



## **CDI Strategic Plan 2021-2022**

### **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.

### **Focus Area: Recruitment and retention of program faculty**

#### **Issue:**

University location and low pay and benefits in comparison to other universities limits applicant pools for tenure-track positions at a time when SLP faculty with terminal degrees are in short supply. This has led to several failed searches even as student enrollments have increased and faculty turnover has occurred. Recruitment and retention of diverse faculty is also impacted by limitations in the region.

In 2019-2020, we had another failed search and then as a result the line has been frozen due to university budget issues.

**Baseline Data:**

Currently, the faculty is composed of two tenure-track faculty, six masters-level instructors, and one empty line. 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 our program by University administration due to budget concerns in the 2020-2021 year.

**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 fill 100% of lines, 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 2025, a strategy for recruiting applicants will be underway that includes an advertisement with CAPCSD, social media, reaching out to regional doctoral programs, and a presence at the ASHA convention. The Academic Director will coordinate these efforts.

By 2024, will increase support of current faculty seeking doctoral degrees that includes tuition assistance, course release, research collaborations, and mentorship.

**Focus Area: Recruitment of Highly Qualified Students****Issue:**

Tuition costs and university location reduce interest in the program from the most highly-qualified applicants who did not attend MSU as undergraduates.

**Baseline data:**

Admitted student data from 2019 and 2020 indicate that admitted/accepted students have lower undergraduate grade point averages and GRE scores than student declining offers. However, in 2021 that was not the case, students accepted had higher GPA and the gap in the GRE performance was lessened.

<b>2019</b>	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
Declines	33	3.69	3.75	147.75	146.69	3.78
Accepts	32	3.66	3.78	146.38	143.22	3.63
difference		-.03	+.03	-1.35	-3.47	-.15
<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

Exit surveys completed by students upon graduation indicated an overall satisfaction rating of 4.61 out of 5, and that is a .97 gain since 2017. Each year has shown increased satisfaction rates.

Praxis pass rates fluctuate with enrollment growth ranging from 84% to 100%. Student costs for Kentucky residents have increased from \$468/credit hours to \$600/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 2023, 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.

**Strategies:**

By the end of the fall 2022 semester, the CDI faculty will further market recent innovations to potential students, thus attracting highly-qualified applicants.

By the end of fall 2022 semester, the undergraduate faculty and coordinator will create an undergraduate exit survey and 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.

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

**Issue:**

The homogeneity of the field of speech-language pathology complicates attracting and retaining diverse students, including 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
2017-2019	1	1	0	0	0	0	29	31	0	31
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

#N = number of students admitted

Applicants received in CSDCAS:

Race (overall)	2	3	4	5	6	7	8	#N	Gender Male	Gender Female
2017-2019	3	6	2	6	0	0	129	147	3	144
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

#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

Based on ASHA membership statistics, 4.5% of members identify as male, 8.5% of members identify as racially diverse

### **Outcomes:**

The program will maintain and work to increase diversity of student bodies and student experiences with diverse populations. Further, we will increase cultural competence and resources for current students both in academic and clinical settings.

### **Indicators of Success:**

By fall 2023, the program will maintain or increase diversity in graduate cohorts with a minimum of 10% of the graduate students identifying as diverse, and having a mentorship program available to support diverse professionals.

### **Strategies:**

By the Fall of 2023, 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 2022, 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.