



Cleveland State University
College of Sciences and Health Professions
School of Health Sciences
Speech and Hearing Program

Speech and Hearing Program Strategic Plan

Summer 2010

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I. Strategic Plan: Purpose

The Strategic Plan for the Speech and Hearing Program (hereafter, “SPH” or “Program”) is intended to guide short- and long-term activities and decisions over a five year period commencing in the 2010-2011 academic year and culminating in 2015-2016. SPH is a program in the Department of Health Sciences (as described in “History,” below, the Department was recently expanded and renamed the School of Health Sciences; hereafter, “HSC”). The Program undertook this strategic planning process as part of the Program’s 2011 reaccreditation review required by the American Speech-Language-Hearing Association (ASHA). This plan is modeled after the College of Science’s Strategic Plan (June, 2009; the College was recently renamed the College of Sciences and Health Professions – renaming is described in “History” below). The College developed its plan at the request of the Cleveland State University (CSU) Provost and Board of Trustees in response to the Strategic Plan for Higher Education in Ohio published in 2008 by the Chancellor of the Ohio Board of Regents.

The Program’s plan proposes the appropriate role for the Program in the context of (a) the Chancellor’s strategic plan (see Strategic Plan for Higher Education at <http://www.uso.edu/strategicplan/>), (b) the CSU strategic plan (Vision Unlimited, found at <http://www.csuohio.edu/committees/selfstudy2010/documents/VisionUnlimitedFINAL.pdf>), and (c) the College strategic plan (<http://www.csuohio.edu/committees/selfstudy2010/documents/1a3&5%20COS%20strategic%20plan.pdf>). The SPH plan is focused on identifying appropriate long range strategic goals, action objectives to meet those goals, strategies for measuring outcomes, and methods for adjusting the strategic plan as the Program moves forward. This plan ends with a SWOT Analysis – a description of the Program strengths, weaknesses, opportunities, and threats as of the time of this writing, June 2010.

II. Strategic Plan: Preparation

The SPH planning process involved:

- (1) review of the Program’s current Strategic Plan (2005);
- (2) review of the evidence prepared for the SPH Program’s 2004 ASHA reaccreditation visit;
- (3) review of the goals, plans, and needs discussed at Program meetings and recorded in meeting minutes over the past six years since the last ASHA visit;

- (4) consideration of how CSU's new "signature themes," Health and Sustainable Communities, will place HSC at the forefront of the University's plans for development of Centers of Excellence (See <http://www.csuohio.edu/offices/provost/msg20100118.html>);
- (5) review of the elements and construction of a strategic plan provided at the session "Strategic Planning in Academic and Clinical Programs" presented by Colleen M. O'Rourke, Ph.D., C. Frederick Britten, Ph.D., and Debra Schober-Peterson, Ph.D. at the annual meeting of the Council of Academic Programs in Speech-Language Pathology and Audiology (CAPCSD) in Tampa in 2008;
- (6) review of the Program's annual Assessment Reports, prepared according to the guidelines of the CSU Office of Student Learning Assessment (some reports are archived at <http://www.csuohio.edu/offices/assessment/AssessmentReports2007/CoS/HEALTH%20SCIENCES/Speech%20and%20Hearing%20MA.pdf>);
- (7) review of student surveys, course evaluations, and comments made at the annual "Status of the Class" meeting for first year graduate students;
- (8) serving as conceptual and stylistic models, review of (a) the strategic plan written by the HSC Occupational Therapy Program in January 2008, and (b) the 2009 strategic plan for the College of Science. Because the College plan was based on input from the College faculty, a visiting committee, and the administration, their collective influence is imparted to this plan and this plan follows the College plan in conception and style;
- (9) Program review and revision of drafts of this plan.

III. SPH Program History

At the time of the most recent review by ASHA in spring 2004, the Department of Speech and Hearing was a freestanding department in the College of Arts and Sciences. The College of Science was founded in fall 2004 when the sizable College of Arts and Sciences was divided into two smaller and more cohesive administrative units, the College of Liberal Arts and Social Sciences and the College of Science. The seven departments with common goals in science education and research included (1) Biological, Geological, and Environmental Sciences, (2) Chemistry, (3) Health Sciences, (4) Mathematics, (5) Physics, (6) Psychology, and (7) Speech and Hearing. In 2006 the Department of Speech and Hearing merged into the Department of Health Sciences (HSC) to create one administrative unit with multiple programs. HSC includes programs leading to a Doctorate in Physical Therapy, a Master's degree in Occupational Therapy, Bachelor's and Master's degrees in Health Sciences, a Bachelor's degree in Speech and Hearing, and a Master's degree in Speech

Pathology and Audiology. The Master's in Health Sciences program offers a track in Physician Assistant in conjunction with Cuyahoga Community College, and the Bachelor's in Health Sciences program is presently working on adding a B.S./M.D. program in collaboration with the Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM).

