Vision, Mission and Strategic Plan

DEPARTMENT VISION
Our vision is to provide an exemplary educational experience that prepares the next generation of clinicians, researchers, scholars, and leaders in the field of communication sciences and disorders.

DEPARTMENT MISSION
Our mission is to:
- Educate speech-language pathologists who are independent thinkers and problem-solvers and who are able to perform at the highest levels within the discipline, such that they can assist individuals with communication and swallowing disabilities reach their personal potential and maintain a quality of life over the lifespan.
- Educate students who are culturally competent, globally sensitive, and who can provide evidence-based clinical care for individuals they serve with communication and swallowing disorders.
- Conduct transformative research on the biological and developmental bases of communication as well as conduct research to advance treatments for individuals with communication and swallowing disorders.
- Engage in outreach activities that directly benefit and support the university community, students, as well as individuals and their families.
- We commit to maintaining a positive collaborate environment both within and beyond the discipline as a means to provide new and innovative solutions for people with communication and swallowing disorders.

DEPARTMENT VALUES
Our values are as follows:
- We commit to being good stewards of our resources by sharing our knowledge and expertise with students, our clients and their families, other professionals, the general public, and with collaborating colleagues in clinical practice and academia.
- We commit to providing an educational program that places an emphasis on the integrated connections of research, teaching, and clinical service.
- We accept the challenge and responsibility to advance scientific knowledge of communication sciences and disorders through basic and clinical research.
- We pledge to provide the highest quality of ethical clinical care to the community of individuals with communicative disorders.
- We commit to a work environment that protects academic freedom and encourages honesty, openness, and integrity.
- We commit to meeting all state and federal guidelines to ensure student and patient privacy.
- We commit to working together as a team to support, respect, and encourage one another.

Executive Summary: Department of Communication Sciences & Disorders:
Strategic Plan: 2021-2025; (Objectives, Timelines and Outcomes or Markers)

Goal 1: Establish an unmatched educational experience for all learners.

Objectives/Actions/Approaches:

1. Launch online version of the CSD minor; 2022; Complete, Number of students enrolled in the online minor as of Nov 2021: 19

2. Launch a minor in "American Sign Language Interpreting". 2022; Number of students in the minor.

3. Launch the online version of the Master's degree program; Fall 2023; Number of students enrolled in the online version of the Master's degree program; Number of graduates

Progress as of Nov 1, 2021: A substantive revisions draft of submission to ASHA has been created. The related SACS form is created. All related documents have been uploaded to a BOX folder for departmental review.

4. Launch the CSD-PhD program; 2024; Number of students enrolled in the PhD program

Goal 2: Recruit, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world.

Objectives/Actions/Approaches
1. Increase undergraduate enrollment to 418 (maximum headcount over the last 10 years). 2021-25; The undergraduate enrollment decreased; However the applications for the Fall 2022 semester have increased.

2. Network with community colleges that refer students to us via emails and phone calls. 2021-25; Number of contacts made with community colleges.
Progress as of Nov 1, 2021: VR has created a comprehensive list of contacts for community colleges and has contacted a local community college. Vickie Barksdale has been requested to contact the other community colleges on the list.

3. Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points. 2021-25;
Number of students in each class receiving peer-tutoring: Fall 2021: 8

Goal 3: Grow innovative, self-sustaining, interdisciplinary programs

Objectives/Actions/Approaches

1. Provide an avenue (e.g. Digital badges) for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery:
  - Lee Silverman Voice Treatment (LSVT Loud)
    https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification
    - Class of 2022: 44/60 (73%)
  - Flexible and rigid endoscopy (Quantify outcomes). **Progress**: Online module is ready for students to complete. If students pass the module, students sign up for labs and then complete the procedures on manikins. Percentage of students completing the labs: Class of 2022: 88%

2. Implement Medicat to provide EMR training to grad students; 2021; 100% of graduate students are receiving EMR training

3. Hire a faculty member with expertise in voice or swallowing research, 2022; Ongoing with a new search committee.

4. Launch an enhanced version of the Memory or Alzheimer's' Café to provide valuable clinical experience to graduate students; https://www.jfcsboston.org/Our-Services/Older-Adults/Alzheimers-Related-Disorders-Family-Support/Percolator-Memory-Caf%C3%A9-Network; 2022; Launched. Number of students receiving clinical experience through the Memory Café in Fall 2021: 7.

