



College of Education and Human Services

Speech-Language Pathology

Murray State University Graduate Program in Speech-Language Pathology (MS)

Strategic Plan 2021 Progress Update

Focus Area: Recruitment and retention of program faculty

Baseline Data:

Beginning the Fall 2018, the faculty was comprised of two tenure-track faculty, six masters-level instructors and one empty line. In terms of longevity with the program, one faculty member has 20+ years of experience, four have between five and ten years, and three have four or less years with the institution.

Indicators of success:

The program will fill 100% of lines, retain 100% of faculty and demonstrate at least 33% of lines held by tenure-track faculty with an academic doctorate.

Progress:

One tenure track faculty member and one masters-level instructor resigned at the end of the 2018-2019 academic year.

2019: Searches were conducted during the 2018-2019 academic year for two tenure-track faculty lines and one masters-level line. One search was successfully completed with the hiring of new tenure track faculty with CScD, CCC-SLP to begin in August 2019. Another search was successfully completed with the hiring of a masters-level instructor with CCC-SLP to begin in August 2019. The remaining unfilled tenure-track line was temporarily filled with a masters-level supervisor.

2020: A search was conducted during the 2019-2020 academic year for one tenure-track faculty line. Two applications were received. One applicant, who had a PhD in psychology but no experience with supervision and very little expertise in the field, did not meet the position's minimum requirements. The second applicant withdrew as he accepted a position elsewhere. The master-level supervisor who was hired as a temporary hire into the tenure-track line was paused and unable to work in the program during this academic year. Since that time, the tenured faculty line was frozen by the university. As a result, the program began recruiting highly qualified PhD adjunct faculty and was successful in recruiting two PhD faculty adjuncts in addition to the one long term PhD adjunct that has been working with the program for many years. Additionally, two current full time faculty members are working towards their EdD with anticipated completion in 2022.

Strategies:

By October 1, 2018, a three-pronged strategy for recruiting applicants will be underway that includes an advertisement in the ASHA publication, advertisement through CSDCAS, a recruitment presence at the

ASHA convention as deemed appropriate, and professional networking through the mid-south. The Academic Director will coordinate these efforts.

(Continuing)

By December 1, 2018, the CDI faculty will propose a revised graduate curriculum which is better aligned with clinical resources, is highly innovative, and more easily managed thus improving the working conditions and faculty retention.

Completed: Strategy met with development and implementation of a revised graduate curriculum which was put into action during the 2019-2020 academic year.

By August 15, 2019, the CDI faculty will identify potential adjuncts with research doctoral degrees to teach the dysphagia course in spring 2020.

Completed: was successful in recruiting two PhD faculty adjuncts in addition to the one long term PhD adjunct that has been working with the program for many years. One adjunct teaches the Dysphagia course.

By February 1, 2020, the CDI faculty will identify potential adjuncts with research doctoral degrees to teach the language and literacy course in fall 2020.

Completed: Completed: was successful in recruiting two PhD faculty adjuncts in addition to the one long term PhD adjunct that has been working with the program for many years. One adjunct teaches the language and literacy course.

2020/2021 Note: Due to the impact of the current pandemic, all faculty searches have been suspended at this time. Two faculty members are currently working on their Ed.D. Both anticipate completion in summer of 2022. In 2020, we did not recruit at ASHA.

Focus Area: Recruitment of Highly Qualified Students

Baseline data:

Admitted student data from 2017 and 2018 indicate that admitted/accepted students have lower undergraduate grade point averages and GRE scores than student declining offers.

2017	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
Declines	45	3.78	3.68	148.84	145.73	3.91
Accepts	31	3.55	3.73	146.41	144.11	3.52
difference		-.23	+.05	-2.43	-1.62	-.39
2018	# Students	Overall GPA	CDI GPA	GRE V	GRE Q	GRE W
Declines	57	3.70	3.75	149.07	146.43	3.92
Accepts	33	3.50	3.72	146.13	143.09	3.85
difference		-.20	-.03	-3.30	-3.34	-.07
2019	# 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
2020	# 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
2021	# 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

Indicators of Success:

By Fall 2021, GPA and GRE data for accepted/admitted students will be the same or higher than for declining students. Exit surveys will reflect coherence with academic and clinic coordination. Praxis pass rates will increase and be maintained at 95% or higher. Program costs will be reduced to make the program competitive with benchmarks.

