

## STRATEGIC PLAN/EXECUTIVE SUMMARY – Fall 2025-

GOAL:	Teach students via classroom and clinical experiences the knowledge and skills associated with speech and hearing sciences;	
RATIONALE:	<p>VISION: A solid education is the foundation for success in the field. The program believes that student learning outcomes are valid and reliable precursors to providing clinical services.</p>	<p>MISSION: This goal ties directly to our mission in that student outcomes are influenced by teaching. Effective teaching should result in promising student learning outcomes as evidenced by data.</p>
OBJECTIVES/TARGETS:	<ol style="list-style-type: none"> <li>Measuring students' first attempt passing comprehensive exams by averaging their performance across a 3-year period <ul style="list-style-type: none"> <li>90% pass rate; percentage total number of comprehensive exams attempted and passed first attempt</li> </ul> </li> <li>Measuring students' first attempt passing didactic coursework (95% pass rate)</li> <li>Maintaining accreditation status in speech-language pathology</li> </ol>	
ASSESSMENT	<p>PROCEDURES FOR ACTION 1: Any combination of the following mechanisms will be used to evaluate Action 1.</p> <ul style="list-style-type: none"> <li>Calculate pass rate for first time pass rate</li> <li>Calculate pass rate for successful remediation</li> </ul> <p>PROCEDURES FOR ACTION 2: Any combination of the following mechanisms will be used to evaluate Action 2.</p> <ul style="list-style-type: none"> <li>Measuring students' first attempt passing didactic coursework at 95% pass rate</li> </ul> <p>PROCEDURES FOR ACTION 3: Any combination of the following mechanisms will be used to evaluate Action 3.</p> <ul style="list-style-type: none"> <li>Complete all standards and related documentation for CAA</li> </ul>	
STATUS to DATE:	IN PROGRESS	
EXECUTIVE SUMMARY:	<p>RESULTS:</p> <ol style="list-style-type: none"> <li>1.1 – First time pass rate for comprehensive exams is 72% (13 / 18). Successful pass rate for remediation is 100% (5 / 5). 1 student required written and oral remediation.</li> <li>1.2 – 97.5% of all graduate students enrolled in the graduate program passed didactic coursework on the first attempt.</li> <li>1.3 – As confirmed via the CAA, the program maintains accreditation status for speech-language pathology.</li> </ol> <p>INTERVENTIONS for IMPROVEMENT:</p> <p>The faculty reviewed data at faculty retreat. Pass rates were discussed. The following interventions and mechanisms were proposed to minimize and improve progress towards this goal –</p> <ol style="list-style-type: none"> <li>Identified and refined internal early at-risk procedure. Students who do not meet passing criteria on a summative assessment in courses or clinical skills will meet with instructors to develop a plan of action to improve performance.</li> <li>All faculty will provide scheduled mandatory in-person reviews for comprehensive exams early in the fall semester. General format for all reviews will be as follows: concept discussion, case based application, and student Q&amp;A.</li> <li>For the admitting fall 2025 cohort, the first round of remediation will be changed to oral remediation in efforts to mitigate possible academic dishonesty associated with AI use.</li> <li>Any students requiring alternative sequences will be individually counseled regarding testing.</li> <li>Conducted SWOL analysis to implement teaching strategies to improve the education and experiences regarding treatment of patients specifically.</li> <li>Develop new systems to acquire and analyze progress and maintenance on accreditation standards.</li> </ol>	

