



SLHS 2030 Strategic Plan

GOAL 1: Cultivate a Vibrant Learning Community that Supports Student Growth and Well-being

a) Objective: To strengthen peer mentorship and professional organization engagement

Strategies

- i. Formalize a peer mentoring system pairing first-year students with second-year mentors *(as measured by 100% of incoming students paired with peer mentors by orientation each year)*
- ii. Enhance orientation programming to welcome and integrate new students into the MSLP community *(as measured by 90% student satisfaction [positive rating] on orientation survey by Year 3)*

b) Objective: Support pathways for students to access institutional funds for conference travel and professional development

Strategies

- i. Develop resource guide and information sessions by Year 2 *(as measured by completion of the guide)*
- ii. Spread student awareness of resources and assist with applications to support the Professional Development Plan and student professional engagement *(as measured by 10 total students accessing institutional funds)*

c) Objective: Support students in balancing studies with involvement in campus athletics, arts, and campus leadership activities

Strategies

- i. Identify areas of interest for incoming undergraduate students through a new survey *(as measured by the survey developed and implemented Year 1)*
- ii. Develop a mentorship program for undergraduate (UG) students with other UGs or 3+2 students to partner/guide and facilitate success in campus activities *(as measured by 100% of students who indicate they would like a mentor on the survey paired with an upper-class student)*
- iii. Develop formal collaborations and/or partnerships with programmatic leaders to support students *(as measured by 5 new formal collaborations)*

- iv. Provide programmatic support to support undergraduate student engagement in on-campus activities (e.g., Renaissance, athletics, or campus leadership) *(as measured by 85% of students successfully remaining in campus activities)*

GOAL 2: Emerge as a Regional Leader in Clinical Excellence, Innovation, and Scholarly Collaboration

a) Objective: Expand simulation-based clinical training as a signature program feature

Strategies

- i. Increase simulation offerings throughout the program with faculty serving as supervisors, integrating diverse clinical scenarios that prepare students for real-world practice settings *(as measured by a minimum 4 high-fidelity simulation experiences per student by Year 5; develop and implement 3 new simulation scenarios across different clinical settings by Year 3)*
- ii. Utilize simulation experiences to build confidence before external clinical placements *(as measured by 85% of students report increased confidence on pre-post clinical placement surveys by Year 4)*
- iii. Market simulation experiences as distinctive program feature in recruitment materials *(as measured by inclusion in 100% of recruitment materials by Year 2; track applicant interest attribution by Year 3)*
- iv. Share simulation model and outcomes at regional and national conferences *(as measured by presentations at minimum 2 state/regional conferences and 1 national conference by Year 5)*

b) Objective: Enhance undergraduate preparation pathways and strengthen the undergraduate-to-graduate pipeline

Strategies

- i. Increase engagement opportunities for undergraduate students with current speech-language pathologists *(as measured by at least 2 interactive experiences with practicing SLPs per year)*
- ii. Create symbolic ceremonies and meaningful touchpoints to mark milestones in the undergraduate-to-graduate journey *(as measured by implementation of at least one milestone ceremony by Year 2 and 2 other touchpoints established by Year 3)*

c) Objective: Establish the MSLP as a bilingual program through ASHA's EdFind

Strategies:

- i. Develop the coursework to support identification as a bilingual program (as

measured by submission of coursework to Graduate Council)

- ii. Formalize external clinical education opportunities to establish as a bilingual program *(as measured by establishment of internal procedures and external placements x4)*

d) Objective: Explore innovative advanced training pathways

Strategies:

- i. Develop at least one certificate program in specialized area (e.g., dysphagia, autism, literacy) *(as measured by completion of feasibility study by Year 3; launch certificate program by Year 5 if viable)*
- ii. Investigate partnership opportunities for doctoral-level training in healthcare education *(as measured by exploration of partnership options with 2-3 SoHS by Year 4)*

e) Objective: Foster a culture of scholarship and research

Strategies:

- i. Support students presenting at state and national conferences *(as measured by a minimum of 8 students presenting at national conferences over a 5-year period; a minimum of 15 students presenting at state conferences over a 5-year period).*
- ii. Develop mentorship structures pairing students with faculty on research and scholarly activities *(as measured by 5 total students engaged in faculty-mentored research or scholarly project by Year 5)*
- iii. Celebrate and recognize student scholarly achievements *(as measured by the establishment of an annual recognition event/process by Year 2)*

f) Objective: Deepen collaboration with the Reading Science program

Strategies:

- i. Establish formal collaborations with the graduate and/or doctoral students Reading Science Programs *(as measured by 3 different collaborative projects/student opportunities with Reading Science)*
- ii. Establish formal collaborations with the undergraduate Education programs to expand knowledge of the role of speech-language pathologists in educational settings *(as measured by 1 annual or 3 total collaborative projects/opportunities with education)*

GOAL 3: Strengthen Financial Sustainability and Community Impact

a) Objective: Provide enhanced academic and scholarly opportunities through the pursuit of external funding mechanisms

Strategies:

- i. Faculty members will complete training and identify grant opportunities (*as measured by 4 faculty members completing internal training*)
- ii. Seek grant support for program innovation, equipment, and student scholarships (*as measured by submission of 4 external grant applications over 5 years*)

b) Objective: Expand community service and visibility

Strategies:

- i. Highlight and market free clinical services provided to the community (*as measured by development of marketing materials and social media campaign by Year 2; increase in community-based awareness by 30%, measured by intake surveys by Year 5*)
- ii. Develop and/or participate in community education events (literacy nights, hearing health fairs, communication workshops) (*as measured by hosting a minimum of 2 community education events annually beginning Year 3*)
- iii. Increase community awareness of MSLP program expertise and resources in the professional community (other SLPs, local medical community)(*as measured by tracking professional community referrals and awareness metrics; achieve 25% increase in professional community-initiated contacts Years 2-5*)

GOAL 4: Build a Regional Network that Fosters Professional Connection and Career Success

a) Objective: Emerge as a resource for high-quality professional education for SLPs

Strategies:

- i. Complete application process for CE provider status (*as measured by achievement of ASHA CE provider status by Year 2*)
- ii. Develop local CE offerings showcasing faculty expertise and connecting with community SLPs (*as measured by offering a minimum 2 CE events annually beginning Year 3*)
- iii. Host annual workshop or symposia providing CEUs to regional speech-language pathologists (*as measured by hosting annual CE event with a minimum 30 participants by Year 4*)

b) Objective: Strengthen professional networking and clinical employment opportunities

Strategies:

- i. Create structured networking events connecting current students, alumni, and community clinicians (*as measured by hosting a minimum 1 networking event annually beginning Year 2; achieve 40% student participation rate by Year 4*)

- ii. Support students developing online professional presence prior to graduation (*as measured by verified online professional presence at the time of graduating for 90% of all students, Years 2-5*)
- iii. Provide career coaching and interview preparation support (*as measured by offering career preparation workshops to 100% of graduating students annually; partner with the Career Center for individualized coaching by Year 2*)