

Strategic Plan 2018-2023

Vision Statement

The Department of Communication Sciences and Disorders (COSD) is dedicated to creating a culture of student empowerment and success through implementation of innovative teaching and faculty-student collaborations in the classroom, clinical practice, and the community.

Mission Statement

In support of Radford University's commitment to providing students a transformative educational experience within a community of inclusivity and empowerment, the Department of Communication Sciences and Disorders is committed to cultivating excellence in student-centered learning and engagement. We foster innovative faculty-student collaborations and a supportive environment to inspire student success through a shared vision of inclusiveness and service within the campus community and beyond.

ACADEMIC EXCELLENCE AND RESEARCH

2018-2023 University Strategic Plan Goals

Goal 1: Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>1.A. Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.</p> <p><i>Target: Student Learning Outcomes</i></p>	<p>Goal 1. Require students to complete guided observations of professionals in communication sciences and disorders and/or in related areas to enhance critical thinking and reasoning skills, written and oral communication skills, and professionalism.</p>	<p>1.A. Establish requirements for guided observation experiences.</p>	<p>1.A. Fall 2019: Establish requirements.</p>	<p>Met Fall 2019 The clinical observation tracking form was revised, along with changes to wording in syllabi. A schedule of debriefing times with supervisors was also implemented.</p>
		<p>1.B. Develop method for communicating requirements to students.</p>	<p>1.B. Fall 2019: Develop communication method of requirements to students.</p>	<p>Met Fall 2019 Students were notified in classes via announcements and in writing via syllabi and assignments.</p>
		<p>1.C. Create tracking method to ensure students are meeting the requirements for the guided observation experiences.</p>	<p>1.C. Spring 2020: Develop tracking method for requirements.</p>	<p>Met Fall 2019 Instructors of COSD 225, 454, 455 implemented observation tracking form and addressed</p>

				requirements in assignments.
		1.D. Implement guided observation experiences.	1.D. Spring 2020: Implement guided observation requirements.	Met Fall 2019 Guided observation requirements were implemented in course assignments.
<p>1.B. Provide educational opportunities for students that help them learn creative problem-solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.</p> <p><i>Target: Expanded experiential/high-impact practices and interprofessional experiences</i></p>	<p>Goal 2. Provide service-learning opportunities via collaboration with community partners to enhance undergraduates' problem-solving and reasoning skills, and to increase exposure to clinical environments and patient populations within the professions' Scope of Practices.</p>	2.A. Identify potential community partnerships.	2.A. Fall 2019: Establish community partnership with local long-term care facility.	Met Fall 2019 Partnership with local long-term care facility for undergraduate service learning experiences was established and implemented in COSD 225.
		2.B. Establish a minimum of two community partnerships.	2.B. Fall 2020: Establish a second community partnership.	Met Spring 2020 Partnership with local daycare for undergraduate services learning experiences was established and implemented in COSD 225.
		2.C. Provide service-learning experiences in collaboration with community partner to serve members of the community.	2.C. Fall 2021: Establish service-learning experiences.	Met Fall 2019 (See above)
<p>Goal 2: Radford University will garner recognition for signature academic programs in health sciences, healthcare, and human services across the lifespan.</p>				

University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>2.A. Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow's world of health sciences, healthcare and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.</p> <p><i>Target: 10% annual increase in the number of interprofessional and collaborative efforts</i></p>	<p>Goal 1. Provide opportunities for interprofessional collaborations with health sciences, healthcare and human services, and visual and performing arts.</p>	<p>1.A. Identify potential departments/programs on campus and at Radford University Carilion that are appropriate for collaboration.</p>	<p>1.A. Fall 2020: Identify and communicate with departments/programs on campus and at Radford University Carilion regarding collaborations.</p>	<p>Met Fall 2020 Faculty from the Music Department will be providing guest lectures in COSD 615; faculty have identified a potential partnership with Carilion staff for collaborative teaching in COSD 610 in Spring 2021; interprofessional clinical services with Music Therapy Department; Counseling and Multiculturalism course for graduate students taught by faculty in the School of Social Work in Summer 2020.</p>
		<p>1.B. Establish a minimum of two interprofessional collaborations.</p>	<p>1.B. Fall 2021: Establish Interprofessional collaboration with a department/program on campus and/or Radford University Carilion.</p>	<p>Met Fall 2020 (See above)</p>

