes issues related to cultural and linguistic diversity. A curriculum audit of the Master's program was conducted in the fall of 2010. Recommendations were noted in the minutes of the curriculum audit meeting and changes were made based on prioritized findings. A curriculum audit of the undergraduate program was conducted within the scope of the curriculum redesign of the undergraduate program (in Spring of 2009). Effectiveness and efficiency of the audiology component of the SLP curriculum and the audiology clinical component will be assessed within the next academic year. The undergraduate program fully prepares students for acceptance into a graduate program in Speech-Language Pathology. It remains unclear whether graduate programs in audiology would accept undergraduate students from our department without requirements to make up deficiency coursework in audiology. The graduate program maintains accreditation through the American Speech-Language-Hearing Association, Council on Academic Accreditation in Speech-Language Pathology and Audiology (ASHA-CAA). The CAA annual report, which is due this August, will be used as the basis for a reaccreditation site visit to be held in Spring of 2012. The faculty continues to improve teaching at the undergraduate and graduate levels through the use of electronic media as well as personal interactions with the students. Reflection of the commitment to evidence based practice, is made through reference lists for all syllabi.

Goal #3: Scholarly productivity is encouraged for tenured or tenure-track faculty as they are given a 3-6 credit research reduction. Graduate students typically work with a Ph.D.-level faculty mentor on research projects. Additionally, some faculty work with undergraduate students in the

Emerging Scholars program. The department currently follows the promotion and tenure guidelines established by the university. The Department Head evaluates faculty on an annual basis. Faculty submit an abbreviated VITA delineating accomplishments in teaching, research, service, and recruitment/retention. Students are encouraged to complete on-line course evaluations. Students evaluate clinical supervisors with a departmentally developed instrument. The Clinic Coordinator, with input from the clinical faculty, will continue to review and revise clinic policies and procedures for supervision, grading and other pertinent clinical matters as needed. The Communicative Disorders Advisory Council did not meet regularly last year due to insufficient faculty numbers to chair such a council.

Goal #4: There continues to be a need for development of a departmental recruitment plan. Faculty continue to participate in recruitment and retention activities sponsored by the university and local high schools. The accelerated track has been further revised to align with the undergraduate curriculum reorganization; furthermore, beginning in the spring of 2012, accelerated track students will be considered for spring admission. Furthermore, accelerated track students will be considered conditional Master's students at the beginning of their programs beginning in the fall of 2011. The diagnosis and treatment course (SPLP 4002) must be completed by accelerated students admitted in the fall during the first year of the masters, after the undergrad deficiencies are completed. Spring admits to the accelerated will be able to take the course during the fall in which they complete the rest of their deficiencies. Regular admits for fall and spring follow a prescribed course of study to ensure that they meet ASHA standards for certification and LBESPA standards for licensure. Students are encouraged to assume leadership roles in the ULM chapter of the National Student Speech-Language-Hearing Association as well as participate in LSHA and ASHA. Students assist the faculty with recruitment and retention activities by speaking at high schools, career fairs, and/or other community events. Graduate forum continues to be held each fall and spring semester for all graduate students.

A new SLP-A to Master's track was developed during 2010-2011 in order to increase the number of Master's admits while allowing individuals who hold an assistant's license to continue working while obtaining the Master's degree. Additional traditional Master's students will be admitted to both the fall and spring semesters of the 2011-2012 school year.

Goal #5: Fees for the SLP Spring Conference were waived for clinical internship supervisors as a way to express appreciation for their contribution to the program. The Clinic Coordinator, in collaboration with the Department Head, continues to develop a marketing plan that will encompass information distribution to the university departments, community, and other partnering agencies. A significant number of SPLP classes have been assigned to "Smart" Classrooms in Sugar Hall and other buildings on campus. Office space will be made available in Sugar Hall for any full time, adjunct or clinical supervisors hired. In addition to provision of service to the community and education to our students, the Kitty DeGree Speech and Hearing Center should be used to help strengthen alumni and community relationships, and as a way to encourage donations to the program (e.g., furnishings for clinic rooms, purchasing equipment, etc.). The departmental/community advisory council has not been active this year largely due to limited faculty. The assignment of a part-time faculty member to chair such a committee we be reconsidered. Faculty should continue to liaison with other departments on campus for academic and research endeavors. SPLP 4044 was offered last summer I semester for the first time as part of the ESL Add on Certification through ULM e-teach and the College of Education and Human Development.