5. Launch the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course; 2022;
Task complete. Number of students registered for the course in Fall 2021: 13

6. Launch online learning modules for Early Interventions; 2023; Number of graduates completing the modules.

7. Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey); 2023; Number of students completing e-portfolios

8. Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success
- Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center. (Starting a Business – First Steps; How to develop a business plan)
- Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center. (Cash Flow Projections for Your Business Plan; Social Media Business Series 201)
- Require the development of a plan for setting up a private practice for providing speech-language-swallowing services. This plan should be included in each Master's degree student's electronic portfolio. The plan could be developed as part of the requirements of clinical practica or as a part of the "CSD 690: Prof. Ethics, Licensure, and Curr Trends" course.
- 2023; Percentage of graduates completing business training

9. Establish collaboration with Gerontology and NHM to enhance the Memory Café Experience for graduate students and patients; 2023; Number of interprofessional graduate students participating in Memory Café

10. Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification; 2024; Number of graduates with assistant certification

11. Establish free services for children with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations. 2023-25; Percentage of graduates enrolled in relevant clinical practicum

12. Establish interprofessional collaboration with the Child Nutrition Center along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties; 2024; Number of graduate students from each program participating in the collaboration

13. Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor's thesis/2 years; 2021-25; Number of Undergraduate Honor's Thesis Completed.
FY 2021: 15 students completed honor's thesis

14. Promote graduate research: Each research faculty member with PhD in SLP will mentor at least one Master's thesis/3 years; 2022-25; Number of Master's Thesis completed.
FY 2021: Two students completed Master's thesis.

15. Encourage undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course; 2022-25; Number of undergraduate students attending the ASHA convention.
Fall 2021, 13 undergraduate students attended the ASHA convention.

16. In addition to the second-year graduate students, encourage first year graduate students to attend the annual convention of the American Speech-Language-Hearing Association (ASHA); 2022-25; Number of UM CSD students attending the ASHA conventions.
FY 2022: 15 attended the convention (COVID and vaccination requirements are possible barriers).

17. Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings; 2022-25; **FY 2021:**
Number of CSD students attending the conventions held by state associations: Three
Number of CSD Students presenting at the conventions held by state associations 2021: Three graduate students presented.

Goal 4: Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards

Objectives/Action/Approaches

1. The department will continue to submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity. 2021-25; **FY 2021:**
- Number of new external grant submissions: Three
- Number of new funded external grants: One
- Dollar amount of external grant funding: $10,000.00

2. Expand the HILL program and renovate the reading assessment and intervention program. 2022-25; Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of presentations and publications related to community engagement research.

Goal 5: Enhance and nurture the alliance between all learners – past, present and future (2021-25).

Objectives/Actions/Approaches

1. Increase the attendance of current undergraduate and local high-school students at the Fall Institute; 2022-25; Number of undergraduate and high school students attending the Fall Institute.
FY 2022:
Number of undergrad students attending FI2021: 52
High school students will be informed about the Fall Institute during their Science Fair or any recruitment activities.

2. Increase networking opportunities during the Fall Institute; Ensure enough snack-break periods; 2022-25. Number of networking opportunities.
FY 2022: The fall institute was held virtually due to COVID-19 and participant preferences.

3. Encourage students and faculty/staff members to connect with UM CSD Alumni through their social media pages; 2021-25; Number of alumni connected.
Progress as of Nov 1, 2021: Departmental social media pages have become more active with at least weekly postings; By 2021, Rawool connected with at least 25 alumni through LinkedIn.