<p>Goal 4: Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.</p>				
University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>4.F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</p> <p><i>Target: Established and fully functional expanded faculty development program.</i></p>	<p>Goal 1. Promote faculty and student-faculty collaborative research, scholarship, and creative activities.</p>	<p>1.A. Survey faculty regarding priorities related to support for research, scholarship, and creative activities.</p>	<p>1.A. Spring 2021: Administer survey to faculty.</p>	<p>Fall 2020 Survey construction initiated</p> <p>Met Fall 2021 Created weekly meeting for tenured and tenure-track faculty to determine their priorities for scholarship and teaching support</p>
		<p>1.B. Require attendance in a minimum of one CITL-sponsored event per year for tenured and tenure-track faculty related to scholarship.</p>	<p>1.B. Fall 2021: Implement requirement of attending a minimum of one CITL-sponsored event related to scholarship per year.</p>	<p>Fall 2021 Implemented a requirement of attending a minimum of one professional development event related to scholarship per year, but broadened it to include opportunities</p>

				<p>sponsored by CITL, non-CITL offices at Radford University, and agencies outside of Radford University.</p> <p>Fall 2021 2 of 5 faculty have attended at least one event.</p> <p>Met Spring 2022 4 of 4 faculty have attended at least one event.</p>
		<p>1.C. Establish at least one scholarship-focused initiative within the department to further support research agendas.</p>	<p>1.C. Spring 2022: Implement scholarship-focused initiative.</p>	<p>Met Fall 2021 Revised the criteria for Scottish Rite Fellowships to broaden the scope of faculty-student collaborative scholarship, and increase the opportunities for projects.</p>

BRAND IDENTITY

2018-2023 University Strategic Plan Goals

Goal 1: Radford University will cultivate a fierce pride among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (Responsive, Resilient, Real).

University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
N/A	Goal 1. Promote Highlander identity and values.	1.A. Survey faculty/staff regarding innovative strategies to enhance Highlander pride (e.g. COSD spirit days, clinical educator lunch and learns, off-campus clinical educators events, faculty-student mixers).	1.A. Spring 2020: Administer survey faculty and staff.	<p>Spring 2020 This was delayed in Spring 2020 due to COVID pandemic; will revisit this construction and implementation of the survey Fall 2020.</p> <p>Spring 2021 Due to continued restrictions related to COVID, this initiative was delayed. A limited event highlighting clinical educators during May for Better Speech and Hearing month (panel presentation, lunch, and mailings).</p> <p>Met Fall 2021 The survey asking faculty about strategies to improve Highlander pride was sent out in Fall 2021. Data</p>

				were reviewed at a faculty meeting.
		1.B. Implement strategies specifically for current students and faculty/staff in the department.	1.B. Fall 2020: Implement a minimum of five strategies and re-evaluate established strategies.	Met Fall 2022 Implemented: Spirit Days, Better Speech and Hearing Month event, Faculty-Student Socials, NSSLHA Sponsored Student Appreciation Events, Disorder-Awareness Events on campus.
Goal 2: Radford University will integrate the Highlander brand identity and values (Responsive, Resilient, Real) into communications with external constituents (e.g., alumni, employers, prospective students and family members).				
2.A. Identify expanded opportunities for brand communication. <i>Target: Improve and expand externally focused activities with 10% annual growth and 50%</i>	Goal 1. Increase the department's visibility to alumni, prospective students, and family members.	1.A. Implement strategies to increase online visibility to external constituents (e.g. highlight current students and alumni accomplishments on program's website and social media).	1.A. Fall 2020: Launch website redesign based on collected feedback.	Met Fall 2020 Usability data were collected in Summer 2020 and Fall 2020; changes to the website were launched Fall 2020, including spotlights on COSD Highlanders (current students and alumni)
		1.B. Host Open House events for alumni at national and/or state professional conventions with a	1.B. Fall 2021: Host first Open House event for alumni at national and/or state	Fall 2021 Due to COVID, we are unable to hold an Open House at our national

		minimum of one per year.	professional convention.	convention in November. We will have a booth and send out mailings to alert alumni, prospective students, colleagues. Met Spring 2023 An alumni event was hosted by faculty at the state conference.
		1.C. Explore possibility of creating a COSD Alumni Advisory Board.	1.C. Fall 2022: Determine if Alumni Advisory Board would enhance engagement and communication between alumni and the department.	Met Spring 2022 Following alumni event in May, recommendations supported an advisory group.
		1.D. Explore creation of an alumni database to form a COSD Alumni Group.	1.D. Fall 2022: Determine if a COSD Alumni Group would enhance engagement and communication between alumni and the department.	Met Spring 2022 Recommendations were made to begin collecting database of current alumni information. Support expressed from alumni at the spring event.

STRATEGIC ENROLLMENT GROWTH

2018-2023 University Strategic Plan Goals

Goal 7: Radford University will grow graduate student headcount enrollment by 3% annually through 2023-2024 academic year.

