



MOUNT ST. JOSEPH
UNIVERSITY
College of Speech, Language, and
Hearing Sciences

Mount St. Joseph Master of Speech-Language Pathology Strategic Plan 2021-2027 Executive Summary

Consistent with the mission to strive for meaningful impact and a commitment to personal excellence, the Strategic Plan was developed to ensure the ongoing reflection, improvement, and growth of the Speech-Language Pathology program. This plan is consistent with the Mount St. Joseph master plan (Transformation 2025) and the strategic plan of School of Health Sciences. Additionally, this plan was developed in consultation with Mount St. Joseph leadership, various community partners, and the Advisory Board.

This plan is intended to reflect the timeline required to carry the program through Initial Accreditation and was adopted in November, 2021.

Goal 1: To develop a program that meets or exceeds the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA)

Objectives/Strategies:

- a. **Objective:** To successfully become a Candidate Program in speech-language pathology
Strategies: Submit CAA application, continue to develop curriculum, develop responses to areas identified as needs by CAA, prepare for site visit.
12/22 Update: Preliminary application submitted 12/21 and accepted as full application by CAA in March, 2022. Site visit completed in 9/22 (2 minor findings for response) and site visit responses submitted 11/22
12/23 Update: Candidacy was awarded in February, 2023; will submit first report 2/1/24.
- b. **Objective:** To become a fully accredited program by the Council on Academic Accreditation
Strategies: Collect data regarding program outcomes, continue to develop academic and clinical offerings, revise curriculum and clinical offerings as needed, seek input from Advisory Board and eventually from Alumni Board.
12/23 Update: Finishing first semester, collecting data to ensure making progress.
- c. **Objective:** To prepare 100% of graduating students for state licensure and national certification
Strategies: Develop academic course offerings and clinical experiences to ensure students meet ASHA certification requirements (e.g. competencies, clock hours), deliver academic courses and facilitate completion of clinical experiences, support students in preparing for the Praxis examination
12/23 Update: Finishing first semester, collecting data to ensure making progress.

Goal 2: To develop, evaluate, enhance, and refine the academic offerings and clinical experiences to provide a high-quality training experience.

Objectives/Strategies:

- a. Objective: To develop and refine the initial academic curriculum based on student and other stakeholder feedback (e.g. Advisory Board, Alumni Board)

Strategies: Collect and analyze data regarding curriculum via course evaluations, exit interviews, Praxis preparation data, Praxis passage, share data and analyses, make changes as needed

12/22 Update: Curriculum/content updated based on feedback and

Strategies: Identify 3 unique academic or clinical opportunities that distinguish MSJ's MSLP program

12/22 Update: High-fidelity infant simulation, Professional Development Plan, First Year Placements

12/23 Update: Currently targeting the development of 1) the Simulation and Integration series and 2) the Professional Development Plan. The Simulation Series is something the students anecdotally report is one of their favorite parts of the program. Dr. Cuervo leads the Professional Development Plan and we continue to monitor student progress and success in this area.

Goal 3: To foster a training environment that models and trains students in the practices of cultural humility, cultural sensitivity, and cultural responsiveness

Objectives/Strategies:

- a. Objective: Promote clinical experiences and service opportunities that support students' learning about cultural humility and culturally responsive interactions

Strategies: Develop 3-5 first year clinical placements in which students primarily engage with underrepresented minorities and/or culturally diverse populations

12/22 Update: To date, three sites established with plans for the 2023 Fall School year are with culturally diverse populations

12/23 Update: While students are taught about and generally engage with cultural humility at all sites, in the first semester we utilized 5 placement sites with cultural, linguistic, and religious diversity.

- b. Objective: To integrate cultural experiences and learning opportunities into faculty and staff development

Strategies: Work with Health Sciences Diversity, Equity, and Inclusion (DEI) committee and University DEI officer to provide at least 3 continuing education or service events for faculty and staff development

12/23 Update: This goal has not yet been formally addressed. The &af] ~ • Á@á ^ ç ' a / e s a z • Á ^ æ á Á Ö Ö Ö Á @ Á] i q * Á Á H Á Á which all faculty members at the time (Buckley, Cuervo, Sizemore) participated. Additionally, the university held a four-part series in the fall that most faculty completed.

Strategies: Conduct national searches for terminal degree faculty, work with Human Resources recruiter dedicated to hiring individuals from under-represented minorities

12/22 Update: To 3 current full-time faculty (Sizemore, Buckley, Cuervo) and 1 hired for July start (Burke). Searches planned for 2 additional terminal degree, 1 clinical supervisor for Fall, 2023 start with the 2 remaining positions planned Fall, 2024. Currently 1 faculty member who identifies as from a URM

12/23 Update: Full-time faculty at 7, including 2 additional terminal degree and 2 faculty from URM. Plan to hire one faculty (likely clinical supervisor) for 24-25, one terminal degree for 25-26.

- b. Objective: Provide support for scholarly and clinical engagement

Strategies: Recruit and retain a full faculty to allow optimal workloads, capitalize on available University resources, encourage specialty training areas, assure sufficient budget to support advanced clinical training opportunities

12/22 Update: Current supports: clinical opportunities for faculty, internal support, including from Institutional Advancement

12/23 Update: Faculty with 6 presentations/posters at annual American Speech, Language, and Hearing Association convention, 2 presentations at annual Reading Science conference, and 3 publications. Two faculty are participating in a Learning Community on the Science of Teaching and Learning, with an IRB to be submitted for a study. One faculty member is co-leading a learning community on supporting struggling learners with 2 other faculty members participating.

- c. Objective: Encourage faculty participation and leadership in local and national professional organizations

Strategies: Encourage leadership as an annual goal. The university has release time for clinical/leadership, leadership development activities within the department to help faculty identify strengths and leadership skills, support professional networking opportunities

12/22 Update: Faculty engaging in leadership including the ASHA Career Transitions Mentorship Program (Buckley) and Early Childhood Personnel Center Leadership Cohort (Sizemore)

12/23 Update: Faculty continue to engage in local and national organizations including Santa Maria (Cuervo, Board Member), Hispanic-Latino Student Union (Cuervo & León), ASHA Healthcare Economics Committee (LeBorgne), and Ohio Speech-Language-Hearing Association (Sizemore).

Goal 5: To accept, matriculate, retain and graduate a student body rich in diversity, including under-represented minorities

Objectives/Strategies:

- a. **Objective:** Within 5 years, have 1/3 of class from under-represented minorities including race, ethnicity, gender, and other non-traditional students including diverse socio-economic backgrounds, veteran status, and first-generation college students
Strategies: Targeted recruitment for Combined (3+2) program from high schools with diverse student bodies, apply research findings on recruitment of underrepresented students, explore partnerships with Historically Black Colleges and Universities in Ohio and Kentucky
12/22 Update: Recruitment efforts include reach out/presentations with local high-school students and leadership of the Students Learning About Speech and Hearing (/slash/) Summer Program for high school students.
12/23 Update: First class includes 21% from UR racial/ethnic groups and 14% who identify with disabilities. Faculty again participated in /slash/ group and continue recruitment efforts in these areas.
- b. **Objective:** To retain at least 95% of students from under-represented minorities in the field of speech-language pathology.
Strategies: Survey students on satisfaction and opportunities for growth/ improvement, focus groups to explore satisfaction and strategies to enhance experiences for specific groups (e.g., racial/ethnic groups, socio-economic, first-generation, and adult students)
12/23 Update: Retention data are not yet available as we are finishing the first semester.

The Strategic Plan is updated annually in the fall. The next update is scheduled for Fall, 2024.