Goal 6: Enrich everything we do with diversity, equity and inclusion (2021-25).

Objectives/Actions/Approaches

1. Explore ways of funding undergraduate, socio-economically disadvantaged students through scholarships or work-study opportunities; 2021-25; Number of students from poor socio-economic backgrounds receiving funding.
FY 2022: Two undergraduate students from minority backgrounds have been employed as work-study students.

2. Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds. 2021-25; Number of alumni volunteer mentors from diverse backgrounds.
FY 2021: A list four alumni from diverse backgrounds have been created. Students have been informed about the availability of these mentors.

3. Establish and offer graduate assistantships to students from diverse backgrounds: to mentor and recruit undergrad students from diverse backgrounds; to mentor and recruit middle- and high-school students from diverse backgrounds. 2021-25; Number of students from diverse backgrounds in the undergraduate and graduate program.
FY 2021: Minority undergrad students: 66 out of 326 (20%); Minority grad students 7 out of 97 (7%).

4. Infuse all academic course syllabi with diversity, inclusion and access related information. ASHA has several resources available to meet this goal. Here is an example: Cultural Competency Resources https://caa.asha.org/wp-content/uploads/MIB-Resources-Cultural-Competence.pdf ; 2021-25; Percentage of courses with diversity and inclusion related information: 100%

5. Require all incoming graduate students to complete the following checklists (One every month during Seven different months. Student will upload each checklist to CALIPSO. Advisors will check on the completions.

I. ASHA Cultural Competence Awareness Tool: Self-reflection (Developed by the American Speech-Language-Hearing Association; An interactive web-based tool: Designed to help evaluate an individual's cultural competency. https://www.thatsunheardof.org/assessment/

II. ASHA Cultural Competence Checklist: Policies and Procedures (Developed by the American Speech-Language-Hearing Association. A pen-and-paper tool: Designed to heighten your awareness of your agencies'/programs' policies and procedures and the impact/influence of cultural and linguistic factors.) https://www.asha.org/siteassets/uploadedfiles/multicultural/policies-and-procedures-checklist.pdf

III. ASHA Cultural Competence Check-In: Culturally Responsive Practice. This tool was developed to heighten your awareness of how you view the influence of culture and language on service delivery. https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf

IV. ASHA Self-Reflection: Gender Inclusivity: Responses are not intended to be an end point but rather to provide consideration on how to be inclusive. Self-reflection and learning are ongoing components of cultural and clinical competence https://www.asha.org/siteassets/uploadedfiles/multicultural/gender-inclusivity-self-reflection.pdf

V. Cultural Competence Self-Evaluation Form (CCSE) (Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, & Suarez, 2000; Yamada, Marsella, & Yamada, 1998; Yamada, Marsella, & Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: marsella@hawaii.edu; A pen and paper tool Intended for related service providers working with adults, including psychology and counseling disciplines.) http://www.indigenouspsych.org/Members/Marsella,%20Anthony/Cultural%20Competence%20Self%20Evaluation.pdf

VI. Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families (Developed by Tawara D. Goode at the National Center for Cultural Competence,Georgetown University Center for Child and Human Development; A pen and paper 40-item tool, intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural diversity and cultural competence surrounding behavioral health issues for children, youth and their families.) http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf

VII. Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention (Developed by Tawara D. Goode at the National Center

for Cultural Competence, Georgetown University Center for Child and Human Development; Percentage of first year graduate students completing all of the five check
   a. https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf

Percentage of first year graduate students completing all of the seven checklists.

Table 1. The alignment of the department plan with the School of Applied Sciences and University of Mississippi goals/actions. The last column shows expected outcomes or markers for completion of the objectives.

