

# **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

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:**

**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

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**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

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**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

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**1.4 Outcomes/Objectives:**

Develop formal management philosophy

**Measure:**

As documented in ULM annual report

**Target:**

Draft of document to be eted by June 30, 2009

**Table tical 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

**Respsible Persons:**

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

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**1.5 Outcomes/Objebe tives:**

Faculty and staff will openly be ommunicate about developments in the department

**Measure:**

As documented in the UM Annual Report

**Target:**

Completion of faculty questiires ; communication of departmental policy

**Table tical Steps:**



**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

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**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

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**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

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**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

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**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

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**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

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**2.8 Outcomes/Objectives:**

Continue to prepare undergraduate students for entry into a \_\_\_\_\_ 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

**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."

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**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:**

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**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                      level faculty

**Timeframe for evaluation:**

Annually on August 1

**Responsible Persons:**

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

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**3.3 Outcomes/Objectives:**

Enhance departmental faculty mentoring program



**Tactical Steps:**

1. Encourage students to complete on-line course evaluations
2. Work with the \_\_\_\_\_ 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)."

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**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



**Responsible Persons:**

Johanna Boulton, Ph.D., CCC-SLP

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**4.3 Outcomes/Objectives:**

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

**Measure:**

As documented in ULM Annual Report

**Target:**

**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."

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**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

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**5.3 Outcomes/Objectives:**

**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

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**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

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**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 d the undb24 2m8 Tm{3. )-9(I)23(n

## **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

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-