Significant furnishing and decoration of the Kitty DeGree Speech and Hearing Center took place

this year. New student computers, faculty observation computers, computer desks, therapy tables and waiting room decorations were purchased.

Explanation of changes made based on the results and analysis of the 2010-2011 cycle of assessment:

No operational changes will be made going into the 11-12 year because (1) targets for 10-11 were met and (2) departmental goals continue to be appropriate. Significant departmental achievements over the past academic year include:

1. The department initiated the SLP-A to Master's track with its first three students of their kind.
 2. The Speech and Hearing Clinic (Kitty DeGree Center) and the Department of Speech-Language Pathology continued to provide communicative disorders screening, treatment and diagnostic services to individuals from the greater Monroe area.
 3. The departmental administrative assistant secured a full-time position in Speech-Language Pathology.
 4. One faculty member, Mrs. Jennifer Whited, completed an additional year of her doctoral work and has only one more semester of coursework before initiating the dissertation.
 5. The Clinical Coordinator continues development of a new clinic brochure that reflects (1) information about the amenities provided by the new Center, (2) the departmental name change and the image behind the ULM brand. During the Spring of 2011, a Health Studies intern addressed internship goals necessary to develop an effective clinical brochure.
 6. Dr. Jack Damico presented at the 2011 SLP Spring Conference. The event was the best attended in the history of the conference, with 219 professionals and students in attendance, and aided in fostering collaborative relationships with many professionals from both in- and out-of-state. Students presented faculty-directed research at Spring Conference and the University Research Symposium; the research was submitted for consideration for the conference of the American Speech-Language-Hearing Association scheduled for November of 2011.
- Departmental goals will remain consistent with those of last year.

Public or Community Services

Does the unit have any partnerships or provide services for the public or community? **yes.**

Describe the community partnership, public service, or event:

Two on-campus clinics (The Kitty DeGree Speech and Hearing Center and the Scottish Rite Speech and Hearing Clinic) serve the speech and hearing needs of northeast Louisiana. Clients include children and adults who receive evaluations, therapy and/or speech and hearing screenings. Additionally, graduate clinicians and faculty supervisors engage in community outreach off campus by providing hearing screenings to Volunteers of America, Early Head Start centers in addition to others (including private schools and home-school organizations).

Describe the method(s) of assessment of the partnership(s), service delivery, and/or event(s). (Any relevant document(s) attached below)

At the end of each semester, clients seen in the on-campus clinics rate Clinical Services on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). There are 12 questions related to

professionalism of staff and students, appropriateness of therapy, facilities, etc. They can also write in comments. As an example, for the spring semester of 2011, the overall rating for the Kitty DeGree Speech and Hearing Center was 4.89 and the overall rating for the Scottish Rite Speech and Hearing Clinic was 4.90.

Who receives the assessment information, and what analysis occurs?

The Clinical Coordinator receives and analyzes the data. Data are analyzed for each subsection and summary data are calculated.

What changes or improvements to the service, partnership, or event have occurred based on this analysis?

Service delivery model changes have occurred as a result of feedback. We now offer group treatment session when appropriate for clients. Services at the Scottish Rite Clinic have increased from 2 days per week to 4 days per week at the request of the Gentlemen of Scottish Rite. Sessions at the Scottish Rite Clinic are 30 and 60 minutes in length based on the needs of clients. Reminder letters about fees and parking are sent prior to a client's first visit to decrease payment and parking problems for clients. Parking has been a consistent issue but designated parking for clients has not yet been established.

Based on your assessment or other factors, are you changing the assessment instrument(s)? If so, please explain why. (Any relevant document(s) attached below)

There are no plans to change assessment documents; however it may be possible to expand survey dissemination to include those groups served off campus.