All of the HSC programs are key components of CSU's mission to provide health care degree programs to serve Northeast Ohio, where medical care is the largest employer in the region. HSC strives to participate fully in CSU's efforts in education, research, community outreach, and workforce development. Given this emphasis, coupled with the CSU president's initiative to bring more visibility to CSU's health professions, in June 2010 the Department of Health Sciences became the School of Health Sciences and the College of Sciences was renamed the College of Sciences and Health Professions.

IV. Critical Success Factors

Critical success factors define where an organization has achieved excellent outcomes and desired results. These are areas where the organization has had its greatest impact. Critical success factors significantly shape the direction of strategic planning and suggest long range objectives for an organization. Areas of high success should be retained as future priorities. It will be necessary to continue to focus attention and resources on the activities that are integral to the ongoing success of the Program. Identification of critical success factors helps formulate a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats), which is provided as item X of this Strategic Plan.

A. Review of Program Growth: Recent and Present Evidence

The Program has demonstrated success, energy, and growth over the six years since the 2004 ASHA review, as measured by a variety of important outcomes. Based upon the Program's review of evidence, SPH identifies the following as critical success factors:

Culture, Ideology, and Commitment

- ***SPH is situated within CSU's signature theme, "Health."*** SPH is a successful program that will move into the future as an entity within the new administrative structures of the School of Health Sciences and the College of Sciences and Health Professions. The departments and programs within the College will constitute Northeast Ohio's premier education and research institution for the health professions and be a source of pride for the university

and Northeast Ohio. This Center of Excellence will be known as the Center for 21st Century Health Professions.

- ***The SPH Program is an organization with a strong sense of purpose that exerts a positive influence on the community.*** The dedicated SPH students, faculty, and professional staff choose to be a part of this program. There is a strong, pervasive, visible, collective commitment to a common mission and a set of values. Students and faculty engage in exploration and acquire new knowledge together. The Program's many community practica sites offer students a broad view of the range of professional service delivery options in speech-language pathology. The high rate of professional employment of SPH graduates attests to employers' perceptions of the Program's quality. Program alumni recognize the powerful impact their CSU experience had on their professional success and stay connected and committed to the Program as field and clinic supervisors.
- ***Program and Clinic funding and number of Program personnel have remained adequate to accomplish Program objectives.*** The College and University have allowed the Program to initiate new faculty hires and fill faculty and professional staff vacancies at a time when budgetary restrictions prevented some vacancies from being filled. This attests to the College's and University's desire to maintain the integrity of the Program.
- ***Program alumna Dr. Danielle Ripich, current president of the University of New England, was honored by CSU as one of its Distinguished Alumni in 2007.*** The Program invited Dr. Ripich to present a lecture to Program members and the public in 2008. This event led to the establishment of the Program's biennial Professional Lecture Series Honoring Danielle Ripich. In 2010 Dr. Alex Johnson, a recent past president of ASHA and a former Clevelander, presented a lecture.

Students: Applicants, Enrollment, and Outcomes

- ***Graduate applications, enrollment, and retention.*** The SPH graduate program draws a large applicant pool annually, one of the largest applicant pools among all of the CSU graduate programs. Positive trends have been seen from 2004 to 2010 for the following growth indicators: (a) the number of applicants to the graduate program, (b) the number of matriculated students, (c) the number of graduate credit hours generated by the program, (d) the number and percentage of students who are retained in the program until completion, (e) the number of graduate degrees awarded, (f) the number of graduate students whose tuition costs have been supported by graduate assistantships. CSU posts an annual Book of Trends at <http://www.csuohio.edu/offices/iraa/bot/bookoftrends.html>. Numerical data for these graduate outcomes, along with undergraduate data, is available online.

- **Graduate student outcomes** (as reported at <http://csuohio.edu/sciences/dept/healthsciences/undergraduate/sphaccred.html>) show consistently high rates for (a) program completion, (b) passing the Praxis examination, and (c) employment of SPH graduates.
- **The potential future graduate applicant pool, as measured by undergraduate enrollment and retention.** Positive trends have been seen from 2004 to 2010 for the following growth indicators: (a) the number of undergraduate SPH majors, (b) the number of SPH Bachelor's degrees conferred, (c) the number of undergraduate credit hours generated by the program, (d) the number and percentage of students who are retained in the undergraduate program until completion.
- **The potential future graduate applicant pool, as measured by the number of post-bachelor's and non-degree graduate students enrolled, has been consistently large in the period 2004-2010.** These students generate a significant number of credit hours for the Program. Development of online courses has helped accommodate these students.
- **The potential future applicant pool is enhanced because undergraduate and post-bachelor's students are receiving research mentorship through various CSU programs, including the Honors program, the Scholars program, the McNair Scholars program, and the Engaged Learning program.**
- **The undergraduate American Sign Language curriculum enrolls a large number of students who elect these courses to fulfill general education requirements in foreign language and U.S. Diversity.**

The CSU Speech and Hearing Clinic: A Valued Training Site and Community Agency

- **The Speech and Hearing Clinic is recognized by the College, University, and community as providing quality clinical services.**
- **The Speech and Hearing Clinic continues to serve a diverse population, affording students the opportunity to work with clients of diverse cultural and language backgrounds, and of all ages.**
- **New formulae are in place to accurately account for how student credit hours correspond to time spent in clinical practica and the amount of professional staff and supervisory time that is accorded to clinical practica.** Practica generate an important percentage of the Program's graduate student credit hours.

