

SPEECH PATHOLOGY AND AUDIOLOGY PROGRAM

**Communication Arts and Sciences Department
Calvin College**

**STRATEGIC PLAN
2009-2013
(Revised 1-20-12)**

Mission of the Speech Pathology and Audiology Program

The mission of the Speech Pathology and Audiology Program at Calvin College is to prepare students for the vocation of Speech-Language Pathology or graduate work in Audiology within a liberal arts foundation and the context of the Communication Arts and Sciences Department's vision and mission. We specifically seek to provide an academically rigorous program with a Reformed Christian perspective that educates our students to have the essential academic knowledge, clinical skills, and reflective ethical practices that enable them to enter the profession, to become lifelong learners to persistently improve service to others, to be intentional advocates for individuals who have communicative disorders, to understand, appreciate and respect cultural and linguistic traditions in a diverse world, and to become successful leaders specifically within the professions of speech-language pathology or audiology and more generally in society.

NOTE:

The model for this strategic plan is similar to that used for the American Speech-Language-Hearing Association's Special Interest Division 1 2009-2011 Strategic Plan, as facilitated by Stan Dublinske.

The Speech Pathology and Audiology (SPAUD) Program Strategic Plan is aligned with Calvin College's Strategic Plan (www.calvin.edu/admin/president/documents/strategicplan/). As such, the format used first identifies the Calvin College Strategic Objective with which the SPAUD Strategic Objective is aligned. Then relevant Strategic Objective Commentary is provided to clarify the purpose of the SPAUD Strategic Objective. Next, the Strategic Objective Outcomes and Specific Performance Measures and Targets are outlined to indicate how the outcomes were achieved. The Strategic Initiatives identify specific projects that must be completed to achieve Strategic Objectives. The results of the completion of those projects and objectives will be discussed with the SPAUD Advisory Board, the program's faculty and clinical instructors, and the Communication Arts and Sciences Department (CAS) Chair. Results will also be reported in the annual review of the CAS Department for the Academic Dean. Action plans for program improvement, as necessary, will result in a timely manner.

CALVIN COLLEGE STRATEGIC OBJECTIVE: *We will educate students in a learning community that is well designed to prepare them for lives of service and influence in God's world.* (Objective 2. Focus on Learning)

SPAUD STRATEGIC OBJECTIVE ONE: Provide students with a coordinated, cross-disciplinary curriculum that prepares them to be entry-level speech-language pathologists or prepares them for entry into audiology graduate programs.

STRATEGIC OBJECTIVE COMMENTARY: The bachelor's to master's curriculum must satisfy college and accreditation requirements. In 2008-2009, we developed and approved a curriculum for the five-year bachelor's to master's degree program which is similar to Duquesne University's Speech-Language Program curriculum. We also designed a better curriculum with more science courses and general electives for students who plan to enter clinical doctorate programs in Audiology. Moreover, we included integrated Reformed Christian perspectives and Calvin's Core Virtues throughout the proposed curriculum. We see knowledge and skills, and Christian perspectives and core virtues as interwoven principles addressed throughout the courses as opposed to separate entities. However, we need a system for monitoring a coordinated curriculum that ensures students will learn important prerequisite knowledge for subsequent courses in our program or at other universities. Therefore, this strategic objective addresses the need for collaborative coordination among all faculty who teach academic and clinical course offerings for the program.

STRATEGIC OBJECTIVE OUTCOMES: The SPAUD Program offers a carefully planned and sequenced curriculum that addresses academic content required for entry-level positions in speech pathology and for graduate work in audiology at other higher education institutions. The program also provides discussions on Reformed Christian perspectives of faith related to academic and clinical course work.

PERFORMANCE MEASURES:

1. Student evaluations for courses and for faculty reappointment, tenure and review evaluations.
2. Current student course evaluations, alumni solicited written evaluations, and peer observations for faculty reappointment, tenure and review.
3. Student capstone essays and presentations.
4. NESPA Praxis Exam for Speech-Language Pathology.
5. Young graduate and other college-wide alumni surveys.

