



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.

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.
- 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
- 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

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
- b. **Objective:** To develop and refine initial clinical training experiences based on student and other stakeholder feedback, including clinical supervisors (internal and external), Advisory Board, and eventually Alumni Board
Strategies: Develop 7-9 external first-year placements and 3-4 specialty camp placements, secure external placements for 30 students (1 medical,

- 1 school-based experience per student), collect and analyze data for practicum site evaluations, supervisor evaluations of students, student evaluation of supervisors, general supervisor surveys, exit interviews, share data and analyses, make changes as needed
- c. Objective: To develop interprofessional education (IPE) experiences with at least 2 professions across the Mount Community
Strategies: Work with other Health Science and Education faculty to pilot and refine at least 2 IPE experiences
 - d. Objective: To cultivate points of distinction for the program (e.g., high-fidelity medical simulation, collaboration with Reading Science program, trauma-informed care, early intervention)
Strategies: Identify 3 unique academic or clinical opportunities that distinguish MSJ's MSLP program

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
- 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

Goal 4: To support academic and clinical excellence through the recruitment and retention of high performing faculty

Objectives/Strategies:

- a. Objective: Recruit and retain a total of 9 faculty members with including 4 faculty members with terminal degrees and 2 from under-represented backgrounds.
Strategies: Conduct national searches for terminal degree faculty, work with Human Resources recruiter dedicated to hiring individuals from under-represented minorities
- 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
- 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

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

- 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)