- **Improvements to the clinic's physical space, equipment, materials, and technology impact positively on student learning and client services.**
- **The Speech and Hearing Clinic conducts successful focused outreach throughout the community to maintain its partnerships and to attract individual clients and group contracts.**
- **The Speech and Hearing Clinic engages in regular records audits.**
- **The Speech and Hearing Clinic maintains its Medicare/Medicaid approved status.**

Clinical Field Practica

- **Graduate students continue to experience diverse off-campus clinical placements in health care.** Student externship placement sites include a variety of settings that reflect the socioeconomic, cultural, and linguistic diversity of greater Cleveland.
- **The SPH Program maintains consistent contact with the College of Education and Human Services, whereby clinical field placements in schools prepare Program graduates to receive the Ohio Department of Education Teaching License in speech-language pathology.** School placements expose students to varied socioeconomic, cultural, and linguistic communities in greater Cleveland.

Faculty and Professional Staff

- **Faculty are nationally recognized as scholars and provide service to professional organizations.**
- **Internal and external funding supports faculty research.**
- **Faculty research explores diverse populations, including African American youth, English language learners, and the elderly.**
- **Two faculty members have been tenured and promoted.**
- **All full-time academic faculty hold doctoral degrees.**
- **The professional staff Audiology Coordinator has earned the AuD degree.**

- **Faculty and professional staff have integrated various forms of technology into coursework.** Some coursework is conducted online or using hybrid online and in-class delivery.
- **The Program has successfully promoted its personnel.** A professional staff member successfully competed for a tenure-track faculty position; a part-time faculty member successfully competed for a full-time term faculty position (non-tenure track, one year appointment renewable six times); a part-time supervisor was hired as Clinic Administrator.
- **Retirement of professional staff members resulted in hiring a new Clinic Administrator and a new Coordinator of Outside Placements.**
- **Faculty and professional staff consistently provide a relevant, integrated curriculum which complies with KASA standards and is designed to meet the current and emerging needs of the profession of speech-language pathology.**

Academic Curriculum and Instruction: Revision and Improvement

- **Curricular revision is reshaping the graduate program to bring coursework more in line with current professional practice demands in speech-language pathology.**
- **The graduate exit examination has been substantially revised now requires a more focused application of professional knowledge to clinical problem solving.**
- **Continuing to build the undergraduate American Sign Language curriculum will benefit the Program in terms of enrollment and visibility across the University and in the community.**

In conclusion, there is substantial evidence of Program growth. Overall, the Program maintains a high level of organizational capacity and effectiveness.

V. The Mission of the SPH Program

“The mission of the Speech and Hearing Program is to educate and train qualified students to become competent Master's level speech-language pathologists. The mission of the pre-professional undergraduate component of the Program is to develop an understanding of normative and developmental aspects of speech-language and hearing. The mission of the graduate component of the Program is to provide students with the academic and clinical preparation which will enable them to

pass the ASHA national examination for clinical competency, to meet state licensure requirements, to meet the Ohio Department of Education teaching license requirements where appropriate, and to perform successfully in a clinical fellowship year. The Program prepares students for post-graduate work and doctoral programs in the respective fields.” (Quoted from the Speech and Hearing Policy Manual)

The Program mission is situated within the Mission of the College of Science (http://www.csuohio.edu/sciences/mission_statement.html):

“To educate students for careers in science and provide science education to all students in the University.

To foster the development and application of new knowledge through research and scholarship.

To promote a culture of service to the University and its diverse communities.”

Beyond the stated Program and College missions, SPH will participate in the broader CSU and community contexts to:

Advance the goals of the University as it establishes its unique mission among the state universities.

Advance the purposes and activities of the disciplines in HSC and the College of Sciences and Health Professions by encouraging and collaborating in teaching, scholarship, service, and other forms of professional practice.

Promote quality teaching by imparting expert knowledge, employing instructional innovation, and applying technology.

Meet students’ needs by engaging them in excellent instruction, individualized advising, and involvement in research and scholarship.

Foster the creation of new knowledge through basic and applied research that respects traditional methodologies in speech-language pathology and audiology and encourages innovation and interdisciplinary collaboration.

Work with community partners (notably clinical practica sites) to provide instruction in real-life contexts.

Forge partnerships that advance SPH students to professional careers.

VI. SPH Program Vision

The SPH Program Vision represents the essential aspirations that the Program holds for its future. The vision describes the Program's overall destination and provides direction and guidance.

