DEPARTMENT OF COMMUNICATION DISORDERS
LONG-TERM STRATEGIC PLAN
FISCAL YEARS 2021 - 2025

UNIVERSITY MISSION	BHS PROGRAM IN CDIS MISSION
Governors State University is committed to offering an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society.	The mission of the undergraduate program in Communication Disorders is to prepare students for successful entry intro professional preparation programs in Communication sciences and disorders and related fields, and to provide a high-quality foundation for careers in health sciences and education. The program provides undergraduates and post-baccalaureate students with an exceptional education in an environment of civic engagement, community service, and diversity.
UNIVERSITY VISION	
GSU will create an intellectually stimulating public square, serve as an economic catalyst for the region, and lead as a model of academic excellence, innovation, diversity and responsible citizenship.	MHS PROGRAM IN CDIS MISSION
	The mission of the graduate program in Communication Disorders is to prepare confident, critically-thinking, clinically proficient and culturally competent speech-language pathologists to work in health care, education, and private practice environments. Through an innovative, community-focused model of clinical training, a foundation in evidence-based practice, and a diversity-infused curriculum, the program aims to develop civic-minded and engaged clinician-researchers.
COLLEGE OF HEALTH AND HUMAN SERVICESS MISSION	
The mission of the College of Health and Human Services is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and Infuse its programs into community partnerships for the health, well-being and economic development of the region.	The program provides rigorous coursework and clinical practicum experiences necessary to obtain the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language Pathology from the American Speech-Language-Hearing Association, the Professional License from the Illinois Department of Financial and Professional Regulation, and the Professional Educator License (PEL) from the Illinois State Board of Education.

ENVIRONMENTAL SCAN AND INTERNAL AUDIT FOR COMMUNICATION DISORDERS

Strengths	Weaknesses	Opportunities	Threats/Challenges
A diverse faculty with respect to age, gender, race, ethnicity, and language.	Lack of diversity in admissions applicant pool; disproportionate to region.	Continued demand for speech-language pathologists in Illinois public schools and medical settings.	BHS program narrowly focused on one career outcome.
A highly qualified faculty; 7 of 9 with Ph.D. level preparation.	No exit criteria for BHS program.	Faculty presence with BHS students (e.g., panel discussions, orientation, application reviews, G-Path/Honors, etc.).	Student readiness for rigor required in graduate school.
Long-term, consistent, committed academic and clinical adjunct faculty.	Faculty growth and leadership opportunities, mentoring, and instructional support limited.		Declining enrollment in BHS and MHS programs.
Flexible programming allows for part-time study.	Pool of adjunct faculty.	Hearing and Speech-Language screenings shadowing and prevention.	Competition for clinical sites especially in medical facilities.
Strong, extensive, and sustained growth in network of practicum affiliations.	Scholarships and financial support for students.	University system for midterm reporting and follow-up to facilitate student success.	Ongoing threat of Covid and potential impact on medical placements.
Clinical practicum component well organized and procedurally sound.	Length of MHS program.	Support services offered during and since Covid.	Lingering effects of Covid with respect to mental health, financial, and family related concerns.
	Website lacking; limited social media presence.		
Coordination and growth in the number of prevention sites have expanded hearing and speech-language screening experiences for students.	Slow, outdated computers. IT staff and funding possibly limited.	LHL Scholarship Endowment contract and plan in progress.	Internet misinformation
		Community Partnership interests in developing 8250 and practicums with Gigi's Playhouse and other medical facilities.	Perceptions surrounding length of program.
			Competitive adjunct salaries.
Coordination and documentation of observation hours at BHS level		BHS and MHS exit and post-graduation surveys.	Resources to support diversity, equity, and inclusion initiatives

including observation of diverse linguistic and cultural populations. College and graduate program supports Global Brigades Study Abroad program. Increased flexibility and program expansion as an outgrowth of Covid. Academic and clinical course development (e.g., BHS writing lab, 8250 pre-practicum course). Strong academic and clinical faculty and administrative aide. Strong community partnerships and reciprocal interest for new connections. BHS Guaranteed Admission and Honors Program. BHS Department Orientation, Open House offerings and mentoring/workshops (e.g., admissions applications). Low cost		Marketing, recruiting, and social media initiatives. Collaboration with community college(s) to support students in SLPA programs transition to graduate study. Gap in Illinois programs preparing students to serve culturally and linguistically diverse populations. Continued demand for bilingual SLPs. .	e.g., faculty position in DEI related SLP issues - coursework and clinical focus. Financial support for students both incoming and students in practicum especially. .

Strong supportive network of alums and LHL Scholarship members LHL Scholarship funding Increase in international, transfer, out-of-state, African-American male students; rich linguistic and cultural backgrounds including age, ethnic, employment diversity, veterans, etc. Engaged and committed student group i.e., NSSLHA Strong employment outcomes for MHS students.			