TARGET:

1. Student course evaluations at or above the average of the college.
2. Evaluations for faculty reappointment, tenure and review at or above the average for the college.
3. 100% of the students in the in the five-year program complete well-written capstone essays and presentations on vocation and faith perspectives.
4. 100% of the students pass the NESPA Praxis Exam for Speech-Language Pathology

5. Alumni rate their educational experience as above average or higher.

STRATEGIC INITIATIVES:

1. By February 2010, the SPAUD Advisory Board will review and provide advice on the new SPAUD curriculum. (COMPLETED)
2. By September 2010, the CAS Department will add two undergraduate courses, *Introduction to Clinical Practicum* and *Neuroscience of Communication*. (COMPLETED)
3. By September 2010, the SPAUD faculty will begin meeting at least twice per year on curriculum coordination. (COMPLETED)
4. By September 2010, the SPAUD Program Director will analyze curricular assessment data of all courses and present to faculty and the SPAUD Advisory Board for discussion and recommendations. (COMPLETED)
5. By October 2010, the SPAUD Program Director will provide the CAS Department chair with a written report on the curriculum for the annual state of the department report. (COMPLETED)
6. By May 2011, the SPAUD Program Director, in collaboration with colleagues and administrators, will respond to curricular suggestions, if any, from the ASHA's CAA. (COMPLETED)
7. By September 2011, the CAS Department will add lab sections for the undergraduate *Phonetics* course. (COMPLETED)
8. By September 2011, the CAS Department will add 11 new courses to the SPAUD curriculum, as outlined in the approved curriculum (COMPLETED)
9. By September 2011, the SPAUD Program Director will analyze curricular assessment data for all courses and present to faculty and the SPAUD Advisory Board for discussion and recommendations. (COMPLETED)
10. By October 2011, the SPAUD Program Director will provide the CAS Department chair with a written report on the curriculum for the annual state of the department report. (COMPLETED)
11. By September 2012, the CAS Department will add 8 new courses to the SPAUD curriculum, as outlined in the approved curriculum.

12. By September 2012, mentoring strategies for new faculty will be formalized and evaluated annually.
13. By September 2012, the SPAUD Program Director will analyze curricular assessment data for all courses and present to faculty and the SPAUD Advisory Board for discussion and recommendations.
14. By October 2012, the SPAUD Program Director will provide the CAS Department chair with a written report on the curriculum for the annual state of the department report, and will also include curricular assessment results and actions taken for the CAA annual report.
15. By September 2013, the SPAUD Program Director will review the assessment data and students' performance on the Praxis test.
16. By December 2013, the SPAUD Program Director will meet with SPAUD faculty, the CAS Chair and the SPAUD Program director to present the results of all assessment data and discuss actions that need to be taken.

CALVIN COLLEGE STRATEGIC OBJECTIVE: *We will cultivate a culture of educational excellence through alignment around outcomes, cycles of review, targeted funding, and programs of faculty and staff development. (Objective 2.C.1: Focus on Learning).*

SPAUD STRATEGIC OBJECTIVE TWO: Become an accredited five-year undergraduate to graduate program

STRATEGIC OBJECTIVE COMMENTARY: In May 2009, Calvin approved a five-year undergraduate to graduate program in speech pathology to meet students' educational and career goals at Calvin College. We presently have an excellent undergraduate program that is not accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation in Audiology and Speech Pathology (CAA) since CAA does not accredit undergraduate-only programs in speech pathology. To add a master's degree in speech pathology, therefore, the new degree first must be approved by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and then the program must receive candidacy accreditation (5-year term) by the CAA before offering the first graduate course.

STRATEGIC OBJECTIVE OUTCOME: Students will complete a master's degree in Speech Pathology at Calvin College that is approved by HLC and CAA.

PERFORMANCE MEASURES:

1. Submit application for approval of the new master's degree in Speech Pathology to HLC
2. Submit application for candidacy accreditation to CAA

TARGET:

1. Approval of HLC application in 2009-2010
2. Approval of CAA application in 2010-2011

STRATEGIC INITIATIVES:

1. By November 2009, the SPAUD Program Director in collaboration with SPAUD faculty, CAS Chair, and the Dean for Institutional Effectiveness will submit the application to the HLC for approval of the new master's degree in Speech Pathology (must be approved before submitting application to CAA). (COMPLETED)
2. By March 2010, the SPAUD Program Director in collaboration with SPAUD Faculty, the SPAUD Clinic Director, and the Academic Dean will submit the signed application and eligibility statement with application fee for readiness review by CAA (begins 18-month wait period). (COMPLETED)
3. By May 2010, if the first application is not deemed ready by the CAA, the SPAUD Program Director in collaboration with the SPAUD Clinic Director, SPAUD faculty,

CAS Chair, Academic Dean and Provost will submit an official application for candidacy after readiness approval is granted by CAA. (COMPLETED)