A. Vision Statements

SPH will be a premier graduate education program. For all students, the Program will promote:

Quality academic education

Engaged learning in clinical experiences

Research opportunities

Opportunities for professional service and community involvement.

SPH will contribute to the School of Health Sciences and the College of Sciences and Health Professions by participating in educational, research, and service collaborations.

SPH will serve the public as a clinical service provider.

B. Relationship of the SPH Vision to the CSU, State Board of Regents, and College Visions

CSU Vision. The CSU strategic plan, Vision Unlimited, includes the following long range strategic goals:

Academic excellence.

Solid financial foundation for advancement.

Collaborative organizational culture.

Commitment to student success.

Valued community resource.

Distinctive image with a vibrant environment.

The SPH vision aligns with the university's vision for student advancement and the promotion of collaborative organizational processes. Importantly, the Speech and

Hearing Clinic provides a distinct community resource and draws a diverse clientele, including children and the elderly, to campus.

State Board of Regents Vision. The SPH vision is in line with the Chancellor of Ohio Board of Regents' Strategic Plan for Higher Education 2008-2017. The Chancellor's plan has as its goals:

Graduate more students.

Keep more of our graduates in Ohio.

Attract more degree holders from out of state.

To accomplish these goals, the Chancellor suggested that the state universities establish nationally recognized centers of excellence. The Chancellor noted that CSU "is focused on contributing to the region's growing health care and biomedical economy." The SPH Program is firmly situated within one of the university's current signature themes, that being to become a center of excellence for health care degree programs. The SPH Program attracts a large applicant pool and retains and graduates a very high percentage of its students, the bulk of whom continue to live in Ohio and contribute to the state's professional workforce. There are out of state applicants in the SPH applicant pool each year.

College Vision. The College of Science (2009) identified five long-range strategic goals:

Provide excellent education that meets regional needs and student interests.

Contribute significantly to the research, service, and economic development objectives of the region and the state.

Build partnerships through which the College meets the needs of the region and the country.

Engage and continue to build the faculty and administrative team necessary to meet programmatic needs.

Strengthen and diversify the funding base to support the mission, vision, and objectives.

The SPH vision aligns with the College vision in that SPH strives to engage students in clinical partnerships throughout the community. The Program has hired new faculty and professional staff. **Since 2004 all members of the current faculty and staff (excepting the 2010 new hire) have received or pursued an additional degree, earned a promotion or job reclassification, or obtained grants to enrich student experiences.**

VII. Trends Affecting Professional Education in Speech-Language Pathology

SPH is poised to respond to a variety of societal trends that will affect the future of the profession of speech-language pathology. These trends must be considered in shaping the Program's goals and objectives for education, research, and clinical service.

Graduates of the Program must be prepared to move into the workplace ready to contribute to the enhancement of their employment facilities and, by extension, the economic development of the region. To this end, SPH pedagogies promote the development of clinical skills, work efficiency, and professional resourcefulness. The Program emphasizes community involvement so that students can be prepared for the demands of the workplaces in the community.

In the current economy, resources may be scarce and competition for resources may be significant. For speech-language pathologists, the probability of diminished resources requires careful thought about how to provide high quality care while reducing costs. To this end, SPH pedagogies promote knowledge of transdisciplinary service models, group therapy, and classroom-based interventions. Diminishing resources may also lead to fewer available jobs in the profession. By providing quality clinical practica throughout the community and many opportunities for networking with community professionals, SPH is preparing students to compete effectively in a potentially tight job market.

Graduates of the Program must be prepared to leverage the power of technologies. Technological innovation is omnipresent and its use can help improve individual therapeutic outcomes and enhance a clinician's performance in the workplace. To this end, SPH pedagogies promote technological literacy and cost-efficient, "green" methods of information storage, sharing, and dissemination.

An increasingly diverse society is driving the need for speech-language pathologists to work confidently and competently across cultures. To this end, SPH pedagogies promote opportunities to learn about and experience human diversity.

VIII. Long Range Strategic Goals and Action Objectives

The Program's long range strategic goals and action objectives arise from the critical success factors which represent the Program's strengths. The long range strategic goals and action objectives provide an integrated framework for enacting the Program's mission and vision and acknowledge the forecasted trends in the

profession. The goals describe the ongoing plan for Program growth and development and will inform the course of action that will guide decision-making, administrative actions, and Program activities through 2016. The action objectives represent the steps or activities necessary to attain the goals. It should be noted that these goals and objectives are based on 2010 data and may need to be more fully evaluated, defined, and prioritized throughout the lifespan of this strategic plan.

Long Term Strategic Goal 1: Provide excellent education that meets students' needs for pre-professional development.

