



Division of Communication Disorders

Division Strategic Plan

AY 2022 Executive Summary and Progress Report

Executive Summary:

This marks the final year of our “Breaking Through” strategic plan and the associated objectives outlined below. Over the past six years, the Division of Communication Disorders has demonstrated notable progress in all facets of our strategic plan. Research activities have experienced growth, evident through substantial increases in grant submissions and effective stewardship of grants. The preparation of "practice-ready" students has also shown improvement, as seen in the increased and consistently maintained enrollment of graduate students gaining telehealth experiences and a greater number of undergraduates gaining initial clinical experiences via observation. The faculty has played a pivotal role in developing and sustaining enhanced learning opportunities, encompassing Interprofessional Education/Practice (IPE/IPP), telehealth, rural health, and clinical simulation, for students across the curriculum. Furthermore, the Division has effectively sustained and expanded American Sign Language enrollment, including the introduction of a new certificate program in American Sign Language Studies. Faculty offerings of professional development has also grown substantially.

University GOAL ONE: *Driving Excellence*

1A. Increase research that addresses the health, development, and/or communication needs of Wyoming and Mountain-West region residents.

Performance Indicator	AY 2017 (7/2017-8/2018)	AY 2018 (9/2018-8/2019)	AY 2019 (9/2019-8/2020)	AY 2020 (9/2020-8/2021)	AY 2021 ^a (9/1/2021 - 8/31/2022)	AY 2022 (9/1/2022 - 8/31/2023)
Increase the Division’s submission and stewardship of regional and national grant applications.	2 grant submission competed, not selected 4 grants awarded & in progress	1 grant submission competed, not selected 4 grants awarded & in progress	2 grant submission competed, not selected 3 grants awarded & in progress	4 grant submission completed, not selected 5 grants awarded & in progress	4 grant submission competed, not selected 2 grants awarded & in progress	14 grant submission competed, not selected 5 grants awarded & in progress

1B. Address statewide and regional shortages of speech-language pathologists by preparing “practice ready” providers, prepared to address the unique rural health needs of Wyoming and Mountain-West region residents.

Performance Indicator	AY 2017 (7/2017-8/2018)	AY 2018 9/2018- 8/2019)	AY 2019 (9/2019-8/2020)	AY 2020 (9/2020- 8/2021)	AY 2021 ^a (9/1/2021 -8/31/2022)	AY 2022 (9/1/2022 -8/31/2023)
Number of (first year) graduate students who have a telehealth clinical experience.	3	18	17	18	17	17
Number of undergraduate students completing initial clinical experiences.	0	20	34	35	40	35

1C. Develop innovative and enhanced learning opportunities in graduate and undergraduate coursework.

Performance Indicator	AY 2017 (7/2017-8/2018)	AY 2018 9/2018- 8/2019)	AY 2019 (9/2019-8/2020)	AY 2020 (9/2020- 8/2021)	AY 2021 ^a (9/1/2021 -8/31/2022)	AY 2022 (9/1/2022 - 8/31/2023)
Expand the number of <i>innovative and enhanced learning opportunities</i> (IPE/IPP, telehealth, rural health, or clinical simulation) in graduate and undergraduate coursework.	Counting opportunities: undergraduate = 28 graduate = 32	Counting opportunities: undergraduate = 50 graduate = 265 Clinical Sim (hours): Undergraduate = 40.2 Graduate = 102.25	Counting opportunities: undergraduate = 12 graduate = 451 Clinical Sim (hours): Undergraduate = 28.25 Graduate = 544	Counting opportunities: undergraduate = 12 graduate = 12 Clinical Sim (hours): Undergraduate = 175 Graduate = 337	Counting opportunities: undergraduate = 12 graduate = 12 Clinical Sim (hours): Undergraduate = 183 Graduate = 113	Counting opportunities: undergraduate = 15 graduate = 53 Clinical Sim (hours): Undergraduate = 140 Graduate = 90

University Goal TWO: Inspiring Students

2B. Develop awareness of communication disorders and related careers through increasing campus ASL courses and offerings.