4. By the December of 2010, the SPAUD Program Director in collaboration with the SPAUD Clinic Director, SPAUD faculty, CAS Chair and the Academic Dean and Provost will have prepared for and hosted CAA site visitors. (COMPLETED)
5. By January 2011, the SPAUD Program Director in collaboration with the SPAUD Clinic Director, SPAUD faculty, CAS Chair, and the Academic Dean and Provost will respond to CAA site visit report. (COMPLETED)
6. By May 2011, the SPAUD Program will receive the candidacy decision (term = 5 years) by CAA. (COMPLETED)
7. By September 2011, the SPAUD Program will begin offering graduate courses to the current seniors enrolled in the major who have maintained at least a 3.0 grade point average each semester and meet the essential functions necessary for entry-level speech-language pathologists. (COMPLETED)
8. By April 2012 and 2013, the CAA will approve Calvin's Candidacy Annual Reports.
9. By July 2014, Calvin will apply for CAA initial accreditation.
10. By July 2015, Calvin will receive CAA accreditation.

CALVIN COLLEGE STRATEGIC OBJECTIVE: We will support an integrated and manageable assessment system that satisfies accreditation requirements and helps us ensure educational quality (Objective 2.C.2. Focus on Learning).

SPAUD STRATEGIC OBJECTIVE THREE: Implement a comprehensive assessment plan that aligns with educational goals for the major, department and college and provides feedback loops and action plans for improving the SPAUD Program.

STRATEGIC OBJECTIVE COMMENTARY: Assessment is an important part of determining the relative strengths and weaknesses of an educational program. We believe assessment should lead to creative, well reasoned solutions for meeting educational outcomes. As such, solid assessment of student outcomes, both formative and summative, must lead to solid recommendations for changes, deletions and/or additions in the program. To accomplish this, the assessment process should contribute to a culture of self-reflection and educational excellence in the SPAUD Program faculty and staff.

STRATEGIC OBJECTIVE OUTCOME: The SPAUD assessment program will actively measure essential outcomes for the purpose of ongoing development of educational excellence.

PERFORMANCE MEASURES:

1. Written report on SPAUD assessment plan implementation.
2. Written report on qualitative and quantitative data analysis
3. Evidence of initiatives/actions tied to assessment results for improving the educational quality of the SPAUD Program.

TARGET: Implementation and evaluation of the SPAUD assessment plan for the graduating class of 2013.

STRATEGIC INITIATIVES:

1. By January 2010, the SPAUD Program Director, SPAUD faculty and Clinic Director will develop a management system for documenting the formative and summative assessment of students' knowledge and skills, as outlined in ASHA's Knowledge and Skills Assessment (KASA) Summary and as required by the college. (COMPLETED)
2. By August 2010, 2011, 2012 and 2013, the SPAUD Program Director will analyze the annual results of the SPAUD Program assessment. (In Progress)
3. By September 2010, 2011, 2012 and 2013, the SPAUD Program Director will present the results of the annual review to SPAUD faculty and the SPAUD Advisory Board for discussion and to solicit an action plan for program improvement. (In Progress)

4. By October 2010, 2011, 2012 and 2013, the SPAUD Program Director will present the results of the program assessment and suggestions for program improvement to the CAS Chair and CAS assessment committee for discussion and inclusion in the annual CAS state of the department report. (In Progress)
5. By August 2011, the SPAUD program will hire a 1.0 FTE clinic administrative assistant for keeping student KASA and clinical records, as well as managing other administrative needs for the program. (COMPLETED)
6. By December 2013, the SPAUD Program Director, CAS Chair, SPAUD faculty and clinic director will evaluate the assessment plan's effectiveness, and make changes as deemed necessary.

CALVIN COLLEGE STRATEGIC OBJECTIVE: *As a strategy for learning, we will build a campus culture marked by developmental mentoring. We will maintain a culture of academic support so that each student who joins this college receives appropriate challenge and support for learning and for academic decision-making. (Objective 2.A.7. Focus on Learning)*

SPAUD STRATEGIC OBJECTIVE FOUR: Increase the SPAUD students' knowledge of program and core requirements.

STRATEGIC OBJECTIVE COMMENTARY: The SPAUD Program has grown significantly in the past ten years. Although this is a positive factor, assessment has shown that the growth has contributed to a general lack of consistent communication between faculty and students on program standards, curriculum requirements and clinical procedures, despite frequent advising and mentoring meetings. There is a need for consistent information and timely mentoring for students during these meetings. This objective, therefore, addresses strategies to better support students' understanding of what is necessary and desirable to successfully complete a speech pathology and audiology bachelor's degree and/or a speech pathology master's degree.