Action Objectives:

1. Review curriculum to align coursework and clinical experiences with the needs of the community and the trends in the profession of speech-language pathology, addressing emerging considerations and opportunities.
 - 1.1 Partner with community agencies to provide educational and clinical opportunities for students.
 - 1.2 Leverage the strengths and capacities of other CSU programs by engaging students in cross-curricular and cross-disciplinary educational opportunities (e.g., electives, etc.).
 - 1.3 Review the overall course of study and the length of time students remain in the graduate program.
 - 1.4 Review opportunities for students to experience health care and educational field placements, pediatric and adult settings, and other diverse clinical opportunities.
 - 1.5 Review the need for course revisions, additions, deletions.
 - 1.6 Review Program exit requirements.
2. Explore how the Program can prepare students for entering the CSU Ph.D. program in Rehabilitation Sciences.
3. Continue to provide students with educationally rewarding graduate assistantships.
4. Continue to seek student feedback via course evaluations, Status of the Class meeting, exit surveys, and other opportunities.
5. Continue to provide students with regular meetings with their advisors.
6. Encourage 1:1 faculty: student mentorships (or professional staff: student).
7. When part-time faculty are needed, recruit highly qualified personnel.
8. Explore mechanisms for providing on- and off-site clinical supervisors with training, support, and skills enhancement.
9. Continue to incorporate technology to advance student learning.

10. Regularly assess Program outcomes and progress toward actualizing the strategic plan.

11. Continue to build the undergraduate general education courses (the American Sign Language and deaf culture curriculum) to enroll non-majors in SPH courses.

12. Continue to serve the College of Education and Human Services by providing a speech-language development course for undergraduate education students.

Long Range Strategic Goal 2: Ensure the strength and viability of the Program.

Action Objectives:

1. Maintain ASHA accreditation.

2. Maintain the class size of the graduate program. Class size is determined as resources permit. Class size is dependent upon maintaining:

- 2.1 An appropriate an corresponding number of academic faculty
- 2.2 An appropriate and corresponding number of professional staff
- 2.3 An appropriate and corresponding number of clinical supervisors
- 2.4 An appropriate and corresponding number of administrative staff
- 2.5 An appropriate and corresponding number of clinical placements
- 2.6 An appropriate and corresponding number of CSU Speech and Hearing Clinic clients and contracts.

3. Explore an increase in the graduate program class size. Class size is determined as resources permit. An increase would be predicated upon developing:

- 3.1 An appropriate an corresponding number of academic faculty
- 3.2 An appropriate and corresponding number of professional staff
- 3.3 An appropriate and corresponding number of clinical supervisors
- 3.4 An appropriate and corresponding number of administrative staff
- 3.5 An appropriate and corresponding number of clinical placements
- 3.6 An appropriate and corresponding number of CSU Speech and Hearing Clinic clients and contracts.

4. Review admissions and performance standards for students in order to recruit highly qualified students.

5. Determine strategies for addressing personnel shortages (faculty, professional staff, administrative staff, and clinical supervisors).

6. Continue to build strong affiliation agreements with community agencies that provide field placements and observation experiences for students.

7. Continue to pursue contracts for clinical services with community agencies.

8. Continue to advertise the Speech and Hearing Clinic services via electronic and print means.
9. Continue collaborations with the CSU College of Education and Human Services.
10. Enhance the role that the Program plays in the professional development of SLPs in the community by providing continuing education opportunities, Professional Lecture Series, etc.
11. Continue to develop Speech and Hearing Clinic revenues.
12. Work with HSC and College administration to identify and fill new positions (academic faculty, clinical faculty, professional staff, clinical supervisors, administrative staff) and to fill vacancies in a timely manner.
13. Survey alumni and employers of alumni about the quality and preparedness of SPH graduates in the workforce.

Long Range Strategic Goal 3: Enhance Program research productivity.

Action Objectives:

1. Encourage and support partnerships between SPH faculty, professional staff, and students, and extend partnerships to other CSU faculty, professional staff, and students and to professionals from other community agencies.
2. Encourage and support projects that attract internal and external funding.
3. Explore research that will meet the research, service, or programmatic needs of local agencies (e.g., speech-language program development, progress monitoring, program evaluation).
4. Explore research that pertains to the Scholarship of Teaching and Learning, wherein educators explore their own practice and their students' growth.
5. Encourage students to complete Master's theses.

Long Range Strategic Goal 4: Build Program administrative capacity in order to support and advance all goals and objectives.

Action Objectives:

1. Continue to build strong teamwork and collaboration regarding Program administrative capacity, Program governance, and Program development.

2. Provide faculty/professional staff with staff development opportunities to enhance administrative capacity, Program governance, and Program development.
3. Mentor faculty/professional staff to assume new roles.
4. Continue to align Program goals and objectives with HSC, College, University and state-level goals and objectives.

Long Range Strategic Goal 5: Encourage all Program members to participate in professional service.

Action Objectives:

1. Encourage and support student participation in NSSLHA.
2. Encourage and support faculty, professional staff, and student participation in professional organizations, service projects, service learning, and other service opportunities. (Service to the School, College, University, the community, and the profession)
3. Encourage and support faculty and professional staff participation as officers or key members of professional organizations.