	Timeline	UM Goal or Action	Outcomes/ Markers
School/college Goal 1. Provide an unmatched educational experience for all learners			
Launch online version of the CSD minor	2022	Develop and implement educational practices that contribute to student success	Number of students enrolled in the online minor
Launch the online version of the Master's degree program	Fall 2023		Number of students enrolled in the online version of the Master's degree program, Number of graduates
Launch an online minor in "American Sign Language Interpreting".	2022		Number of students in the online minor of ASL
Launch the CSD-PhD program	2024	Foster excellence in graduate and professional education	Number of students enrolled in the PhD program
School/College Goal 2. Attract, retain and graduate students with the knowledge, skills and leadership abilities to make a positive difference in the world.			
Increase undergraduate enrollment by 5% over the next five years	2021-25	Provide bridge and immersive student experiences to help talented	% increase in enrollment
Network with community colleges that refer students to us via emails and phone calls.	2021-25		Number of contacts made with community colleges

	Timeline	UM Goal or Action	Outcomes/ Markers
Establish a peer-tutor group in each class to assist struggling students; incentivize through NSHLA service points.	2021-25	students transition to a university environment	Number of students in each class receiving peer-tutoring
School/College Goal #3. Grow innovative, self-sustaining, interdisciplinary degree programs			
Provide an avenue (e.g. digital badges) for program graduates to obtain pre-professional certification in the following areas to improve efficient and high-quality clinical service delivery: • Lee Silverman Voice Treatment (LSVT Loud) ○ https://www.lsvtglobal.com/Students_Faculty#trainingAndCertification • Introduction to PROMPT technique Online Modules ○ https://promptinstitute.com/page/intro_modules • Flexible and rigid endoscopy (Quantify outcomes) ○ Three-pronged approach: Training/Current evidence/Simulation-application	2020-25	Foster excellence in graduate and professional education	Number of graduate students who receive student certification before graduating). Outcomes recorded through e-portfolios and CALIPSO
Implement Medicat to provide EMR training to grad students	2021	Foster excellence in graduate and professional education	Percentage of graduate students receiving EMR training
Hire a faculty member with expertise in Voice or Swallowing research	2021		Complete/incomplete
Launch an enhanced version of the Memory or Alzheimer's' Café to provide valuable clinical experience to graduate students https://www.jfcsboston.org/Our-Services/Older-Adults/Alzheimers-Related-Disorders-Family-Support/Percolator-Memory-Caf%C3%A9-Network	2022	Develop and implement educational practices that contribute to student success	Number of students receiving clinical experience through the Memory Cafe
Launch the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course	2022	Encourage the development of experiential learning in all undergraduate academic programs	Number of students registered for the course

	Timeline	UM Goal or Action	Outcomes/ Markers
Launch online learning modules for Early Interventions	2023	Develop and implement educational practices that contribute to student success	Number of graduates completing the modules
Refine the graduate electronic portfolio development process to ensure that students have a clear understanding of related expectations and value of the electronic portfolio. (Action created in response to the 2017-2018 graduating student survey)	2023		Number of students completing e-portfolios
Expand training of CSD graduates in effective business communication, including oral, written, and interpersonal communication to implement educational practices that contribute to student success Require all graduate students to take the following free two-hour workshops offered by the Mississippi Small Business Development Center. • Starting a Business – First Steps • How to develop a business plan Recommend all graduate students to take the following free workshops offered by the Mississippi Small Business Development Center. • Cash Flow Projections for Your Business Plan • Social Media Business Series 201 Require the development of a plan for setting up a private practice for providing speech-language-swallowing services. This plan should be included in each Master's degree student's electronic portfolio. The plan could be developed as part of the requirements of clinical practica or as a part of the "CSD 690: Prof. Ethics, Licensure, and Curr Trends" course.	2023	Foster excellence in graduate and professional education, Create a strategy or an organizational unit to support connections to businesses and other external entities that will support research programs, academic programs, and creative initiatives	Percentage of graduates completing business training
Establish collaboration with Gerontology and NHM to enhance the Memory Café Experience for graduate students and patients	2023	Foster excellence in graduate and professional education	Number of interprofessional graduate students participating in Memory Cafe
Revise the undergraduate CSD program to allow all graduates to become eligible for Assistant Certification	2024	Encourage the development of experiential learning in all undergradua	Number of graduates with assistant certification

