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| **Five- Year Strategic Plan 2022-2027** | | | | | | | |
| **A.T. Still University Speech-Language Pathology Graduate Program** | | | | | | | |
| **Focus Areas** | **Goal** | **Strategy/Project** | **Action Plan** | **Indicators of Success (KPI)** | **Responsible Party** | **Budget Consideration** | **Timeline** |
| Student Enrollment | Increase # of Admitted Students | Recruitment |  | Meet the target number |  |  |  |
|  | 30 | Recruit and enroll at least 4 students from culturally/linguistically diverse groups | ASHA Convention Booth ‘21/ Social Media/ Mailing UG programs SLP/ Virtual Sessions | 30 | Program Director (PD)  Communication and Marketing | Proforma | 2022-2023 |
|  | 35 | Recruit and enroll at least 8 students from culturally/linguistically diverse groups | ASHA Booth ‘22/Social Medial/Mailing UG programs SLP/Virtual Sessions | 35 | Program Director (PD)  Communication and Marketing | Proforma | 2023-2024 |
|  | 40 | Recruit and enroll at least 12 students from culturally/linguistically diverse groups | ASHA Booth ‘23/Social Media/Mailing UG programs SLP/Virtual Sessions | 40 | Program Director (PD)  Communication and Marketing | Proforma | 2024-2025 |
|  | 45 | Recruit and enroll at least 13 students from culturally/linguistically diverse groups | ASHA Booth ‘24/Social Media/Mailing UG programs SLP/ Virtual Sessions | 45 | Program Director (PD)  Communication and Marketing | Proforma | 2025-2026 |
|  | 50 | Recruit and enroll at least 14 students from culturally/linguistically diverse groups | ASHA Booth ‘25/Social Media/Mailing UG programs SLP/Virtual Sessions | 50 | Program Director (PD)  Communication and Marketing | Proforma | 2026-2027 |
|  | Graduation of students within the program in a timely manner | Provide student supports to increase student graduation rate and decrease student attrition | Review student academic status at Student Disposition Reviews, Provide student remediation as needed | 95%-100% | Program Director/  Faculty/  Students | Two years | 2024 (30)  2025 (35)  2025 (40)  2026 (45)  2027 (50) |
| Faculty Growth | Increase # of Faculty | Recruitment |  | Meet the target number |  |  |  |
|  | (2) Program Director/ Clinic Director | Recruit at least one faculty from a culturally/linguistically diverse background | Search Committee | 2 | Interim Program Director Vice Dean | Salaries Proforma | 2020-2021 |
|  | (3)  2 doctoral degree  1 master degree | Recruit at least two faculty from culturally/linguistically diverse backgrounds | Search Committee | 3 | Program Director/Search Committee | Salaries Proforma | 2022-2023 |
|  | (3)  1 master  2 doctoral | Recruit at least one faculty from a culturally/linguistically diverse background | Search Committee | 3 | Program Director/Search Committee | Salaries Proforma | 2023-2024 |
|  | 1  doctoral | Recruit at least one faculty from a culturally/linguistically diverse background | Search Committee | 1 | Program Director/Search Committee | Salaries Proforma | 2024-2025 |
|  | 1  doctoral | Recruit faculty from culturally/linguistically diverse background | Search Committee | 1 | Program Director/Search Committee | Salaries Proforma | 2025-2026 |
| Academic Excellence | Technological Advancement: Students will be competent in the use of instrumentation | Laboratory Training | FEES  Stroboscopy  Endoscopy  VisiPitch  Aerophone  Telehealth  technology | One experience per student in each instrument | Faculty members | $200,000 proforma | Once in Spring I or  Fall II for each  cohort over  5 years |
|  | Research Productivity: Students will complete and present one research study | Carry out research study with support of faculty member in research course | 1) Identify problem, 2) gather data, 3) analyze data, 4) write paper, 5) present findings in ProSemand/or external venue | All students complete five points of action plan | Faculty members | Consideration of student monetary support if research paper is accepted for conference presentation | Fall I for each  cohort over 5  years |
| Diversity | Clinical service with culturally and linguistically diverse (CLD) populations | Clinical placement in  (CLD) site | Students will have at least one CLD client in school or medical setting | Each student has at least one CLD site with one CLD patient | Director of Clinical Education/Clinical Educator | Clinical Educator payment as needed | During two-year graduate  program |
|  | Clinical service with culturally and linguistically diverse (CLD) populations | Experience with an interpreter | Students will have experience in real time or designed scenarios | Each student will have at least one interpreter experience | Faculty member/Clinical Educator | Clinical Educator payment as needed | During two-year graduate  program |