University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>7.A. Grow graduate student headcount.</p> <p><i>Target: 1,200</i></p>	<p>Goal 1. Review the quality and demographic make-up of graduate students (e.g. bilingual speakers, first-generation students, international students, racial and ethnic minorities).</p>	<p>1.A. Consider adjusting graduate admissions formulas and/or criteria.</p>	<p>1.A. Spring 2021: Investigate admissions policies at other institutions that promote diversity.</p>	<p>Fall 2020 Review admissions criteria and formula initiated Met Fall 2021 Researched options for admissions formulas to present to faculty</p>
		<p>1.B. Implement revised admissions formulas and/or criteria as appropriate.</p>	<p>1.B. Fall 2021: Based on the findings, adjust admissions policies for implementation for the incoming graduate class of 2022.</p>	<p>Fall 2021 The university approved making the GREs optional. Final approval for the implementation of Casper as a noncognitive supplemental admissions measure is in process. Review of the admissions formula will be complete in Spring 2022. Met Spring 2022 Implemented new holistic admissions formula</p>
<p>Goal 8: Radford University will increase academic success of the undergraduate student population.</p>				

<p>8.A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.</p> <p><i>Target: 3,915 first-generation students; 3,063 minority students; 85% retention rate; 62% graduation rate</i></p>	<p>Goal 1. Develop a COSD career workshop each semester to highlight career options with an undergraduate or graduate degree in COSD.</p>	<p>1.A. Identify potential topics to be discussed and schedule of implementation for each semester.</p>	<p>1.A. Fall 2020: Identify topics and schedule for the workshops.</p>	<p>Met Fall 2020 Identified potential alumni who will be invited to participate in COSD career workshops</p>
		<p>1.B. Implement career workshops.</p>	<p>1.B. Fall 2021: Implement COSD career workshops.</p>	<p>Met Fall 2021 Panels of speakers are scheduled in COSD 225. All students in the major will be invited. Faculty will be attending a career fair and majors/minors fair to which all students are invited. NSSLHA hosted two career panels (school-based and medical-based SLP panels) in Fall 2021.</p>
	<p>Goal 2. Review policies regarding admission and dismissal for the undergraduate program.</p>	<p>2.A. Review policies regarding admission and dismissal for programs within Waldron College of Health and Human Services and across campus.</p>	<p>2.A. Fall 2020: Create a summary of admission and dismissal policies from programs within Waldron College of Health and Human Services and across campus.</p>	<p>Fall 2020 Review of admission and dismissal policies for undergraduates initiated</p> <p>Met Fall 2022 University policies changed regarding repeats of courses and withdrawals. Students no longer are limited to 3 and 5 respectively.</p>

		2.B. If applicable, revise policies for admission and dismissal.	2.B. Spring 2021: Revise policies if appropriate.	Met Fall 2022 University policies changed regarding repeats of courses and withdrawals. Students no longer are limited to 3 and 5 respectively.
	Goal 3. Align academic advising procedures to be consistent with the university's current advising model.	3.A. Review of Undergraduate Academic Advising's <i>Advising Handbook</i> .	3.A. Fall 2021: Review the Advising Handbook.	Met Fall 2021 Advising Handbook received from the Academic Success Center. Advising forms were updated by faculty in Summer 2021.
		3.B. Develop written guidelines for faculty advising that align with the Waldron College of Health and Human Services Advising Center.	3.B. Fall 2022: Develop written guidelines for faculty advising.	Met Fall 2021 Faculty developed new procedures/templates for undergraduate and graduate advising; documentation will be uploaded to Calipso and Starfish. The COSD Graduate Handbook was updated regarding advising procedures.
	Goal 4. Increase visibility of the COSD program at local high schools and community colleges.	4.A. Review data from Institutional Research to identify high schools and community colleges attended by previous students.	4.A. Fall 2022: Identify key high schools and community colleges.	Met Spring 2023 A list of high schools and community colleges from which we typically recruit was compiled.
		4.B. Establish communication with career counselors at	4.B. Spring 2023: Communicate with career counselors at identified institutions.	Met Spring 2023 Key contacts for schools were identified. Virginia

		local high schools and community colleges.		Community College representatives discussed new common core courses to improve transfer students' transitions. We will be working with them to ensure students can easily transfer into COSD as juniors.
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STUDENT SUCCESS

