STRATEGIC PLAN
2016 - 2021

UDC Speech-Language Pathology Program:
A Beacon of Opportunity
for Diverse Perspectives in
Teaching, Learning and Service

Division of Education, Health, and Social Work
College of Arts and Sciences
www.udc.edu
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>Program History</td>
<td>2</td>
</tr>
<tr>
<td>Strategic Planning Model and Process</td>
<td>2</td>
</tr>
<tr>
<td>Planning Timeline</td>
<td>4</td>
</tr>
<tr>
<td>University Mission and Goals</td>
<td>5</td>
</tr>
<tr>
<td>Speech – Language Pathology Mission and Vision</td>
<td>6</td>
</tr>
<tr>
<td>SLP Goals and Objectives (2016-2021)</td>
<td>7</td>
</tr>
<tr>
<td>Critical Assessment Benchmarks</td>
<td>11</td>
</tr>
<tr>
<td>Program Faculty and Staff</td>
<td>12</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>14</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

PERFORMANCE OUTCOMES AND FUTURE PLANS

The Speech-Language Pathology Program planning and implementation process uses assessment data to monitor goals and objectives in order to inform change. The SLP 2010-2015 Strategic Plan: Speech-Language Pathology Curriculum Re-Design - Embracing Interprofessional Education, ended academic year 2015-2016 with the following accomplished goals:

- **Goal 1**: To Redesign and Revitalize the SLP Curriculum
- **Goal 2**: To Increase Interprofessional Collaboration
- **Goal 3**: Develop an Interdisciplinary Model for Clinical Training

Goals 1 and 2 were accomplished and outcomes were recorded in 2015-2016 faculty meeting minutes and the 2015 CAA accreditation report. In summary, Goal 1 outcomes included the addition of the following course: Motor Speech Disorders, Communication Modalities, Dysphagia (as a standalone course) and a special topics course in Advanced Dysphagia. Successful outcomes related to Goal 2 include interprofessional education initiatives that embedded expertise from guest lecturers through a fall and spring semester ‘Guest Lecture Series’ in Neuroanatomy and ‘Clinical Practice Level 3’ by bringing into the classroom and clinic a number of guest experts who contributed discussions on current and cutting-edge approaches to bring theory to practice. Goal 3 is continuing to evolve and will be continued in the current plan.

The new strategic plan is the result of a new planning method that applauds Program strengths and ensures that these strengths are maintained. In addition, the new method ensures growth and innovation while targeting activities that address the UDC SLP Mission, Vision and Core Values.
PROGRAM HISTORY

The University of the District of Columbia Speech-Language Pathology Program (UDC SLP) has been at the forefront of graduate education in communication sciences and disorders for more than thirty years. The Program was first accredited in 1981 and has maintained continuous accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

The Program has been recognized by the University as a Center of Excellence. Programs and academic units identified for this award demonstrate success in the following areas: external demand, faculty productivity, graduation rates, employment outcomes, performance on national measures of knowledge and skill, and recognition by certifying bodies.

STRATEGIC PLANNING PROCESS AND MODEL

Strategic Planning is a critical benchmark for success. The University of the District of Columbia (UDC) Speech-Language Pathology Program (SLP) utilized a planning process that borrowed from the planning concepts developed by Steven Bell’s Run, Grow, Transform model (Bell, 2013). This model was used to achieve our vision, mission and strategy for the next five years (2016-2021). This model includes work done at three levels: Run, Grow and Transform.

- Work at the Run level addresses ongoing operations, including process improvement initiatives
- The Grow category of work focuses on expanding, revamping, experimenting or innovation within programs, operations or functions
- Initiatives that embody revolutionary change are conducted at the Transformational level

UDC SLP continues to utilize planning and assessment as a means to engage all stakeholders (students, faculty, staff, campus and community) to maintain a strong Program that meets the communication needs of those we serve. The theme: UDC Speech-Language Pathology Program: A Beacon of Opportunity for Diverse Perspectives in Teaching, Learning and Service, expresses a commitment to the Program’s Mission and Vision.
The current strategic plan is the culmination of several meetings and a special session that focused on maintaining the Program’s strengths, increasing levels of excellence and innovating change in a way that contributes to theory and practice in the profession. The Program engaged in discussions during two consecutive academic years and concluded the planning phase in May 2016. A planning timeline and assessment strategy are defined in this document to help ensure consensus of purpose across faculty, staff, students, university colleagues, clients, and community partners.