| International  Efforts | Clinical service with  international  populations | Experience at least one  treatment or  intervention experience  with international  population | Students will have  an international  experience onsite  in another country  or through  telepractice | Each student  will complete  one  international  clinical  experience | DCE/Faculty | Support for  international  experience  through  Rotaplast  Scholarship or  School  support | During two-year  graduate  program |
| IPE/IPP | Engage in IPE | IPE student experience  through ATSU | Engage in  case-based ATSU  IPE experience | All students  complete the  case | ATSU IPE  Program  Director/Student  Advisor | - | Year 1 |
|  | Engage in IPE | IPE capstone | Complete IPE in SPCH 5420 and  SPCH 5440  courses | All students  complete the  IPE project | Course  Faculty/ASHS  Faculty | - | Year 1 Spring  Session 2 |
| Program  Support | Develop Program  Advisory Board | Build advisory board and board goals | Identify 2-3 board  members over 4 years for a total of  8-10 board  members  Prepare Board  Strategic Plan and Goals | Board  members  meet and  develop board  strategic plan  in year one,  board yearly  goals each  year, meet  twice yearly | Program Director | Dinner for  Advisory  Meeting | 2022-2023  2023-2024  2024-2025  2025-2026 |
| Student  Success | Students will  Receive academic/ service/ leadership awards | Review ASHA/NSSLHA  scholarship calls each  July / ATSU GPS  Scholars | Support students  to apply for  Minority Student  Leadership  Program | Receive at  least one  award by year  3 of program | Program  Director/Advisor | Support for  travel to  conference to  accept awards | Yearly |
|  |  |  | Apply for other ASHA Awards and also other opportunities | Receive at  least one  award every  two years | Program  Director/Advisor | Support for  travel to  conference to  accept awards | Yearly |
|  | Students will  participate in  community  service/service  learning | Identify community  service opportunities  e.g. OT/PT probono  clinic, Matter of Balance, E.A.R. Day, Community dental event with CARE  Partnership, ASHS  Rebuilding Together,  SOMA Nutrition & health awareness, Special Olympics, ATSU Day for  Special Smiles, AZ Camp Sunrise | Student will  present  opportunities to advisor for  approval | Complete 10  hours | Student/Advisor | - | Two-years |
| Faculty Success | A faculty member will  receive teaching/  service/ research/  leadership awards | Identify awards available | Apply for awards | One award  every other  year | Program  Director/Faculty  Members | Support to  travel to  receive award | BiYearly |
|  | Faculty will receive tenure | Prepare 3-year review  Portfolio | Review portfolio | Positive  Review | Program  Director/Faculty | - |  |
|  | “ | “ | - 2 faculty hired in  2021 | 3 faculty will complete  promotion and tenure  3-year reviews | 2 faculty | - | 2024-2025  4th year |
|  | “ | “ | - 3 faculty hired in  2022 | - | 3 faculty | - | 2025-2026  4th year |
|  | “ | “ | - 3 faculty hired in  2023 | - | 3 faculty | - | 2025-2026  4th year |
|  | Faculty will receive  promotion | Prepare 3-year Review  Portfolio | Review portfolio | Positive  Review | Program  Director/Faculty | - |  |
|  | “ | “ | - 2 faculty hired in  2021 | - | 2 faculty | - | 2024-2025  4th year |
|  | “ | “ | - 3 faculty hired in  2022 | - | 3 faculty | - | 2025-2026  4th year |
|  | “ | “ | - 3 faculty hired in  2023 | - | 3 faculty | - | 2025-2026  4th year |
|  | Faculty will present papers/ workshops  of research/clinical  cases | Identify opportunities | Apply for awards | At least 50%  of faculty  presenting | Faculty | Support to  travel for  presentation | Yearly |
|  | Faculty will submit  research for  publication | Identify research projects  and complete | Submit research  proposal | At least 50%  of faculty  submit | Faculty | - | Yearly |
|  | Faculty will publish  research | Identify journals for  submissions | Review of  submitted  proposal | 2-3 articles in  department | Faculty | - | Yearly |
|  | Faculty will receive  grants | Identify grant  opportunities | Submit grant  proposal | 1 grant yearly at least  4 grants in 5 years | Faculty | - | Yearly |
|  | Faculty will  participate in  community  service/service  learning | Identify community  service opportunities  e.g. OT/PT pro bono  clinic, Matter of Balance, E.A.R. Day, Community  dental event with CARE Partnership, ASHS Rebuilding Together, SOMA Nutrition & health  awareness, Special  Olympics, ATSU Day for Special Smiles, AZ Camp  Sunrise | Regular  participation with  students | Focused  involvement  associated  with  academic/  clinical  education | Faculty | - | Yearly |