STRATEGIC OBJECTIVE OUTCOME: Every SPAUD major will understand the academic and clinical requirements for the SPAUD Program.

PERFORMANCE MEASURES:

1. Assessment on the knowledge of the contents of the *Student Handbook for the Speech Pathology and Audiology Student Academic and Clinical Handbook*.
2. Assessment of the student's knowledge the contents of the *Student Handbook for the Speech Pathology and Audiology Student Academic and Clinical Handbook* during advising appointments.

TARGET:

1. 100% of the students pass the online assessment on the knowledge of the contents of the *Student Handbook for the Speech Pathology and Audiology Program* with 90% accuracy.
2. 100% of the students will demonstrate knowledge of the program's policies and procedures as outlined in the *Student Handbook for the Speech Pathology and Audiology Student Academic and Clinical Handbook*.

STRATEGIC INITIATIVES:

1. By January 2011, the SPAUD Program Director and Clinic Director will write the *Handbook* (COMPLETED)

2. By April 2010, the SPAUD Program Director in collaboration with SPAUD faculty will develop a checklist for formal academic advising that will include students' typical course load, sequencing of courses in the curriculum, advice on student volunteering, cross-cultural engagement, honors requirements and deadlines. (COMPLETED)
3. By April 2010, the SPAUD Program Director will develop a system for reporting and tracking students at-risk for failure in the major. (COMPLETED)
4. By May 2010, the SPAUD Clinic Director will attend the Council of Academic Programs in Communication Sciences and Disorders Conference on professional development annually to learn more about best practices for clinic procedures. (COMPLETED)
5. By May 2010, all SPAUD students will sign a form to indicate that they understand the SPAUD Program requirements. This procedure will continue in the fall and spring of every academic year with new students to the program. (COMPLETED)
6. By June 2010, all SPAUD faculty will meet with their advisees twice per year and review the *Student Handbook*. (COMPLETED)
7. By August 2010, the SPAUD Program Director and the Clinic Director will make necessary revisions to the *Handbook* and send for approval to the college's legal counsel, the SPAUD faculty and the SPAUD Advisory Board. (COMPLETED)
8. By January 2012, the instructor for the *Clinical Practicum* course will include the *Speech Pathology Clinical Policy and Procedures Handbook* a regular part of the course curriculum. (COMPLETED)
9. By May 2011, the SPAUD faculty and the SPAUD Advisory Board will review the *Student Handbook for the Speech Pathology and Audiology Program* and the *Speech Pathology Clinical Policy and Procedures Handbook*, and make revisions as necessary for the master's program. (Deferred to May 2012)
10. By August 2011, the SPAUD Clinical Administrative Assistant will post and regularly update the handbooks on the CAS Department website. (Deferred to August 2012)
11. By September 2011, the faculty, clinic instructors and students will use the handbook regularly in pertinent courses and advising meetings. (Deferred to August 2012)

CALVIN COLLEGE STRATEGIC OBJECTIVES:

We will partner with local city groups, agencies, and businesses for learning and service.
(Objective 5.B. Focus on Partnership)

A greater proportion of students will experience the links between classroom learning and the issues and questions of contemporary life through the following: internships, mentored research, experiences, service-learning, direct engagement in local issues, leadership opportunities throughout the campus and the community. (Objective 2.b.2. Focus on Learning)

SPAUD STRATEGIC OBJECTIVE FIVE: Provide excellent on-campus and off-campus clinical education for master's level students.

STRATEGIC OBJECTIVE COMMENTARY: Students presently complete cross-cultural engagement, service learning, and volunteering experiences locally and abroad. They also have direct patient contact with supervision in Calvin's Stroke Rehabilitation Clinic. However, students must have at least 400 clinical clock hours that reflect the breadth of current scope of practice with both adults and children before they can enter the profession. At least 375 hours must be in direct client/patient contact and 25 may be in clinical observation. This objective addresses the increased need for clinical education, given the new master's degree.

STRATEGIC OBJECTIVE OUTCOME:

Students will graduate in 2013 with at least 400 clinical clock hours that represent the successful completion of the required areas of practice in speech-language pathology.

PERFORMANCE MEASURES:

1. Number of students who complete the 5-year program with at least 400 clinical clock hours across the disorders and clinical settings.
2. Student evaluations of clinical placements.
3. Off-campus clinical supervisor evaluations of the students' preparation for the clinical experience.
4. Employer surveys of alumni's competence, preparation and professionalism one and five years post graduation.