This strategic plan will drive assessment and program evaluation to ensure excellence in education and evidence-based clinical practice while focusing on the importance of a diverse perspective in all of our practices. The Plan will become effective with academic year 2016-2017 and end during academic year 2020-2021.

It is clear that a focus on the global community in teaching, learning and service is relevant to all we do as we practice in the field. The knowledge gained from realizing this plan will serve the profession and guide new approaches to graduate education in Speech-Language Pathology at the University of the District of Columbia.
### UDC SLP PLANNING TIMELINE

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TITLE</th>
<th>DATE</th>
<th>PURPOSE</th>
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<tbody>
<tr>
<td>Phase 1</td>
<td>Preliminary Phase</td>
<td>Spring 2015</td>
<td>Assembly of reference documents and ensure access to all stakeholders</td>
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<tr>
<td>Phase 2</td>
<td>Assessment Phase</td>
<td>Summer 2015 – Fall 2015</td>
<td>Convene opportunities for data review and discussion of assessment outcomes (i.e. surveys, faculty meeting minutes, course-based assessments and evaluations)</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Reporting Phase</td>
<td>Fall 2015</td>
<td>SLP Faculty Meetings and Faculty Retreats – SWOT Analysis and Summary of Recommendations</td>
</tr>
<tr>
<td>Phase 4</td>
<td>Prioritization Phase</td>
<td>Fall 2015 – Spring 2016</td>
<td>Discussions on critical issues consistent with maintaining current strengths, improving areas of concern and advancing opportunities for Program innovation</td>
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<td>Phase 5</td>
<td>Community Comment Phase</td>
<td>Spring 2016</td>
<td>Student and Faculty activities providing access to public comment (i.e. client/patient survey, external partner survey and SLP Research Forum Evaluation)</td>
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<td>Phase 6</td>
<td>Consensus Building Phase</td>
<td>May 2016</td>
<td>Identification and confirmation of strategic priorities and process changes</td>
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<td></td>
<td>*Confirmation of Priorities</td>
<td></td>
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<td>Phase 7</td>
<td>Implementation Phase</td>
<td>Fall 2016 – Spring 2021</td>
<td>Submission, approval and publication of the UDC SLP Strategic Plan, Assessment Plan and Assessment Calendar</td>
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</tbody>
</table>
UNIVERSITY MISSION AND VISION

VISION 2020: A Roadmap for Renewal, Innovation, Success and Sustainability

MISSION STATEMENT

The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University’s responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

VISION STATEMENT

To be a University System that is student centered and demand driven that empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and engaged, service-driven leaders in the workforce and beyond.

CORE VALUES

Excellence
Collaboration
Sustainability
Innovation
Integrity

UNIVERSITY GOALS

GOAL 1: Offer effective, flexible, and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century

GOAL 2: Create and maintain a culture of accountability and transparency in governance, administration and operations

GOAL 3: Position the University to be a trusted partner with business and non-profit leaders, residents, and public officials

GOAL 4: Increase nationally recognized research, scholarship and creative activities

GOAL 5: Create an effective, student-centered institution through strategic administrative and infrastructure enhancements

-5-
MISSION (Redefined)
To promote innovation in scholarship and service that fosters excellence in evidence-based clinical knowledge and produces effective, engaged practitioners who are compassionate and culturally competent to serve the communication needs of a diverse and global community.

VISION
A Program defined by innovation and excellence in teaching and learning with a commitment to community service.

GOALS (2016 – 2021)

• Maintain a diverse student body and learning environment through innovation in admission, matriculation and post-graduate experiences (crosswalk – University Goal 1 and 5)

• Identify and access resources that fuel innovation in teaching, scholarship and service (crosswalk – University Goal 3)

• Promote an efficacy-driven research environment that fosters faculty-student collaboration and that informs and improves our service to our clients (crosswalk – University Goal 4)

• Develop an Interprofessional education (IPE) and Interprofessional practice (IPP) model of teaching and learning consistent with the workforce requirements for multidisciplinary teaming across the professions (crosswalk – University Goal 1)
GOAL 1

Maintain a diverse student body and learning environment through responsive innovation in admission, matriculation and post-graduate experiences

The Program recognizes the tremendous contribution it makes to diversify the workforce of experts in the field of speech-language pathology who can effectively improve the communication skills of a diverse and global society. Outcomes from the previous plan revealed opportunities for cross-cultural sharing in a learning community that values a diverse student body. The fall 2014 and fall 2015 cohort consists of a variety of perspectives from individuals who are diverse in their skillsets and unique in the prior knowledge and experiences they bring to the Program (i.e. bilingual with 9 additional languages spoken.)

