

## **Reporting of Progress for Current Strategic Plan**

### **CDI Strategic Plan 2022- 2024**

#### **Vision:**

The MSU Center for Communication Disorders will prepare professional SLPs representing diverse communities and backgrounds with the dispositions and skills to advocate and provide services for individuals with communication disorders and to shape the field to respond to societal and technological changes.

#### **Mission:**

The mission of the Graduate Program in Speech-Language Pathology is to develop caring and highly competent speech-language pathologists by providing quality academic and clinical education.

#### **Envisioned Future:**

By 2029, the Murray State University Center for Communication Disorders will provide an innovative clinical program to highly qualified SLP students representing diverse communities and backgrounds. An experienced core of program faculty with broad clinical and academic experiences will model interprofessional and clinical skills for students who will demonstrate high levels of professionalism and clinical skills as practitioners.

#### **Goals to Achieve our Mission and Envisioned Future:**

- Effectively deliver graduate coursework with an experienced core of program faculty
- Recruit and retain highly qualified students
- Provide high-quality, innovative academic and clinical experiences on-site in the university clinic as well as through off-site clinical placements with university partners
- Support diversity in our program, community, and the profession

## **Focus Area One: Recruitment and Retention of Program Faculty**

### **Baseline Data:**

Currently, the full time faculty is composed of three tenure-track faculty and five masters-level instructors. Additionally, there are three consistent, doctoral-level adjunct faculty who teach graduate courses and one adjunct with a Doctorate of Audiology who teaches two undergraduate courses. One tenure-track line was eliminated from the program by University administration due to budget concerns in the 2020-2021 year, therefore going into the 2022/2023 academic year there are no open lines. The focus at this time is to retain faculty and keep all available lines filled.

### **Outcome:**

Fill all lines, recapture lost line(s), retain faculty, and increase the percentage of tenure-track faculty with terminal degrees.

### **Indicators of success:**

- The program will retain 100% of faculty and related lines, and demonstrate at least 33% of lines held by tenure-track faculty with a terminal doctorate.

### **Strategies:**

- By 2024, the program will have retained full time faculty, with 100% of lines filled.
- By 2024, will increase support of current faculty seeking doctoral degrees that includes tuition assistance, course release, research collaborations, and mentorship.

### **Progress:**

**We have retained 100% and have no open lines. 37.5% of faculty are tenure track doctorates. We have been unable to recapture lost lines due to University budget cuts. However, the chair continues to advocate for the potential to grow if we are able to recapture lost lines. Discussion related to lost lines have been ongoing. We have one faculty member currently enrolled in an Ed.D program with a projected completion date of December 2025.**

**Two full time faculty have submitted for tenure and/or promotion this fall (2023). The department and college supports tenure track faculty to attend conferences for research, we have mentors within our college as well as University; within department collaboration in research areas. The department has decreased advising loads for faculty completing their doctorate and on tenure track, provides two course tuition waivers per year, as well as department support and mentoring.**

## **Focus Area Two: Recruitment of Highly Qualified Students**

### **Issue:**

In previous years, the program was losing its top candidates from the undergraduate program to other universities. Factors impacting retention and recruitment of the most highly qualified students included tuition costs, university location, faculty relationships and culture, and innovative clinical placement opportunities.

**Baseline data:**

Admitted student data from 2020 indicates that admitted/accepted students have lower undergraduate grade point averages and GRE scores than students declining offers. However, in 2021 that was not the case: students accepted had higher GPA and the gap in the GRE performance was lessened. Based on the 2022 applicant details, the program has a very slight increase in overall GPA for the applicants that accepted, and a slight decrease in the quantitative GRE scores but equivalent scores for writing and verbal when compared to the applicants who were offered admission and declined.

<b>2020</b>	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
Declines	31	3.65	3.67	149.03	144.68	3.88
Accepts	31	3.55	3.67	146.39	143.16	3.74
difference		-.10	=	-2.64	-1.52	-.14
<b>2021</b>	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
Declines	16	3.74	3.77	148.31	145.25	4.31
Accepts	24	3.77	3.68	147.17	144.65	3.85
difference		+.03	-.09	-1.14	-.06	-.46
<b>2022</b>	# Students	Overall GPA	CDA GPA	GRE V	GRE Q	GRE W
Declines	15	3.76	3.84	148	147	3.80
Accepts	24	3.80	3.79	148	145	3.80
Difference		+0.04	-0.05	=	-2.0	=

<b>2023</b>	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
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Declines	31	3.79	3.83	-	-	-
Accepts	23	3.57	3.60	-	-	-
Difference		-0.22	-0.23	-	-	-

Exit surveys completed by students upon graduation indicated an overall satisfaction rating of 4.59 out of 5, which is a .95 gain since 2017 which is when the survey was initiated originally. Praxis pass rates fluctuate with enrollment growth ranging from 84% to 100%. Student costs for Kentucky residents have increased from \$468/credit hours to \$636/credit hour over the past 5 years.

**Outcomes:**

The program will present itself as highly attractive to the most qualified students and ensure a positive relationship between academic courses, clinical experiences, and program outcomes.

**Indicators of Success:**

- By Fall 2024, GPA and GRE data for accepted/admitted students will be the same or higher than for declining students. Exit surveys will continue to reflect that students perceive courses and clinical experiences positively. Praxis pass rates will increase and be maintained at 90% or higher.