	Timeline	UM Goal or Action	Outcomes/ Markers
		te academic programs	
Establish free services for children with speech-language and/or feeding and swallowing issues through seeking grants/awards or donations.	2023-25	Foster excellence in graduate and professional education	Percentage of graduates enrolled in relevant clinical practicum
Establish interprofessional collaboration with the Child Nutrition Center along with the nutrition faculty for improving nutrition for children with feeding and swallowing difficulties.	2024	Foster excellence in graduate and professional education	Number of graduate students from each program participating in the collaboration
Promote undergraduate research: Each research faculty member will mentor at least one Undergraduate Honor's thesis/2 years; 2021-25; Number of Undergraduate Honor's Thesis Completed.	2021-25	Create programs to support innovative research capabilities and engagement	Number of Undergraduate Honor's Thesis Completed.
Promote graduate research: Each research faculty member will mentor at least one Master's thesis/3 years;	2022-25		Number of Master's Thesis completed.
Encourage undergraduate students to attend the ASHA convention by registering for the CSD 360 Study USA American Speech Language Hearing Association Convention and Convention Site course	2022-25	Develop programs and opportunities to foster intellectual engagement among faculty, staff, students, and external partners	Number of undergraduate students attending the ASHA convention
In addition to the second-year graduate students, encourage first year graduate students to attend the annual convention of the American Speech-Language-Hearing Association (ASHA)			Number of UM CSD students attending the ASHA conventions
Encourage the attendance of all students at the annual conventions of the Mississippi Speech-Language-Hearing Association (MSHA) and other state association meetings			Number of CSD students attending the conventions held by state associations, Number of CSD presenting at the

	Timeline	UM Goal or Action	Outcomes/ Markers
			conventions held by state associations

Strategic Goal 4. Strengthen research productivity and community engagement with integrity, compassion and the highest ethical standards

	Timeline	UM Goal or Action	Outcomes/ Markers
The department will continue to submit multiple research grants/year for external funding till each research lab has external funding sufficient to sustain high research productivity.	2021-2025	Create programs to support innovative research capabilities and engagement among faculty, staff, students and external partners.	Number of grant submissions, number of funded external grants, Dollar amount of external grant funding
Community Engagement Research: Expand the HILL program and renovate the Dyslexia program			Number of any grant submissions, number of funded community engagement research grants, dollar amount of any grants, number of presentations and publications related to community engagement research

School/College Goal 5. Enhance and nurture the alliance between School of Applied Science learners – past, present and future

	Timeline	UM Goal or Action	Outcomes/ Markers
Increase the attendance of current undergraduate and local high-school students at the Fall Institute.	2022-25	Develop programs and opportunities to foster intellectual engagement among faculty, staff,	Number of undergraduate students attending the Fall Institute
Increase networking opportunities during the Fall Institute			Ensure enough snack-break periods