2018-2023 University Strategic Plan Goals				
<p>Goal 1: Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.</p>				
University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>1.A. Increase the number of students engaged with research, scholarship and creative activities (URSCA) within and beyond the classroom.</p> <p><i>Target: One URSCA experience per student; 32 Summer Undergraduate Research Fellowship (SURF) awards; Implementation and increased number of awards for Research Rookies Program (15 initial awards in Fall 2018 and 30 awards in Fall 2023); Quarterly research workshops for students and/or faculty; 5% of graduating seniors with “Research Scholar” distinction</i></p>	<p>Goal 1. Formalize undergraduate and graduate research opportunities.</p>	<p>1.A. Share faculty research agendas during advising and on the department’s website and social media.</p>	<p>1.A. Spring 2021: Disseminate collaborative research opportunities virtually and face-to-face to students.</p>	<p>Met Spring 2023 Faculty’s research and clinical interests are shared on the department’s website for undergraduate and graduate students searching for potential research collaborations.</p>
		<p>1.B. Formalize procedures to assign students to faculty research mentors.</p>	<p>1.B. Fall 2022: Establish procedures to assign students to faculty research mentors and projects.</p>	<p>Met Fall 2022 The foundation office shares applications with the coordinator to disseminate applications to faculty for voting.</p>
		<p>1.C. Implement faculty/student collaborative research program.</p>	<p>1.C. Spring 2023: Assign students to faculty research mentors.</p>	<p>Met Fall 2022 Students are assigned and faculty collaborate to</p>

				create help projects.
<p>1.B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.</p> <p><i>Target: Completed needs analysis and implemented findings with 85% student satisfaction on surveys.</i></p>	<p>Goal 2. Increase visibility of academic and wellness support services across campus and in the community.</p>	<p>2.A. Review and revise department's website to improve visibility of support resources.</p>	<p>2.A. Fall 2020: Categorize resources related to academic support and wellness support, respectively, on the website.</p>	<p>Met Fall 2020 Based on usability data, changes were made to streamline access to the resources online</p>
		<p>2.B. Include support services on course syllabi.</p>	<p>2.B. Fall 2020: Require faculty to incorporate campus support services in course syllabi.</p>	<p>Met Fall 2020 Faculty included key support services and resources on syllabi</p>
<p>1.C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.</p> <p><i>Target: Completed analysis with new protocols identified and 2% decrease in the DFW rate in targeted courses</i></p>	<p>Goal 3. Review program curricula to improve student learning outcomes.</p>	<p>3.A. Review DFW rates at the undergraduate level, and frequency of remediation plans and course grades lower than a B at the graduate level.</p>	<p>3.A. Spring 2023 Review student success and identify courses that could benefit from revised teaching strategies as needed.</p>	<p>Met Fall 2022 Strategies and policies for improving student engagement (e.g., study halls, attendance/ participation guidelines) were implemented.</p>
<p>1.E. Institute an expectation of continuing pedagogy education for all teaching faculty.</p> <p><i>Target: Quarterly workshops each year and an optional peer teaching evaluation program.</i></p>	<p>Goal 4. Promote continuing faculty development targeting pedagogy or clinical education.</p>	<p>4.A. Require participation in a minimum of one event per year for faculty related to pedagogy or clinical education.</p>	<p>4.A. Fall 2021: Implement requirement of attending a minimum of one event related to pedagogy or clinical education.</p>	<p>Met Fall 2021 Faculty were asked to complete at least one professional development activity related to pedagogy or clinical education. As of Fall 2021, all faculty have</p>

				attended at least one professional development activity related to pedagogy or clinical education (e.g., CITL, SEUCE, CAPCSD, and ASHA sponsored events).
Goal 2: Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.				
University Key Indicators & Targets	Communication Sciences and Disorders Goals	Communication Sciences and Disorders Key Indicators/Targets	Timeline	Progress
<p>2.C. Recognizing that faculty plays an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.</p> <p><i>Target: Define campus events/course curriculum expectations and establish benchmarks with 2% annual increase of students engaged and 10% cumulative increase of students engaged</i></p>	<p>Goal 1. Promote engagement in on-campus events in curriculum.</p>	<p>1.A. Investigate on-campus events and methods of incorporating and tracking participation as part of course expectations.</p>	<p>1.A. Fall 2020: Investigate on-campus opportunities.</p>	<p>Fall 2020 Given the current availability of on-campus events due to the COVID pandemic, this will be tabled to Spring 2021.</p> <p>Met Fall 2022 Participation in campus events were promoted to students in undergraduate courses (e.g., pre-COSD students in UNIV 100, COSD 225).</p>

		<p>1.B. Develop requirements for on-campus engagement.</p>	<p>1.B. Fall 2021: Develop a tracking system to monitor student engagement.</p>	<p>Met Fall 2021 The faculty senate voted to eliminate the PPD requirement on campus; tracking procedures were eliminated.</p>
		<p>1.C. Establish the co-curricular program.</p>	<p>1.C. Fall 2022: Implement co-curricular program.</p>	<p>Met Fall 2021 The faculty senate voted to eliminate the PPD requirement on campus; tracking procedures were eliminated.</p>