IX. Strategies for Observing and Measuring Outcomes and Adjusting the Strategic Plan

Accomplishment of the long range strategic goals will be ascertained by observing or measuring the attainment of objectives using the means described below. A frequently used model of continuous improvement involves the actions:

Determine needs

Gather data about the current situation

Set goals and indicators of performance toward goals

Develop actions, strategies, and resources needed to attain goals

Implement actions and strategies; obtain resources

Evaluate progress

Reassess whether needs have been met; continue to work toward goals or reframe goals

Begin the process anew to address other needs.

Some indicators of Program progress toward goals can be measured, but other indicators do not lend themselves to measurement. Within the context of the continuous improvement model, SPH uses observation as another assessment strategy. Program members' observations are discussed at Program meetings, so that actions, strategies, effectiveness, progress, etc. can be analyzed.

In the "Adjustment/Status Review" column below, the current status of the goal and objectives is described, to reveal where the Program stands at the outset of the implementation of this strategic plan. As the plan is enacted, periodic status reviews would suggest whether and how to adjust the goals and/or objectives.

GOAL	OBSERVATION/MEASUREMENT OF OBJECTIVES	ADJUSTMENT/STATUS REVIEW
Provide excellent education that meets students' needs for pre-professional development.	<p>Faculty and professional staff meetings; discussions with students in class, advising, and meetings; student surveys; students' grades, clinical performance, and other achievements.</p> <p>Keep an accounting of the number of community partnerships and the quality of partnership outcomes as perceived by students, faculty, professional staff, and community partners. Use surveys, meetings, discussions.</p> <p>Discuss whether and how students can participate in cross-curricular and cross-disciplinary educational opportunities (e.g., electives, etc.).</p>	<p>Monitor coursework and clinical experiences to reflect the needs of the community and the trends in the profession of speech-language pathology; enact curriculum revision.</p> <p>Maintain or disband partnerships as appropriate.</p> <p>Discussion in Program and HSC meetings.</p>

	<p>Discuss the overall course of study and the length of time students remain in the graduate program.</p> <p>Provide opportunities for students to experience health care and educational field placements, pediatric and adult settings, and other diverse clinical opportunities.</p> <p>Discuss the need for course revisions, additions, deletions.</p> <p>Discuss Program exit requirements.</p> <p>Explore how the Program can prepare students for entering the CSU Ph.D. program in Rehabilitation Sciences.</p>	<p>Discussion is ongoing at Program meetings. The current length of the graduate program is equal to the other universities in state.</p> <p>Discussion is ongoing at Program meetings and Clinic staff meetings to ensure quality placements continue.</p> <p>Revisions decided upon during the 2009-2010 academic year will be enacted for 2010-2011. Changes reflect the growing need for expertise in dysphagia.</p> <p>Revisions decided upon in recent years have been enacted and discussion is ongoing.</p> <p>Initial discussion is yet to take place in Program and HSC meetings.</p>
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	<p>Continue to provide students with educationally rewarding graduate assistantships.</p> <p>Discuss student feedback obtained via course evaluations, Status of the Class meeting, exit surveys, and other opportunities.</p> <p>Keep accounting of the number of meetings between students and their advisors.</p> <p>Keep accounting of 1:1 faculty: student mentorships (professional staff: student).</p> <p>When part-time faculty are needed, recruit highly qualified personnel.</p>	<p>Revisions decided upon in recent years have been enacted and discussion is ongoing.</p> <p>Discussion is ongoing at Program meetings and Clinic staff meetings.</p> <p>Students and advisors sign an attendance form verifying one meeting per semester. No requirement to log other meetings, but faculty/professional staff may maintain their own records.</p> <p>Students who enroll in directed study or thesis supervision are accounted for; others would be accounted for by faculty/professional staff personal recordkeeping.</p> <p>Part-time faculty are observed and reviewed by full time faculty and professional staff when they are</p>
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	<p>Keep accounting of mechanisms for providing on- and off-site clinical supervisors with training, support, and skills enhancement.</p> <p>Continue to incorporate technology to advance student learning.</p> <p>Regularly assess Program outcomes and progress toward actualizing the strategic plan.</p> <p>Continue to build the undergraduate general education courses.</p>	<p>hired and at intervals, for example, if teaching a new course.</p> <p>Clinic Administrator provides individual mentoring and supervisors' group meetings. Discussion for enhancement is ongoing at Program meetings and Clinic staff meetings.</p> <p>Faculty implement technology; seek support from CSU Center for E-Learning. Continue to develop online course delivery.</p> <p>Discussion is ongoing at Program meetings and Clinic staff meetings; include student feedback (Goal 1, Action Objective 4).</p> <p>Effectively deliver the American Sign Language and deaf culture curriculum; explore options for enhancement.</p>
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	<p>Continue to serve the College of Education and Human Services by providing a speech-language development course for undergraduate education students.</p>	<p>Effectively deliver the speech-language development course; explore options for enhancement.</p>
<p>Ensure the strength and viability of the Program.</p>	<p>Maintain ASHA accreditation.</p> <p>Maintain the class size of the graduate program. Class size is dependent upon maintaining faculty, professional staff, clinical supervisors, administrative staff, clinical placements, and Speech and Hearing Clinic clients and contracts.</p> <p>Explore an increase in the graduate program class size.</p>	<p>2010 report is in Progress; site visit in 2011.</p> <p>25 students have been admitted for fall 2010, which is the target number of students. Of the students admitted in fall 2009, only one has left the Program.</p> <p>All faculty and staff positions are filled. Clinic supervisors are being recruited. Clinical placements are established but there tends to be some flux – some placements are discontinued and new placements are obtained. Clinic census is being maintained.</p> <p>Current resources do not support an increase in class size.</p>

