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EXECUTIVE SUMMARY

Midwestern University Speech-Language Pathology Program-Glendale, Arizona (SLP-AZ)

Strategic Plan

2023-2028

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Mission

Speech-Language Pathology Program

The Midwestern University Speech-Language Pathology (SLP) Program's mission is to mentor intellectually curious and compassionate students to be effective, reflective, and collaborative Speech-Language Pathologists serving their communities.

Vision

Speech-Language Pathology Program

The Midwestern University Speech-Language Pathology program works collaboratively in a health-oriented university to integrate academic teaching and diverse clinical experiences to develop effective clinicians through:

- Interprofessional practice
- Innovative technology experiences
- Clinical simulation opportunities
- Culturally and linguistically diverse clinical experiences
- Scholarly activity
- Individualized, intentional mentorship
- Comprehensive and dynamic instruction
- Clinical, academic, and community partnership

Overview

The Midwestern University Speech-Language Pathology (SLP) Program-Arizona was awarded accreditation from the CAA in 2020. The program is now in its seventh year of operation having matriculated six cohorts of students and graduating between 48 and 50 students each year. The Program produced the first graduates of the Masters of SLP in June of 2018 and maintains a 98% on-time graduation rate. The Program has adequate resources to meet the educational needs of the students. Currently, the Program has seven full-time academic faculty, seven full-time clinical faculty, five part-time clinical faculty and one adjunct academic faculty. The clinical education goals of the Program are being met: the Speech Language Institute currently serves approximately 98 clients per week with additional student mini-rotations with SLP faculty at Mayo Clinic and Peoria Unified School District. Through these experiences students complete bilingual speech and language assessments and experience unique settings like acute care early in the clinical training, better preparing them for future advanced practicum rotations. To date, 342 SLP students have been placed in 636 advanced practicum sites across the country, and advanced practicum opportunities continue to grow.

Strategies for Program development have been outlined in a dynamic strategic plan encompassing the years 2023 – 2028. Each section of the plan includes benchmarks for performance in seven areas; the seven sections reflect elements of the Council on Academic Accreditation (CAA) standards of performance for review and accreditation. Review and revision of the strategic plan is facilitated each year through review of program outcome data, alumni input, student exit interviews, advisory board input, preceptor feedback, Program

committee reviews, client surveys, and SWOT (strengths, weaknesses, opportunities, and strengths) analyses completed at faculty retreats.

Targeted Outcomes

Continuing programmatic accreditation remains a priority outcome in the Strategic Plan. Additionally, review and refinement of the Strategic Plan annually has led to targeted outcomes in the following areas for the next five years:

- Accreditation
- High Quality Learning Environment
- Diversity of Clinical and Community Experiences
- Interprofessional Education Opportunities
- Faculty Scholarship
- Related Program Development Monitoring
- Program Assessment

Sample current accomplishments identified and documented by strategic planning:

(1) Accreditation
   a. Re-application for continued accreditation completed February 1, 2024
(2) High Quality Learning Environment
   a. Program Leadership hosts quarterly Town Hall Meetings with students to ensure student needs are met.
   b. Individualized and intentional student mentorship is provided through advising procedures in which faculty connect with students during major transitions in their curriculum including the transition to graduate school in Quarter 1, and the transition to Advanced Practicum in Quarter 5.
   c. Based on the varying needs of each SLP Student Cohort, individual faculty may provide small group learning experiences as needed that are tied to various academic and/or supervisory needs.
   d. The program leverages monthly faculty meeting time to discuss strategies to support students through a variety of activities including article/chapter review and discussion, faculty presentations, and case-based discussions.
(3) Diversity of Clinical and Community Experiences
   a. The program regularly utilizes and tracks simulated experiences, which target low-incidence conditions (e.g., AAC, Fluency).
   b. Students' clinical experiences are regularly monitored in CALIPSO, and students receive at least 100 clinical clock hours at the MWU SLI, with experiences across the big nine disorder areas in both children and adults.
   c. Clinical leadership have increased student opportunities to work with culturally and linguistically diverse (CLD) clients in the following ways: targeted recruitment of culturally and linguistically diverse (CLD) clientele to the Speech-Language Institute; regular monitoring of the experiences students have with CLD clients; providing opportunities for participation in bilingual assessments in local school districts.
(4) Interprofessional Education Opportunities
   a. The MWU NSSLHA Chapter and Interprofessional Collaborative Club are active in organizing and executing interprofessional events with programs within the College of Health Sciences facilitating collaboration in service and social events.
   b. A faculty Advisor to the MWU H.O.M.E. program was appointed in 2022, and students have been organizing and participating in increasing community education and screening events, serving organizations like Native American Connections, Vista Colina, and UMOM.

c. Students and faculty present and attend monthly Clinical Grand Rounds, a University wide IPE Initiative of all MWU Clinical Programs.

d. Students participate in multiple didactic, simulated, and clinical IPE experiences while completing their coursework at MWU, such as a simulated interprofessional assessment of autism conducted in SLPPG 623. Additionally, students complete at least two required IPE experiences during advanced practicum.

(5) Faculty Scholarship

a. The Research Committee developed a research and service-tracking document that all faculty update quarterly, which communicates scholarly activities to all faculty and serves as a tool to monitor faculty productivity on an on-going basis.

b. Faculty excel in research with intramural and extramural funding, regular peer-reviewed publications, and multiple state, national, international and state presentations completed each year.

c. To date, academic faculty have Chaired 16 Master's SLP Theses. Many of these projects led to faculty and student co-authored presentations and publications.

d. Every faculty in the SLP program mentors Master's SLP Capstone Projects, which include various scholarly activities such as developing institutional review board applications, conducting systematic reviews, conducting clinical case studies or single case experimental designs, conducting narrative reviews to justify project methods, evaluating the reliability and validity of commonly used standardized assessments, conducting implementation science projects, conducting service learning projects. Many of these projects lead to faculty and student co-authored publications and presentations.

e. Faculty offer multiple individualized research experiences to SLP students in addition to formal research experiences like capstone or thesis. For example, many students join and participate in faculty research labs and related projects including Aphasia Support Group, Bilingual Assessment Group for English Learners (BAGEL), and Family Literacy Night.

(6) Related Program Development Monitoring

a. Program leadership continue to annually assess the viability of an Audiology Clinic with MWU leadership.

b. Program leadership continue to annually assess the viability of a Speech-Language Pathology Clinical Doctorate Program with University leadership

c. Recent award of a Department of Education Grant to Dr. Schea Fissel will provide scholarships and support to SLP students through 2028. These students will be trained to work with autistic children in Arizona's Title 1 Elementary Schools.

d. Systematic analysis of reasons for student enrollment was conducted via survey in Fall, 2023, to inform SLP recruitment.

(7) Program Assessment

a. Program leadership regularly review the following programmatic and student assessment data: National examination scores, exit surveys, preceptor ratings, comprehensive exam scores, Calipso® scores, academic assessment plan data.

b. Program leadership annually assess the use of available resources to meet Program goals (e.g., technology, lab opportunities) and modify as needed through budgeting process

c. The program developed and approved an internal workload policy in 2020, that is reviewed annually.

Three Program areas of focus have been identified based on program assessment data, faculty input, and SWOT analysis. Goals in the following areas have been incorporated into the strategic plan:

(1) High Quality Learning Environment: a) Continue individualized, intentional mentorship to support all students, including those with diverse backgrounds and learning styles; b) Ensure evidence-based and student- centered teaching practices are utilized in clinical and didactic courses.
(2) Interprofessional Education: Develop and deliver one IPE event (e.g., interprofessional panel, simulation, H.O.M.E. screening event) per year; b) Increase faculty and student participation in Coffee and Collaboration/Grand Rounds events to all faculty and students attending at least one event per year.
(3) Program Development: a) Continue to seat a class of 50 students: i) Increase enrollment of students in leveling track to 30% of class; ii) Work with marketing department and SLP faculty to increase applicants to a minimum of 200 verified applicants or more as needed to seat a diverse class.

Updated November 2023