	Timeline	UM Goal or Action	Outcomes/ Markers
Encourage students and faculty/staff members to connect with UM CSD Alumni through their social media pages		students, and external partners	Number of alumni connected
School/College Goal 6. Enrich everything we do with diversity, equity and inclusion			
Explore ways of funding undergraduate students from socio-economically disadvantaged backgrounds through scholarships or work-study opportunities.	2021-25	Provide bridge and immersive student experiences to help talented students transition to a university environment	Number of students from diverse backgrounds receiving funding
Establish a pool of alumni mentors from diverse backgrounds who are willing to volunteer to mentor students from diverse backgrounds.			Number of alumni volunteer mentors from diverse backgrounds
Establish and offer graduate assistantships to students from diverse backgrounds, • To mentor and recruit undergrad students from diverse backgrounds. • To mentor and recruit middle- and high-school students from diverse backgrounds.			Number of undergraduate students from diverse backgrounds in the undergraduate and graduate program
Infuse all academic course syllabi with diversity and inclusion related information. ASHA has several resources available to meet this goal. Here is an example: Cultural Competency Resources https://caa.asha.org/wp-content/uploads/MIB-Resources-Cultural-Competence.pdf	2021-25	Provide bridge and immersive student experiences to help talented students transition to a university environment	Percentage of courses with diversity and inclusion related information
Require all incoming graduate students to complete the following checklists (One every month during the first five months. Student will upload each checklist to CALIPSO. Advisors will check on the completions.) • ASHA Cultural Competence Awareness Tool: Self-reflection (Developed by the American Speech-Language-Hearing Association; An interactive web-based tool: Designed to help evaluate an individual's cultural competency). **https://www.thatsunheardof.org/assessment/** • ASHA Cultural Competence Checklist: Policies and Procedures (Developed by the American Speech-Language-Hearing			Percentage of first year graduate students completing all of the five checklists/year

	Timeli ne	UM Goal or Action	Outcomes/ Markers
Association. A pen-and-paper tool: Designed to heighten your awareness of your agencies'/programs' policies and procedures and the impact/influence of cultural and linguistic factors.) **https://www.asha.org/siteassets/uploadedf iles/multicultural/policies-and-procedures-checklist.pdf**			
• ASHA Cultural Competence Check-In: Culturally Responsive Practice. This tool was developed to heighten your awareness of how you view the influence of culture and language on service delivery. **https://www.asha.org/siteassets/uploadedf iles/multicultural/culturally-responsive-practice-checklist.pdf**			
• ASHA Self-Reflection: Gender Inclusivity: Responses are not intended to be an end point but rather to provide consideration on how to be inclusive. Self-reflection and learning are ongoing components of cultural and clinical competence **https://www.asha.org/siteassets/uploadedf iles/multicultural/gender-inclusivity-self-reflection.pdf** •			
• Cultural Competence Self-Evaluation Form (CCSE) (Developed by: Anthony J Marsella. © AJM (2009) Atlanta, Georgia. Free use with acknowledgement and citation. Based on Marsella, Kaplan, & Suarez, 2000; Yamada, Marsella, & Yamada, 1998; Yamada, Marsella, & Atuel, 2002; Hanson, Pepitone, Green (2000). Contact: marsella@hawaii.edu; A pen and paper tool Intended for related service providers working with adults, including psychology and counseling disciplines.) **http://www.indigenouspsych.org/Members/ Marsella,%20Anthony/Cultural%20Compet ence%20Self%20Evaluation.pdf** •			
• Cultural Competence Self-Assessment Checklist for Practitioners Providing Behavioral Health Services to Children, Youth and their Families (Developed by Tawara D.			

	Timeline	UM Goal or Action	Outcomes/ Markers
Goode at the National Center for Cultural Competence,Georgetown University Center for Child and Human Development; A pen and paper 40-item tool, intended for providers serving school-age children and youth to self-assess awareness and sensitivity to the importance of cultural diversity and cultural competence surrounding behavioral health issues for children, youth and their families.) **http://nccc.georgetown.edu/documents/ChecklistBehavioralHealth.pdf** • Cultural Competence Self-Assessment Checklist for Practitioners Providing Early Childhood Intervention (Developed by Tawara D. Goode at the National Center for Cultural Competence, Georgetown University Center for Child and Human Development; Percentage of first year graduate students completing all of the five check **https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf**			

Schedule for review and evaluation of the strategic plan

The strategic planning committee or the department reviews the plan at the beginning of the fall or spring semester of every academic year and revises it as needed. The goals and objectives in the strategic plan are discussed in the departmental faculty/staff meetings on an on-going bases and strategies are developed to achieve the goals. Other committees participate in achieving the goals as needed. The plan is evaluated at least once during each fiscal year. The latest review and evaluation for this plan was completed on December 14, 2021.