	<p>Review admissions and performance standards for students in order to recruit highly qualified students.</p> <p>Determine strategies for addressing personnel shortages (faculty, professional staff, administrative staff, and clinical supervisors).</p> <p>Continue to build strong affiliation agreements with community agencies that provide field placements and observation experiences for students.</p> <p>Continue to pursue contracts for clinical services with community agencies.</p> <p>Continue to advertise the Speech and Hearing Clinic services via electronic and print means.</p> <p>Continue collaborations with the CSU College of Education and Human Services.</p>	<p>Discussion is ongoing at Program meetings.</p> <p>Clinic supervisors are being recruited. Approved proposal for the School of Health Sciences stipulates additional faculty and professional staff.</p> <p>Progress is ongoing.</p> <p>Progress is ongoing.</p> <p>Program request for greater visibility on the CSU Website is going through administrative channels. Facebook, Twitter, etc. presence can be established.</p> <p>Coordinator of Student Teaching is engaged in the plans for a K-12 school on CSU campus; SPH student to be</p>
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	<p>Enhance the role that the Program plays in the professional development of SLPs in the community by providing continuing education opportunities, Professional Lecture Series, etc.</p> <p>Continue to develop Speech and Hearing Clinic revenues.</p> <p>Work with HSC and College administration to identify and fill new positions (academic faculty, clinical faculty, professional staff, clinical supervisors, administrative staff) and to fill vacancies in a timely manner.</p> <p>Survey of alumni and employers of alumni about the quality and preparedness of SPH graduates in the workforce.</p>	<p>involved in providing services.</p> <p>Biennial Professional Lecture Series was held in May 2010. Application is in progress to become an ASHA CEU provider.</p> <p>Progress is ongoing.</p> <p>Discussions are carried out at the School and College levels. Currently no full time vacancies. Clinic supervisors are being recruited.</p> <p>Program Director has drafted surveys; Program will review and send in Fall 2010.</p>
<p>Enhance Program research productivity.</p>	<p>Encourage and support partnerships between SPH faculty, professional staff, and students, and extend partnerships to other CSU faculty, professional staff, and students and to professionals from other community agencies.</p>	<p>Some within Program and cross disciplinary partnerships exist, e.g., masters theses, McNair Scholars, undergraduate Honors and Scholars programs, undergraduate</p>

	<p>Encourage and support projects that attract internal and external funding.</p> <p>Explore research that will meet the research, service, or programmatic needs of local agencies (e.g., speech-language program development, progress monitoring, program evaluation).</p> <p>Explore research that pertains to the Scholarship of Teaching and Learning, wherein educators explore their own practice and their students' growth.</p> <p>Encourage students to complete Masters theses.</p>	<p>research grants.</p> <p>Program Director and Clinic Administrator have obtained funding for undergraduate and post-bachelor's student research.</p> <p>Initiation is required.</p> <p>Program Director is engaged in research about information literacy in SPH 497.</p> <p>Recruitment is ongoing. One thesis is in its early stages.</p>
<p>Build Program administrative capacity in order to support and advance all goals and objectives.</p>	<p>Continue to build strong teamwork and collaboration.</p> <p>Provide faculty/professional staff with staff development opportunities to enhance administrative capacity, Program governance, and Program development.</p>	<p>Discussion is ongoing.</p> <p>Program faculty attend annual CAA meeting and other events. Program Director has been accepted to attend CSU 2010-2011 administrative development seminar series. Additional</p>

	<p>Mentor faculty/professional staff to assume new roles.</p> <p>Continue to align Program goals and objectives with HSC, College, University and state-level goals and objectives.</p>	<p>implementation to be explored.</p> <p>Encourage faculty and professional staff to actively participate in committee membership and chairing committees.</p> <p>Ongoing opportunities.</p> <p>Conducted via this strategic plan; ongoing review.</p>
<p>Encourage all Program members to participate in professional service.</p>	<p>Keep accounting of student participation in NSSLHA.</p> <p>Encourage and support faculty, professional staff, and student participation in service.</p> <p>Encourage and support faculty and professional staff participation as officers or key members of professional organizations.</p>	<p>Appoint a new NSSLHA faculty advisor for 2010-2011; keep records of student membership and participation.</p> <p>Faculty report this activity annually; initiate accounting for others.</p> <p>Faculty report this activity annually; initiate accounting for others.</p>

X. SWOT: Strengths, Weaknesses, Opportunities, Threats

This strategic plan has identified the critical success factors that SPH has achieved and provided the goals and objectives needed to maintain these successes and build a strong future. Along with these strengths and goals, it is necessary to identify the relative weaknesses, opportunities, and threats that accompany the enactment of this strategic plan.