TARGETS

1. 100% of the graduating class from the 5-year program.
2. Above average student evaluations.
3. Above average off-campus clinical supervisor evaluations.
4. Above average results on employer surveys.

STRATEGIC INITIATIVES:

1. By September 2010, the SPAUD Clinic Director and the SPAUD Program Director will develop the on-campus and off-campus clinical education plan with the assistance of the SPAUD Advisory Board.

2. By January 2012, the SPAUD Clinic Director and the Clinical Liaison will have clinical contracts signed with acute care, rehabilitation, assisted living, and school-based clinical sites.(COMPLETED)
3. By August 2011, the SPAUD Clinic Director will have implemented an on-campus clinical schedule with diverse clientele—children and adult across the disorders. (COMPLETED)
4. By September 2012, the SPAUD Clinic Director and Clinic Liaison will have implemented student placements in off-campus clinical settings (COMPLETED)
5. By December 2012, May, 2013, and August 2013, the Clinic Director and Clinic Liaison collect off-campus clinical supervisor evaluations of the students' preparation for the clinical experience to summarize for faculty and staff and the advisory board.
6. By August 2013, the SPAUD Clinic Director and Clinic Liaison will document the number of clinical hours graduating students have earned.
7. By September 2013, the Program Director and Clinic Director will document, tabulate and post online employment statistics for the 2013 graduates.
8. One year post August 2013, employer surveys of alumni's competence, preparation and professionalism will be conducted, tabulated and posted online by the Program Director and Clinic Director

CALVIN COLLEGE STRATEGIC OBJECTIVE:

1. *We will continue to support professional programs based on a liberal arts foundation.* (Objective 1.A.3. Focus on Mission)
2. *We will strengthen our emphasis on teaching and learning in community.* (Objective 2.A. Focus on Learning)

SPAUD STRATEGIC OBJECTIVE SIX: Staff the SPAUD Program with instructors who have areas of expertise that fit the program’s curricular and faith needs.

STRATEGIC OBJECTIVE COMMENTARY: As outlined in the proposal approved by Faculty Senate, the SPAUD Program will need to make key hires for the new graduate program to provide required academic and clinical education.

STRATEGIC OBJECTIVE OUTCOME: Faculty and clinical instructors, who subscribe to the Reformed Christian faith, will be excellent teachers of the curriculum required by the college and by the American Speech-Language-Hearing Association standards.

PERFORMANCE MEASURES:

1. Full finding for necessary faculty and staff hires
2. Faculty and staff hires completed as scheduled.
3. Faculty achieve tenure with mentoring in an appropriate length of time
4. Student evaluations above the average of the college
5. 100% of the students pass the NESPA Praxis Exam for Speech-Language Pathology
6. Alumni rate their educational experience above average or higher.

TARGET: Add all faculty and staff by the fall of 2012 who demonstrate excellence in teaching and in service to the college and West Michigan community.

STRATEGIC INITIATIVES:

1. By September 2010, the CAS Department will recruit and replace 1.0 FTE tenure-track position, pending administrative approval. (COMPLETED)
2. By September 2010, the CAS Department will add a part-time instructor for two new courses: *Introduction to Clinical Practicum* and *Neuroscience of Communication*. (COMPLETED)
3. By May 2011, the CAS Department will complete phasing in the current Clinic Director’s position to the 1.0 FTE position. (COMPLETED)
4. By August 2011, the CAS Department will recruit and hire a 1.0 FTE Clinic Instructor. (COMPLETED)

5. By August 2011, the CAS Department will recruit and hire a 1.0 FTE Clinic Administrative Assistant. (COMPLETED)
6. By August 2011, the CAS Department will conduct a formal search for two more tenure-track SPAUD faculty. (IN PROGRESS)
7. By August 2011, the CAS Department will hire part-time and visiting SPAUD faculty. (In progress)
8. By August 2012, the CAS Department will recruit and hire a 0.5 FTE Clinic Liaison.
9. By August 2012, the CAS Department will complete hires of two additional full-time tenure-track SPAUD faculty.
10. By the end of each semester, the SPAUD Program Director, the CAS Personnel Committee, and the CAS Chair will review instructor evaluations and provide mentoring as needed. (In progress)
11. By October of 2012, and 2013, the SPAUD Program Director will review relevant college-wide alumni surveys and program surveys.
12. By the summer of 2013, fifth-year students will take the NESPA Praxis Exam for Speech-Language Pathology.