

**Speech-Language Pathology and Audiology Department
Summer 2009 Report of Results for Strategic Plan Developed in 2008 - 2009**

There are four priority areas in the strategic plan. Each priority area and the accompanying goals are adapted from the Ithaca College Institutional Plan and the School of Health Sciences and Human Performance Long Term Strategic Plan.

Priority Area: ENROLLMENT

Priority: Optimize enrollment while continuing to build a strong academic profile

Goal 1: Over the next three to five years, modestly increase undergraduate enrollment to average 30 per class (i.e., freshman, sophomore...) and maintain graduate enrollment at 20-25 per class (i.e., first and second year graduate students)

Enrollment in the undergraduate program increased for fall 2009. We anticipate having 38 first year students. This number is over our target. Increases in enrollment are most likely due to college-wide initiatives as well as school and department initiatives.

In the spring 2009, we received more than 160 applications for admission to our graduate program. We anticipate enrollment of 24 new graduate students in fall 2009 which is a slight decrease in enrollment compared to fall 2009 but places us within our target range (rather than being above our target).

Goal 2: Determine that all students have the quantitative, verbal, writing, and critical thinking skills necessary to be able to master the required course work in their fields

Profiles of incoming undergraduate students increased modestly since 2007-2008.
Profiles of incoming graduate students increased modestly since 2007-2008.

Goal 3: Improve the diversity of the student population

Retention of students from underrepresented groups has been excellent. Recruitment of students from underrepresented groups is an area in which improvement is needed.

Goal 4: Establish first-rate Web pages for all facets of the department

The undergraduate and graduate web pages were reviewed and updated to improve the information available to prospective students, currently enrolled students, and alumni needing access to certification documents. We anticipate updating of photos for the graduate website during summer of 2009. An area in which work is still needed is inclusion of faculty portraits on all faculty web pages.

Priority Area: PROGRAM RESOURCES

Priority 1: Maintain and enhance the department's academic and clinical facilities

Priority 2: Enhance the clinical program through the purchase of supplies and materials

Priority 3: Provide appropriate, contemporary technology, and administrative and technological support to the members of the department

Goal 1: Provide a quality environment that is appropriate to each employee's (i.e., faculty and staff) function

A school-wide committee was formed in 2008-2009 to review utilization of space in the school of HS&HP. Changes in offices for SLPA faculty were made as the result of two faculty vacating current spaces. These offices were cleaned and repainted. A three to five year departmental capital equipment plan was developed. All capital requests for 2008-2009 were funded resulting in additional equipment for laboratories.

Goal 2: Ensure that all facilities within the department are in compliance with the spirit of federal, state, and local access, safety, and privacy laws, including the ADA, 504 legislation, and the Buckley Amendment

Changes to procedures for accessing client records were implemented in order to ensure compliance with the spirit of privacy legislation.

Goal 3: Ensure that materials available for clinical experiences are up to date and in good condition

Materials were reviewed. Outdated materials were removed; new assessment and intervention materials were ordered as needed.

Goal 4: Ensure current and working technological services and resources for students, staff and faculty in SLP/A

Faculty computers due for replacement through ITS were replaced. Faculty received new, larger monitors.

There were several changes in technology that affected our program: Ithaca College transitioned away from WebCT and fully adopted Blackboard as the online learning/teaching environment. ITS moved existing courses from WebCT into Blackboard and offered workshops for interested faculty in order to create a smooth transition to Blackboard.

The All College Teacher Education Committee (ACTEC) adopted Live Text as the mechanism for developing student portfolios for all students in teacher education programs across at IC.

There were several changes in technology specific to the department: All graduate students were required to submit online versions of their portfolios and KASA evaluation forms. Technology in the AAC Lab and the Voice and Fluency Lab was updated. (Updates are conducted on an ongoing basis in both labs.) Various forms were placed in a shared online account to improve faculty access to forms from their offices.

Priority Area: QUALITY OF WORK LIFE

Priority: Cultivate and nurture a work environment that promotes employee satisfaction and productivity

Goal 1: Ensure that all employees have balanced workloads appropriate to their job descriptions

All full-time faculty have a 21 credit workload. Time of faculty with administrative duties is reassigned based on administrative job description.

Goal 2: Enhance opportunities for faculty and staff development

Funding was provided to all full-time faculty for expenses related to faculty development (e.g., professional dues, professional travel). Opportunities for staff development were available through on-campus workshops.

Priority Area: Programming

Priority: Strengthen educational and scholarly activities within the department including undergraduate and graduate studies

Goal 1: Improve the academic advising experience for students and faculty

A representative from the Registrar's office provided a workshop showing faculty how to conduct a degree evaluation on HOMER. The undergraduate advising sequence sheet and worksheet were updated for ease of use.

Goal 2: Improve on Assessment and Evaluation of Student Learning Outcomes

A college-wide initiative toward development of student learning outcomes was undertaken for the purpose of creating an ongoing cycle of assessment and evaluation of student learning. The department developed student learning outcomes, created a three year assessment cycle, and completed the first year of assessing student learning outcomes at the undergraduate and graduate levels.

Goal 3: Enhance the students' learning and clinical experiences

At the undergraduate level we continued to offer a broad base of courses in communication processes and disorders. At the graduate level we continued to offer a core of graduate courses that cover the scope of practice, meeting KASA standards, and we offered selected elective courses that meet students' interests in areas of specialization. Due to faculty leaves additional adjunct faculty were hired to provide supervision for undergraduate students' clinical experiences off campus.

Faculty identified increasing the consistency in supervisory feedback provided to students as an area needing improvement. The clinic committee created student clinical evaluation forms in an effort to provide more consistent evaluation of students across supervisors. One form was developed for evaluation of intervention, another form was developed for evaluation of diagnostic sessions. The forms identify areas in which students will be evaluated and provide a rating scale for each area. Faculty will use the forms and provide feedback to the committee.

Goal 4: Strengthen scholarly activity within the department

Most faculty participated in scholarship by presenting at the national level. Seven students participated in scholarly presentations with faculty. To improve faculty participation in scholarly activities, travel funding was made available to all faculty.