<u>Strengths</u>	<u>Weaknesses</u>
Convenience: Downtown location, near freeways	Image – SPH is combating a history of a somewhat negative reputation in the community
Urban location, on public transportation	CSU reputation improving but still not completely strong; thought of as having “low self-esteem,” low standards, and being in a dangerous urban area
Campus renovations	Campus parking issues affect SPH Clinic
Relatively low cost education	College and CSU may be unclear about the SPH profession and its importance
Faculty: Qualified, scholarly, published, committed, diverse, clinically experienced, well-connected in the community, varied areas of expertise and research agendas	Campus renovations have not done very much for the SPH quadrant of Main Classroom Building
Professional staff: Qualified, committed, diverse, clinically experienced, well-connected in the community	Funding/Budget (State, College, and CSU)
Quality teaching and clinical experiences	Low graduate admissions standards for the university
Program/curriculum: Academic rigor; accredited; diverse on and off campus clinical experiences	SPH graduate students are almost entirely Caucasian women
Faculty/staff value interdisciplinary research and clinical practice	Fairly small number of faculty, professional staff, and administrative staff; everyone must perform many duties, is overcommitted
Student Body: Serious, many first generation college students, returning second career students	Some SPH technology is out of date, past time of service contracts with IS&T
Growing success in attracting high quality students – GRE’s and GPA’s are rising	
College and university leadership and	

<p>culture: New energy and enthusiasm</p> <p>College and University “moving forward,” connecting with alumni, building community outreach</p> <p>Growing networks and collaborations (SPH, HSC, College, CSU)</p> <p>Relationships with many clinical sites (healthcare and education)</p> <p>Faculty/staff service to the profession and the community</p> <p>Increasing recognition of CSU SPH</p> <p>Program – Reputation appears to be improving</p> <p>Program prepares students as generalists who can go on to practice in any setting</p> <p>High rates of program completion, passing Praxis exam, employment of graduates</p> <p>Positioned within the CSU healthcare mission</p>	
<p><u>Opportunities</u></p> <p>SPH job market is still relatively strong</p> <p>Tendency for graduates of the Program to take jobs in Ohio</p> <p>Local/regional diversity – opportunities for student learning experiences</p> <p>World class health care industry in greater Cleveland</p> <p>Very large graduate applicant pool attracting students from Ohio and out of state</p>	<p><u>Threats</u></p> <p>Difficult to recruit Clinic supervisors; this problem reduces the number of contracts and clients the Clinic can accept, results in limited hours that Clinic is open</p> <p>Clinic is census driven, some difficulty maintaining Clinic census and service contracts – ultimately leads to a less diverse range of clinical experiences for students, limited clinical opportunities</p> <p>SPH job market has seen some decline</p> <p>Daytime classes make the Program</p>

<p>Very large numbers of CSU undergraduates, post-bachelor's students, and non-degree graduate students entering the graduate applicant pool – allows for cultivation of “best and brightest” students for the graduate program; a record of student retention</p> <p>Post-bachelor's and non-degree graduate students with diverse life experiences enrich the graduate applicant pool and the graduate class</p> <p>The Program and Clinic are developing a recognizable “brand” based on the CSU <i>Engaged Learning</i> brand; the enhanced visibility of the School of Health Sciences and the College of Sciences and Health Professions will allow for increased opportunities, networking, and support</p> <p>Initiation of the interdisciplinary Ph.D. in Rehabilitation Science – opportunities for SPH faculty to participate, for Program graduates to enroll, and to draw future employees from this new pool of doctoral level educators and clinicians</p>	<p>impossible for some prospective students</p> <p>Program is not unique to the region – many local competitors</p> <p>Large numbers of SPH undergraduate degrees being granted in Ohio lead to large graduate applicant pools that the Ohio graduate programs cannot absorb; many qualified BA degree holders are disappointed, some complaining to university officials, legislators, Chancellor, and Ohio Department of Education; however, increasing graduate programs dramatically could flood the SLP job market</p> <p>Doctoral level faculty shortage in SPH</p> <p>Clinical faculty shortage in SPH</p> <p>General environmental trends and pressures in a time of economic downturn: Increased competition for resources, regional job loss, company closings, population loss, “rust belt” economy</p> <p>Research funding is difficult to obtain; smaller SPH faculty/professional staff makes it difficult to apply for larger grants that involve complex projects</p>
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