1A-
Develop an active recruitment strategy for attracting and increasing the number of diverse students in the Program

1B-
Establish a faculty committee in collaboration with University student support offices to identify student strengths and needs to achieve their optimal performance in both the classroom and the clinic

1C-
Increase learning opportunities for students to serve diverse populations through community partnerships and collaborative programs

1D-
Incentivize a Program commitment to Wellness Practices that promote higher levels of success for students, faculty and staff
GOAL 2

Identify and access resources that fuel innovation in teaching, scholarship and service

The UDC SLP Program receives adequate support and resources to maintain excellence in program planning and administration. The Program is uniquely poised to pursue special initiatives that extend its reach and support innovation in research and service for students, faculty and community. These special initiatives require funds that have a dedicated purpose. This goal will help to ensure that innovative ideas move forward with adequate support for the addition of personnel, materials, supplies and equipment needed to be successful.

2A-
Identify and pursue external funding opportunities (public and private) to support Program project and program initiatives in research and service

2B-
Increase Alumni participation as a resource to support Program initiatives and support the mission and vision

2C-
Enhance partnership activities with clinical partners and community agencies by establishing a UDC SLP Advisory Council

2D-
Promote the UDC SLP Program through use of the UDC and community media (i.e. UDC television) to increase knowledge about the program and profession
GOAL 3

Promote an efficacy-driven research environment that fosters faculty-student collaboration and that informs and improves our service to our clients

The SLP program began its Faculty-Student Research Forum in 2013 to highlight and applaud research initiatives conducted by Program faculty and students. This event became an incentive for students to explore the process of inquiry and evaluative processes and the use of results to inform evidence-based practice and expand theoretical perspectives. This initiative has the potential to increase the Program's interest in increasing student selection of the Thesis as an option to satisfy Program requirements. The design for clinical practice will be intentional around including evidence-based data to better inform diagnostics and intervention.

3A-
Plan and convene the UDC SLP Research Forum to highlight new knowledge and concepts that inform theory and practice in the profession annually.

3B-
Increase UDC SLP presentations at local, regional and national conferences through the submission of research and program proposals targeting submission of six faculty and/or student proposals each academic year.

3C-
Support UDC SLP NSSLHA initiatives for student participation in local, regional and national conferences annually.

3D-
Partner with clinical affiliates to convene a clinical roundtable focusing on clinical methods in evidence-based practice, annually.
GOAL 4

Develop an Interprofessional education (IPE) and Interprofessional practice (IPP) model of teaching and learning consistent with the workforce requirements for multidisciplinary teaming across the professions.

4A-
UDC SLP Faculty and staff will engage with other education and health professionals in planning and course preparation to foster team teaching across the curriculum, ongoing.

4B-
Program will initiate interprofessional teams within the Division, College and University to develop a practice model that supports interprofessional education and practice.
## CRITICAL ASSESSMENT BENCHMARKS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Action</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Review Assessment Calendar – Establish Freeze Dates</td>
<td>July 1</td>
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<tr>
<td>2</td>
<td>CAA Annual Report – Finalize Student Outcomes (Praxis Pass rate, Progression to Degree and Employment Rates)</td>
<td>August 1</td>
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<td>3</td>
<td>Course Evaluation and Course-based Assessments - confirm format and disseminate information to faculty and students</td>
<td>August 16</td>
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<tr>
<td>4</td>
<td>Higher Education Survey – Finalize and submit Data</td>
<td>September 1</td>
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<td>5</td>
<td>Graduation Audit and Reporting – Confirmation of Graduate Roster (Defined as: summer, fall spring audits)</td>
<td>Each Semester</td>
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<tr>
<td>6</td>
<td>Stakeholder Surveys – Target Dates for Data Collection (Graduate Exit Survey, Alumni Survey, Externship Survey, Employer Survey, Clinic/Client Survey)</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
PROGRAM FACULTY AND STAFF

Wanda Mitchener-Colston, Ph.D., CCC-SLP, Program Director
Dr. Colston holds the Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.S. degree in Speech – Language Pathology from the University of the District of Columbia and the B.A. degree in Speech Pathology from Shaw University. She is a specialist in child language and learning disability. Her research emphasis is in the area of auditory processing and language development in children and adolescents. Post-doctoral research at the University of Memphis focused on linguistic feature analysis of spoken and written communication.