Progress: GRE was removed from admission requirements

**Strategies:**

- By the end of the Fall 2024 semester, the CDI faculty will further market recent innovations to potential students, thus attracting highly-qualified applicants.
- During the Spring 2023 and Spring 2024 semesters, the undergraduate faculty and coordinator will implement an undergraduate exit survey to identify outcome data to ensure that the department continues to progress highly-qualified students to the MSU graduate program.
- By December 2023, the CDI faculty will complete a review of the updated graduate curriculum to ensure it is better aligned with clinical resources, is highly innovative thus improving student learning, attracting more qualified students, and improving PRAXIS outcomes.
- By 2024, 70% of first round offers for MSU undergraduate applicants will accept.

[Progress:](#)  
**Marketing through summer clinic/groups, utilizing social media for increase in**

marketing and programming. Marketing and advertising for MKG, participation in nation-wide advocacy programming. Discussing collaboration with other disciplines on campus- nursing, OT, etc. Innovative in that we have established contracts for offsite placements across states; demonstrating flexibility for students. In the fall 2023, began early admission for graduate students in order to retain strongest, top students at the undergraduate level. Established and executed an “Interdisciplinary day” event with nursing and other allied health programs for students with faculty from each program.

We did it! An undergraduate exit survey was created and sent out. There was not a high response rate (only 3 completed); however, there was no motivator to respond. In the future we may be able to tie it into a raffle prize as motivators to participate in the exit survey. From the three that responded, the responses were positive. In the future, we may be able to allow students to complete the exit survey during a class period.

We are looking into the Praxis support resources and adding those into the program. The faculty scheduled a demonstration and information meeting with TrueLearn in October. Curriculum committee will meet this fall and complete a curriculum review to evaluate the current curriculum which is newly implemented. Curriculum committee will meet to review findings in spring.

71% of MSU Undergraduate MSU applicants accepted for 2023 admission year.

**Focus Area Three: Diversity and Supports for Diverse Populations**

**Issue:**

The homogeneity of the field of speech-language pathology complicates attracting and retaining diverse students, including students of varying gender, ethnicity, gender identity, sexual orientation, and racial differences. Furthermore, our region is culturally homogenous, which can create a lack of diversity in our student body, faculty, and clinical populations.

**Baseline Data:**

Admitted students:

Race (accepted)	2	3	4	5	6	7	8	#N	Gender Male	Gender Female
2018-2020	0	0	0	1	0	0	32	33	1	32
2019-2021	0	0	0	2	0	0	30	32	0	32
2020-2022	0	0	0	1	1	0	29	31	1	30
2021-2023	0	2	1	1	1	0	19	24	1	23
2023-2025	0	0	0	0	3	0	20	23	0	23

#N = number of students admitted

Applicants received in CSDCAS:

Race (overall)	2	3	4	5	6	7	8	#N	Gender Male	Gender Female
2018-2020	0	8	0	2	4	0	130	144	2	142
2019-2021	0	2	0	3	1	1	137	144	2	142
2020-2022	0	2	0	2	1	1	108	114	3	111
2021-2023	0	6	2	6	3	0	98	103	1	102
2023-2025	0	1	1	2	6	0	90	100	1	100

#N = number of students who applied

\*\*Students selected in the spring matriculate in fall of the same year and graduate two years later in spring.

Key:
2 – Unknown or Unreported
3 – Hispanic
4 – American Indian or Alaskan Native
5 – Asian
6 – Black or African American
7 – Native Hawaiian or other Pacific Islander
8 – White

Numbers for the profession: Based on ASHA membership statistics provided in the Highlight of ASHA 2021 member and affiliate profile report, 4.4% of members identify as male, 18.2% of members identify as a racially or ethnically minority group. 2022 profile reports 3.6% as male for SLP.

### Outcomes:

The program will maintain and work to increase diversity in the student population, as well as increasing student exposure to diverse populations. Further, it will increase cultural competence and resources for current students both in academic and clinical settings.

### Indicators of Success:

- By Fall 2024, the program will maintain or increase diversity in graduate cohorts with a minimum of 10% of the graduate students identifying as diverse, and will have a mentorship program available to support diverse professionals.

### Strategies:

- By the Fall of 2024, mentorships will be available to diverse populations in our community, experiential learning opportunities will be investigated, and diverse faculty speakers will be engaged to educate our CDI community.
- By the Fall of 2024, Faculty will collaborate with the Student Affairs department on campus to promote clinical services for diverse populations as well as increase CDI relationships and participation in events offered.

### Progress:

**Completed- Andrea Plusko, ASHA Associate Director for Multicultural Practices, completed a continuing education event in DEI. Jasmine Young completed modules about DEI and CDI for the undergraduates as well. We had two undergraduate students attend the National Black Association for Speech-Language and Hearing, students were able to network with potential mentors during this time. For this year, the Faculty will discuss connecting the students with a mentor. Throughout advising times, advisors will discuss mentorship opportunities and seeking MSU Alumni for opportunities. Study Abroad continues to be a success and a strong part of our program. The transgender support group, Diversity Council and OAE screenings opportunities are just a few ways that allow for our students to engage in experiential learning for diverse populations.**

**We started a CDI Student Diversity Council, Alison Brown is the faculty advisor for the group; the group has visited with the Black Student Council to discuss services. A Grant has been obtained in order to obtain materials with a diverse background. We had worked with the LBGT Programming Office (Pride Center) and they have referred clients for services at the Speech and Hearing Clinic. We had a table at the Faculty Health Fair to provide information related to services (age related, diverse backgrounds from MSU); provided hearing screenings for faculty members and staff.**