BHS and MHS CDIS DEPARTMENT GOALS

University Goals	BHS Program Goals	MHS Program Goals	Department Goals
Academic Excellence	1. Regularly monitor and update program aspects for currency and relevance. 2. Regularly assess program curriculum relative to the environmental scan and internal audit. 3. Expand awareness, focus on, and access to diverse perspectives to support cultural competence. 4. Seek opportunities for BHS students' increased use and access of department resources and support.	1. Maintain CAA Accreditation. 2. Regularly monitor and update program aspects for currency and relevance. 3. Regularly assess program curriculum relative to the environmental scan and internal audit. 4. Expand awareness, focus on, and access to diverse perspectives to support cultural competence. 5. Seek opportunities for interdisciplinary service delivery, research, and scholarship.	Request and review syllabi from faculty and adjuncts. Monitor and update syllabi. Develop a process for communicating with and orienting adjunct faculty. Develop MHS elective course to facilitate access to service learning opportunities abroad. Develop bilingual certificate program or concentration. Utilize a buddy system for BHS students to shadow screenings.
Student Success	1. Support timely degree completion and retention using high touch advising, tutoring, mental health access, and help with the graduate admissions. 2. Provide ongoing tutoring. 3. Encourage use of University and department resources to support academic success.	1. Support timely degree completion through assistance with state and National exams. 2. Maintain high touch advising to include consistent procedures, deadlines, and expectations. 3. Encourage use of University and department resources to support academic success.	Utilize study plans for BHS students to support awareness of course sequence and time to completion. Update website materials and develop tools, materials, reviews, etc., for Qualifying exam.

High Quality Faculty and Staff	1. Maintain high quality adjuncts and strong proportion of Ph.D. level faculty in BHS program.	1. Maintain high number of Ph.D. faculty consistent with accreditation standards, and program needs. 2. Develop and support training opportunities for faculty and staff. 3. Re-establish and maintain Alumni, Advisory Board, and LHL committee post Covid-19. 4. Maintain and expand community partnerships and hire pool of adjunct faculty to support pre-practicum and practicum courses. 5. Hire faculty to develop and support bilingual certificate and teach, conduct research in DEI and cultural competence.	Encourage leadership roles for faculty in ISHA, ASHA and other related organizations. Share knowledge in faculty meetings from conferences attended, research participation, and other endeavors. Review adjunct applications in People Admin to fulfill positions and support onboarding process. Identify resources and budget for faculty with expertise in multicultural, bilingual, DEI content area(s).
Enrollment Management	1. Increase BHS enrollment using University, College, and Program resources. 2. Develop a recruiting plan in collaboration with University-wide departments. 3. Maintain and increase BHS pool for graduate selection.	1. Increase MHS enrollment using CHHS and University-wide departments, resources, and collaborative initiatives. 2. Increase marketability of the program by expanding DEI and cultural linguistic focus in clinical, teaching, and research.	Meet with marketing group to develop strategies specific to graduate enrollment and diversity and implement the strategies. Develop Social Media campaign. Market new faculty position (DEI, bilingual, multicultural), courses,

	4. Use G-Path and Honors programs to recruit highly qualified BHS and transfer students.	3. Market new changes in programming and curriculum. 4. Support Global Brigades and other global service learning initiatives.	curriculum, and programming to attract students interested in CDIS and students within CHHS for interdisciplinary involvement. Attract new enrollment within CHHS and campus-wide through an elective Sign Language course with an interdisciplinary focus.
Invest in Excellence	1. Work with OIA to establish an endowment sufficient to fund LHL scholarships for students. 2. Explore ways for BHS students to participate in IPE activities.	1. Work with OIA to establish an endowment sufficient to fund LHL scholarships for students. 2. Maintain ASHA CE administrator designation and host one CE course per year to include adjuncts, supervisors, and GSU community. 3. Apply for Federal Funding.	Meet with OIA to establish fundraising ideas to replenish, sustain, and endow the LHL scholarship. Work with OSPR to identify grant funding for interdisciplinary courses. Revise SDS application to submit in 2025.
Social, Ethical, Environmental Responsibility	1. Create opportunities for BHS students to demonstrate civic engagement and community service with historically underserved populations.	1. Create opportunities for MHS students to demonstrate civic engagement and community service with historically underserved populations. 2. Maintain program presence on CHHS and University committees related to enrollment and DEI.	Increase awareness of CDIS as a college major or career with high school students, community colleges, SLPA programs, etc. Develop NSSHLA scholarship or award to pay for membership or to attend conference (e.g., ISHA, NBASLHA, etc.). Collaborate with departments across campus in prevention

			activities (e.g., Nursing health fairs). Participate in Ethics contests.
Strong Cyber Presence	1. Train faculty in use of high flex classrooms and use high flex classes to support instruction. 2. Work with Marcom to increase visibility through social media to support admission.	1. Train faculty in use of high flex classrooms and use high flex classes to support instruction. 2. Develop structure for increased participation in CAES trainings. 3. Work with IT to update department computers. 4. Work with Marcom to increase visibility through social media to support admission.	Complete cyber security training each year including faculty, staff, student workers, and adjuncts. Computer updates for labs, GA, student worker, faculty planned.
Continuous Improvement	1. Establish a process and develop the program's strategic plan with attention toward continuous improvement. 2. Identify forum for review of KPI data from the Strategic Plan with BHS students regarding progress toward meeting program goals.	1. Establish a process and develop the program's strategic plan with attention toward continuous improvement and re-accreditation standards. 2. Prepare for 2023 CAA re-accreditation. 3. Collect and evaluate Exit, 1 year-and 5-year survey data from MHS alumni via e-Value system.	Review CAA Re-Accreditation standards in preparation for annual report and October 2023 site visit. Work with OIR to extract data for CAA reports. Purchase new equipment including Visi-Pitch, audiometers, and clinical materials.

		4. Review KPI data from the Strategic Plan and inform faculty, CHHS, and students about progress toward meeting program goals.	