Progress: As shown in the data, there has been a slight increase in the GPA average of students who accepted their offer. Additionally, the gap in GRE scores between acceptances and declines has decreased. Positive trends all around.

Strategies:

By September 15, 2018, the CDI faculty will identify two areas for program innovation which will be highlighted and marketed to potential students as innovations of the program, thus attracting potential student interest. **(Continuing)**

Progress: Within the Murray State Speech and Hearing Clinic the program has added a clinical observation recording system. The system by CVI allows supervisors and students to use recordings of sessions as a clinical education tool. Our clinic has 4 standard therapy rooms with cameras as well as cameras in the Voice and Swallowing lab. The model for summer clinic has been changed to focus on short-term specialty clinics, and diagnostic simulations using Simucase have been added.

Update: the CDI faculty will review the impact of these innovations and market them on the program's webpage. In 2019, updated pictures and highlights of the program were completed for marketing and advertising.

By November 1, 2018, the Interim Academic Director and the Program Coordinator will present a model to the CDI faculty for a 'guaranteed admission' program for the UG program. This will attract high-quality undergraduates and increase the likelihood that these students will persist to the graduate

program. Update: By November 1, 2019, a 3-person committee of program faculty will present a model to the CDI faculty for a 'guaranteed admission' program for the UG program. This will attract high-quality undergraduates and increase the likelihood that these students will persist to the graduate program. **(Dismissing this goal)**

Progress: This goal will be dismissed after thorough consideration of possibilities to establish guaranteed admissions. The faculty determined that it would not be best for our program at this time and that the recent efforts to retain highly qualified students is working so this would not be required.

By December 1, 2018, the CDI faculty will propose a revised graduate curriculum which is better aligned with clinical resources, is highly innovative, and more easily managed thus improving student learning, attracting more qualified students, improving PRAXIS outcomes, and lowering credit hour requirements.

Completed: The revised curriculum was implemented in the 2019-2020 academic year and now is running where all students enter under the revised curriculum and the results thus far are positive. The new curriculum has student cohorts entering and exiting at the same time in hopes to eliminate any perceived inequities when under the old curriculum one group would graduate in the spring and the other in the summer. Exit interviews from students graduating under the revised curriculum have been overwhelmingly positive with academic and clinical needs being met.

By February 1, 2019 the Clinic Director, Program Coordinator, and Interim Academic Director will present to the CDI Faculty for consideration of alternative distance models for clinic and coursework which may reduce student living expenses by facilitating opportunities to live with family while completing program requirements. Update: By October 15, 2019 the Clinic Director presented to the CDI Faculty written instructions for students who wish to find their own medical placements in locations beyond western Kentucky. **(Completed)**

Progress: The Clinic Director has collaborated with the Nursing program, Occupational therapy, and Exercise science for obtaining group contracts and been successful in securing several offsite medical contracts for settings Speech-Language Pathology did not have previously thanks to the increased collaborative efforts of all departments. The new curriculum is organized such that students may complete their final semester from any location.

New Strategy: focus on retraining MSU seniors in the top 1/3 of class. As of the 2021 incoming class, there was an increase in top tier MSU students remaining at MSU for their graduate studies.

New Strategy: Build up our website: promote our clinic placement opportunities; can we put examples of our successful placements online; include study abroad programs

Focus Area: High-quality, innovative clinical experiences

Baseline Data:

Student exit surveys in the past prior to the curriculum change reflected some dissatisfaction with the alignment of program of experiences, particularly as related to cohort equity as logistics provided access for some students and not others to programmatic experiences or created sub optimum clinical placements.

Strategies:

By October 1, 2018 the Academic Director will get required handbooks approved for the Voice and Swallowing Clinic so that it may be more fully utilized by student clinicians.

Completed: Handbook has been approved by general counsel and the voice and swallowing clinic is completely up and running.

By August 14, 2018, the Academic Director will purchase zoom accounts for faculty engaged in distance instruction or supervision.

Completed: All students and faculty have zoom accounts. The clinic purchases a separate Zoom account for HIPAA compliance to utilize for any telepractice sessions.

Additional notes: There is no longer an issue of cohort inequity with the revised curriculum. Exit surveys have been positive and students are getting diverse experiences. Additionally, in the new curriculum, students are being allowed to have placements outside of the region (closer to their homes if they would like).