Communication Disorders Program Strategic Plan

July 1, 2020 to June 30, 2025

<u>Executive Summary</u>

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

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

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

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

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

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

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Key Area I: Teaching and Learning

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

Strengthen Academic Programming: Consistently review existing curricula and experiment with new academic programs to respond to emerging fields and pedagogical opportunities.
 	
University Strategies
• Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.
	3. Conduct an "assessment loop" process each year to include:
	    ○ Review of program assessment data including outcome data, and measures obtained from clinical educators and employers.
	    ○ Coordination between curriculum and assessment committee for data-driven curriculum revisions
	    ○ Incorporate input from Advisory Board Members	

University Goals	Program Goals	Periodic Reporting of Progress (at least annually beginning in June 2021)
Embrace Diverse Teaching and Learning Styles: Diversify course delivery methods and scheduling, including online and hybrid formats, programming for summer and adult learners, and professional development opportunities, to ensure that academic offerings are broadly available to a diverse range of learners. **University Strategies** • Embrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.	4. Increase the use of clinical simulations (at least one during the first-year coursework; at least one during the second-year coursework) in addition to ongoing use of Simucase. 5. Continue to offer continuing education activities for professionals (one each fall; one each spring). 6. Work with Center for Learning Design on integrating a variety of instructional methods into CMDS coursework (as indicated by collective program faculty participating in at least one learning opportunity per academic year).	
Enhance the Scholarship of Teaching and Learning (SoTL): Promote a culture of teaching and learning supported by the promotion and tenure process that supports systematic inquiry into student learning, builds an institutional resource repository, and makes inquiry findings public. **University Strategies** • Support faculty research about, and participation in, professional development opportunities that strengthen the classroom experience, including effective pedagogical approaches for a particular program and its core courses.	7. Continue to support program faculty in a research agenda that includes SoTL (at least 3 peer-reviewed presentations/5yrs by the collective program faculty) 8. Continue to support faculty-student collaboration in research as evidenced in the dissemination of results of at least one collaborative project every two years.	

Key Area II: Diversity and Inclusion

University Goals	Program Goals	Periodic Reporting of Progress (at least annually beginning in June 2021)
Promote and Assess an Inclusive Campus Community: Develop new and enhance existing programs and initiatives that contribute to an inclusive campus community.	9. Identify and communicate with at least 5 secondary institutions to inform students from diverse communities about careers in Communication Disorders.	
University Strategies • Build enrollment strategies to reach students who have not previously seen Stockton as their academic home. • Intentionally create culturally affirming learning opportunities and spaces that foster a sense of belonging, safety, and wellness for all students.	10. Explore the opportunity to offer one dual enrollment course from the pre-requisite curriculum at the Atlantic County Institute of Technology (ACIT). 11. Schedule one event annually with the College Bound program at Stockton. 12. Develop and utilize a module for second-year graduate students on microaggressions in the workplace. 13. Develop and utilize a module for incoming graduate students on diversity and inclusion in the academic setting. 14. Strengthen the connection with undergraduate the Health Sciences program through at least two joint discussions on curriculum and/or student engagement annually.	