Angela Bradford Wainwright, Ph.D., CCC-SLP
Dr. Bradford Wainwright holds a Ph.D. degree in Speech – Language Pathology from the University of Memphis, the M.S. degree in Speech – Language Pathology from the University of the District of Columbia and the B.A. degree in vocal performance from Maryland University-College Park. She is a specialist in adult neurogenics with an emphasis in aphasia and provides instruction in anatomy and physiology of speech, aphasia, voice disorders, research methods, and medical speech pathology. Her research interests include language and cognitive aging, psychogenic voice and language disorders, and aphasia.

April Massey, Ph.D., CCC-SLP
Dr. Massey holds the Ph.D. degree in Communication Sciences and Disorders from Howard University, the M.A. degree in Speech-Language Pathology from University of Cincinnati, and the B.A. degree in Speech and Hearing Science from The Ohio State University. Dr. Massey is the Dean of the College of Arts and Sciences and is a specialist in child language development and disorders.

Myesha G. Carter, M.S., CCC-SLP, Clinical Instructor
Ms. Myesha Carter holds M.S. and B.S. degrees from the University of the District of Columbia in Speech – Language Pathology. She is a specialist in various communication disorders across the lifespan and serves as a clinical instructor for clinical practica across Levels 1-3. Research interests center around teaching and learning models within clinical education activities that promote ego development and engage various learning styles.

Weynshet Demessie, B.S., SLP
Ms. Demessie holds the B.S. degree from the University of the District of Columbia and serves as the UDC Speech and Hearing Clinic manager.

Dr. Denerville-Davis, Ph.D., CCC-SLP
Dr. Denerville-Davis holds a Ph.D. in Educational Psychology and a M.S. in Speech-Language Pathology from Howard University. She holds a B.S. degree in Communication Sciences and Disorders from the University of South Florida. Her research interests are in the areas of language and dialectal variations, Autism, Evidenced-Based early intervention practices and the use of external visual feedback in remediating speech sound disorders.
Richard Kalunga, Ph.D., CCC-SLP
Dr. Kalunga holds the Ph.D. in Communication Sciences and Disorders from Howard University, the M.S. degree in Speech – Language Pathology from the University of the District of Columbia, and the B.S. degree in Mechanical Engineering from the University of Manchester Institute of Science and Technology, Manchester, UK. He specializes in articulation, phonological and language development and disorders with a research emphasis in literacy and developmental correlates.

Ruth Marin, Ph.D. in Audiology, Visiting Professor
Dr. Marin holds the Ph.D. and M.S. degree in Audiology from Gallaudet University and the B.S. degree in Communication Disorders from the College of Saint Rose in Albany, New York. She specializes in hearing science and provides specialized instruction in sign language, aural rehabilitation and communication modalities. In addition, she provides training and clinical supervision for audiological evaluations.

Natalie A. Ottey, Ph.D., CCC-SLP
Dr. Ottey holds the Ph.D. in Communication Sciences and Disorders from Howard University, the M.Sc. degree in Speech-Language Pathology from the University of the District of Columbia and the B.A.A. degree in Early Childhood Education from Ryerson University in Toronto, Canada. Her research interests include: neurogenic motor speech disorders and pediatric neurogenic language impairments with an emphasis in the treatment of apraxia of speech disorders. She provides instruction in neurophysiological disorders of speech and swallowing.

Rachelle Nelson, M.S., CCC-SLP
Ms. Rachelle Nelson holds M.S. and B.S. degrees from Howard University in Speech-Language Pathology. She serves as Coordinator of Clinical Services and supports clinical instruction for clinical levels one through four. She teaches prerequisite courses in phonetics, diagnostics and language acquisition. Her research interests include clinical writing and clinical instruction.

Kristin Spivey, Ed.S. CCC-SLP
Ms. Kristin Spivey holds the M.S. and B.S. degree in Communication Disorders from Marshall University. She also holds an Ed.S. Degree in Early Childhood Special Education, and Educational Administration. She is a specialist in childhood language and provision of school-based services. She supervises Level One and Level Two clinical experiences with a focus on communication needs of children K-12.
ACKNOWLEDGEMENTS

The Program acknowledges the contributions of students, alumni, faculty, staff, clients, community partners, university colleagues and administration in the preparation of the Speech-Language Pathology - 2016-2021 Strategic Plan. Special appreciation is extended to Vicki Deal-Williams for her leadership and input during the planning process.

References: