



Longwood Communication Sciences and Disorders Graduate Program Mission and Strategic Plan 2022- 2025

Master's Program Progress Report May 2023

The CSD program's mission and strategic plan address how the program will prepare its graduates to serve as highly qualified speech-language pathologists who are nationally certified and state-licensed. The program maintains continuing goals based on CAA requirements including (a) student preparation in their knowledge (e.g., Praxis pass rate); (b) employment 6 months post-graduation; and (c) on-time graduation rates. Additional continuous goals added by faculty include (a) professionalism ratings by external supervisors; and (b) maintaining a low student-to-faculty ratio.

New goals for the period 2022 – 25 were presented by the faculty to the CSD Advisory Board on November 5th, 2021 and approved on December 6th, 2021. The new goals focus on (a) students' preparation to work with SLPs with increased mentorship; (b) increasing medical simulations in dysphagia courses; and (c) addressing Diversity, Equity, and Inclusion in admissions process as well as in course content.

Mission Statement

The Communication Sciences and Disorders (CSD) Program is dedicated to cultivating citizen leaders through a comprehensive education in basic human communication processes and in the prevention, assessment, and treatment of communication disorders across the lifespan.

At the undergraduate level, the CSD program builds on the university's Civitae education to provide a pre-professional, academic foundation through integrated learning experiences. At the graduate level, the program provides students with the knowledge and skills necessary for entry-level practice in speech-language pathology by integrating academic knowledge, ethical principles, and clinical experiences in both educational and medical settings. Masters' graduates will be prepared to earn the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and licensure from the Virginia Board of Audiology and Speech-Language Pathology.

The program is further committed to helping students understand and utilize evidence-based and interprofessional practices and research methods as they relate to clinical practice.

Continuous Goals:

- 1. Praxis Pass Rates:** 90% of the graduates of the CSD Masters' program will pass the Praxis exam in speech-language pathology.

Strategy: The Program Director annually gathers Praxis scores from graduates at the conclusion of their last semester. The Program Director reports on the pass rate during the faculty's annual spring program evaluation meeting.

Results:

2020 Graduates: 100% pass
2021 Graduates: 100% pass
2022 Graduates: 100% pass
2023 Graduates: 98.5% pass

- 2. On-Time Graduation Rates:** 90% of the graduates of the CSD Masters' program will graduate in either (a) 5-6 semesters for 2-year track students; or (b) 8-9 semesters for 3-year track students.

Strategy: The Program Director offers individual advising sessions with students prior to starting the program and group advising at the end of each academic semester. Students complete and sign the CSD Course of Study prior to starting their first semester. The Program Director receives monthly reports regarding course enrollment from the College of Graduate and Professional Studies.

Results: The three year on-time graduation rate is 98.5%

2021 Graduates: 100% (22/22)
2022 Graduates: 100% (22/22)
2023 Graduates: 95.8% (23/24)

- 3. Ethical and Professional Behaviors:** 100% of graduates of the CSD Masters' program will be rated as ethical and professional by their external supervisors by their final semester.

Strategy: The Clinic Director annually requests each external supervisor to complete the "Final Evaluation Form" for each student supervised. All students will be rated at 3 ("Clinical Fellowship ready") or higher by the end of the externship placement. The Clinic Director reports on the ratings during the faculty's annual spring program evaluation meeting.

Results:

2021 Graduates: 100%

2022 Graduates: 100%

2023 Graduates: 100%

4. Faculty- Student Ratios: The faculty-student ratio in the Graduate program (including clinical educators) will not exceed an average of 1:7. The average class size in the undergraduate program shall not exceed 35.

Strategy: The Graduate and Undergraduate Coordinators annually calculate the faculty-student ratio for the preceding academic year. The coordinators report the results during the faculty’s annual spring program evaluation. The Coordinators, the Program Director, and the College of Education and Human Services Dean annually review the data to discuss requirements for faculty lines and pertinent personnel.

	2019-20	2020-21	2021-22	2022-2023
Graduate (Target = 1:6)	1:6.6	1:7	1:6	1:6.96
Undergraduate (Target = 1: 35)	1:44.8	1:30	1:30	1:39.4

2022-2025 Goals:

- 1. Supervision and Leadership:** 75% or more of CSD graduate students will have experience in supervision or leadership by 2025.

Strategy: The CSD team will develop opportunities for graduate students to work with undergraduate students in the following areas (a) Longwood LIFE; (b) Speech Hearing and Learning Services clinic; (c) Hearing Loss Support Group; (d) Hearing Conservation Program; (e) Response to Intervention at the local elementary school; and/or (f) any other opportunities that are offered. These leadership/supervision opportunities will be guided by the undergraduate course CSDS 497 (Roles, Responsibilities, and Competencies of the SLPA) and the graduate courses CSDS 580/680 (Practicum in Speech-Language, Hearing, and/or Dysphagia).

Updates May 2023: The CSD graduate students have worked with undergraduate students in the clinic as part of the undergraduate observation in CSDS 497. The Teaching Assistant (TA) GA has supervised two TAs for the Language Development and Phonetics courses. Changes to courses at the graduate level include combining Medical and Educational Settings into a new class - Clinical Settings and Supervision.

- 2. Medical Simulations:** 75% or more of the CSD graduate students will have experience in medical simulations by 2025.

Strategy: The CSD team will incorporate medical simulations as part of the CSDS 510 (Adult Dysphagia) and CSDS 512 (Pediatric Feeding and Swallowing) courses. Opportunities for Interprofessional Education will be explored and incorporated as they become available.

Updates May 2023: The CSD faculty is developing a new medical lab in the SHLS clinic. Current equipment includes: 3 adult scopes, 1 pediatric scope, 1 laptop, 3 simulation models (full-size mannequin, Airway Larry, laryngeal model with 8 pathologies), and framed posters for the room. The medical lab has been used with students in undergraduate courses (speech science, anatomy, neurocognitive disorders, and adult dysphagia).

3. Diversity, Equity, and Inclusion

- a. The number of diverse* applicants to the CSD Masters' program will increase from 12% to 20% by 2025. This will include increases in the number of male applicants. The CSDCAS application currently uses a self-report option to track this information.

Strategy: The CSD program will work in conjunction with the CGPS to increase marketing efforts for diverse* students including updating promotional materials, marketing to HBCUs, and continuation of marketing plans completed in the summer of 2023.

Updates May 2023: The number of total applicants meeting admissions criteria for Fall 2023 was 107 with 16.8% self-identified as also meeting one of the diversity

categories as defined by ASHA (5 male applicants; 13 racial diversity).

- b. The number of admitted diverse* students to the CSD Masters' program will increase from 7% to 15% by 2025. This will include increases in the number of male applicants. The CSDCAS application currently uses a self-report option to track this information.

Strategy: The CSD program will work in conjunction with the CGPS to increase marketing efforts for diverse* students including updating promotional materials, marketing to HBCUs, and continuation of marketing plans completed in the summer of 2023.

Updates May 2023: The number of total admitted applicants for Fall 2023 was 59 with 18.6% self-identified as meeting one of the diversity categories as defined by ASHA (3 male applicants; 8 racial diversity).

- c. The CSD faculty will systematically design/refine their course content to address diversity, equity, and inclusion across all course offerings at the graduate level.

Strategy: (1) The CSD program faculty will participate in a Transparency in Learning and Teaching (TILT) training offered by Longwood CAFE. (2) CSD Faculty will apply the Transparent Assignment Design to 2 assignments from each of their courses. (3) The CSDS syllabi will be evaluated using a checklist created by the Graduate Director to ensure that each course addresses DEI within the assignments and course readings.

Updates May 2023: CSD syllabi were evaluated during the summer/fall of 2023 for DEI assignments. TILT training is in the planning phase now.

*Diversity defined by the ASHA Code of Ethics (Principle 1, Rule C) includes "race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect." Additionally, given that the profession is 97% female, males will be included in the diversity reports.

Introduced to the CSD Advisory Board by the Longwood CSD faculty on November 5th, 2021.

Approved by the CSD Advisory Board on December 6th, 2021.

Approved by the Dean of the College of Education, Health, and Human Services on December 7th