Performance Indicator	AY 2017 (7/2017-8/2018)	AY 2018 9/2018- 8/2019)	AY 2019 (9/2019-8/2020)	AY 2020 (9/2020- 8/2021)	AY 2021 ^a (9/1/2021 -8/31/2022	AY 2022 (9/1/2022 - 8/31/2023)
Number of students enrolled in American Sign Language Courses	<p>Spring Enrollments (Total: 184) ASL I: 129 ASL II: 55</p>	<p>Fall Enrollments (Total: 111) ASL I: 59 ASL II: 23 Advanced ASL: 29</p> <p>Spring Enrollments (Total: 132) ASL I: 58 ASL II: 58 Advanced ASL: 16</p>	<p>Fall Enrollments (Total: 144) ASL I: 90 ASL II: 27 Advanced ASL: 27</p> <p>Spring Enrollments (Total: 143) ASL I: 60 ASL II: 83</p> <p>Summer Enrollments (Total: 27) ASL I: 27</p> <p>ASL Studies certificate recipients: 14</p>	<p>Fall Enrollments (Total: 138) ASL I: 60 ASL II: 48 Advanced ASL: 30</p> <p>Spring Enrollments (Total: 139) ASL I: 95 ASL II: 44</p> <p>Summer Enrollments (Total: 32) ASL I: 32</p> <p>ASL Studies certificate recipients: 17</p>	<p>Fall Enrollments (Total: 151) SPPA 2110 ASL 1: 58 SPPA 2120 ASL 2: 69 SPPA 4130 ADV. ASL: 24</p> <p>Spring/J term Enrollments (Total: 224) SPPA 2110 ASL 1: 83 SPPA 2120 ASL 2: 37 SPPA 4130 ADV. ASL: 28 SPPA 4070 DEAF STUDIES: 63 SPPA 4140: ASL TA: 13</p> <p>Summer Enrollments</p>	<p>Fall enrollments (Total: 147) SPPA 2110 ASL 1: 62 SPPA 2120 ASL 2: 59 SPPA 4130 ADV. ASL: 16 SPPA 4140: ASL TA: 10</p> <p>Spring/J term Enrollments (Total: 187) SPPA 2110 ASL 1: 90 SPPA 2120 ASL 2: 31 SPPA 4130 ADV. ASL: 18 SPPA 4070 Deaf Studies: 36</p>

					<p>(Total: 31)</p> <p>SPPA 2110 ASL 1: 29</p> <p>SPPA 4140: ASL TA: 2</p> <p>ASL certificate recipients: 17</p>	<p>SPPA 4140: ASL TA: 12</p> <p>Summer Enrollments (Total: 32)</p> <p>SPPA 2110 ASL 1: 30</p> <p>SPPA 4140: ASL TA: 2</p> <p>ASL certificate recipients: 18</p>
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University Goal THREE: *Impacting Communities*

3A. Enhance statewide/regional community SLP practice through delivering or participating (*leading or significant effort*) in extension efforts. ^b

Performance Indicator	AY 2017 (7/2017-8/2018)	AY 2018 9/2018- 8/2019)	AY 2019 (9/2019- 8/2020)	AY 2020 (9/2020- 8/2021)	AY 2021 ^a (9/1/2021 -8/31/2022	AY 2022 (9/1/2022 - 8/31/2023)
Number of hours of professional development trainings/sessions, including Project Echo sessions and/or regional	39 sessions	13 sessions	18.5 hours	10 hours	10 hours	55 hours
Number of conference participants in the Maggie Scarlett Summer Speaker Series	92	Total: 57	Cancelled for Summer 2020	Discontinued	Discontinued	Discontinued

^a Data for AY 2021 is incomplete. One PhD faculty member was not available to provide data, and one Assistant Clinical Professor resigned mid-year.

^b Start counting this item “# of hours” in AY 2019

Updated :9/29/2023