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GOAL:	Fulfill the need for speech-language pathologists in the Texas Panhandle, the state, and the nation	
RATIONALE:	Vision: In order to make communication, swallowing, and quality of life a reality, there must be speech-language pathologists to serve persons who experience a variety of disorders. This also ties directly to our university's values of pragmatism and community service.	Mission: This goal ties directly to our mission in that speech-language pathologists must demonstrate adequate clinical and professional skills prior to graduation as well as meet standards established by accrediting boards and the Texas A&M System. Consequently, our program fulfills the need for future speech-language pathologists as evidenced by the following objectives and data.
OBJECTIVES/TARGETS:	<ol style="list-style-type: none"> <li>1. Measuring students' meeting passing criteria for clinical scores in treatment, additional clinical skills, and PIPQ in their final externship (95% pass rate)</li> <li>2. Measuring percentage of students meeting graduation requirements (90% meeting requirements)</li> <li>3. Measuring percentage of students completing the program (95% completion)</li> <li>4. Maintaining no less than 40 graduate students enrolled in the Master's program</li> </ol>	
ASSESSMENT:	<p>PROCEDURES FOR OBJECTIVE/TARGET 1: Any combination of the following mechanisms will be used to evaluate #1.</p> <ul style="list-style-type: none"> <li>• Acquire data from CALIPSO clinical education software</li> </ul> <p>PROCEDURES FOR OBJECTIVE/TARGET 2: Any combination of the following mechanisms will be used to evaluate #2.</p> <ul style="list-style-type: none"> <li>• Generate and review graduation rates annually</li> </ul> <p>PROCEDURES FOR OBJECTIVE/TARGET 3: Any combination of the following mechanisms will be used to evaluate #3.</p> <ul style="list-style-type: none"> <li>• Compare enrollment rate and graduation rate annually</li> </ul>	
STATUS to DATE:	SUSTAINING PROGRESS	
EXECUTIVE SUMMARY	<p>RESULTS:</p> <p>2.1 – 97.6% (41 / 42)</p> <p>2.2 – 94% (17 / 18) graduated on time. 1 out of 18 will graduate are set to graduate out-of-cycle.</p> <p>2.3 – 94% (18 / 19). 1 student withdrew for personal reasons not affiliated with her performance or experience in the program.</p> <p>2.4 – Students enrolled for the 2024-2025 school year was 43 with respect to students on alternative completion plans. We have experienced a small but significant growth.</p> <p>INTERVENTION for IMPROVEMENT:</p> <ol style="list-style-type: none"> <li>1. Updated and modified scoring criteria scale in CALIPSO to be more valid and reliable. The rating scale also best supports faculty observations for new learners.</li> <li>2. Faculty will meet monthly to discuss student success and related issues.</li> <li>3. When a student falls out of cycle, the faculty members and students will collaborate to determine the best plan for meeting graduation requirements.</li> <li>4. Admissions criteria including interview processes and preliminary requirements have been reviewed. The faculty have removed barriers (e.g., the GRE), modified application deadlines, and experimenting with interview formats to assist in recruitment and retention.</li> <li>5. The College of Nursing and Health Sciences identified a faculty member in each department who attends various events to promote attendance and enrollment.</li> <li>6. Faculty will host an exhibition booth at state conference to facilitate on-demand recruitment.</li> </ol>	

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GOAL:	The faculty will cultivate the academic and professional field of speech and hearing sciences.	
RATIONALE:	Vision: A competent faculty guide the program and establish the essential knowledge and skills via their own research and clinical agendas as well as pedagogy.	Mission: In order to prepare students for the profession, faculty must utilize and disseminate resources including their research, their services, and their skill set in the classroom and in the community.
OBJECTIVES/TARGETS:	<ol style="list-style-type: none"> <li>1. Creating an advisory board for the Department of Speech and Hearing Sciences</li> <li>2. Developing one professional learning experience each within a three-year period</li> <li>3. Earning the required number of CEUs to maintain licensure</li> </ol>	
ASSESSMENT	<p>PROCEDURES FOR ACTION 1:</p> <ul style="list-style-type: none"> <li>• Identified and invited community members for initial discussion</li> <li>• Discussed in faculty members the role of an advisory board</li> </ul> <p>PROCEDURES FOR ACTION 2:</p> <ul style="list-style-type: none"> <li>• Identified areas of expertise within the department</li> <li>• Collaborated within the department and community to propose professional learning experiences</li> <li>• Submitted these proposals to a variety of local, national, and international opportunities</li> </ul> <p>PROCEDURES FOR ACTION 3:</p> <ul style="list-style-type: none"> <li>• Review and report continuing education status via ASHA registry and TLDR</li> </ul>	
STATUS to DATE:	IN PROGRESS	
EXECUTIVE SUMMARY	<p>RESULTS:</p> <ol style="list-style-type: none"> <li>3.1 – Discontinued. See below.</li> <li>3.2 – 6 out of 7 faculty have presented or integrated learning experiences at various levels. In the 2024 to 2025 academic year, there were at least 14 professional learning experiences developed. 7 proposals are pending for state and national conferences at the time of this summary.</li> <li>3.3 All faculty are well within the minimal CEUs for maintaining state licensure and national certification.</li> </ol> <p>INTERVENTIONS for IMPROVEMENT:</p> <ol style="list-style-type: none"> <li>1. Based upon discussion from faculty and direction from the Dean, the advisory board objective is discontinued. The faculty will consider and investigate the specific role of an advisory board to enhance the department in its many initiatives.</li> <li>2. 1 faculty member has not developed or proposed a professional learning experience. All faculty have been charged with developing and proposing at least 1 grant proposal as well as a professional learning experience to submit for local, regional, national, or international opportunities.</li> <li>3. Continue pursuing and supporting continuing education opportunities in various means.</li> </ol>	