

## Carlow University

College of Health & Wellness (CHW)

**Speech-Language Pathology Program (SLP)**

**EXECUTIVE SUMMARY**

**2022-2025 STRATEGIC PLAN**

**Academic Years 2022-2023, 2023-2024, 2024-2025**

### **SLP Program Mission**

The mission of the Speech-Language Pathology Program is to offer an innovative interprofessional learning environment that empowers new leaders in speech-language pathology to excel as evidence-based, compassionate, and responsible clinicians in creating a just and merciful world.

### **SLP Program Vision**

The Speech-Language Pathology Program seeks to be a leader in innovation and transformational educational opportunities by providing exceptional training within a diverse, interprofessional, collaborative learning environment.

### **SLP Program Goals**

1. Equip students with the knowledge and skills needed for entry-level professional practice in speech-language pathology.
2. Establish an innovative, high technology learner-centered curriculum that promotes the development of critical thinking and evidence-based clinical practices.
3. Provide a strong interprofessional teaching-learning environment whereby students use cross-disciplinary partnerships to guide clinical decision-making.
4. Foster a person-centered professional practice climate of mutual respect, professionalism, ethical accountability, self-reflection, and life-long learning.

## Strategic Planning Process

The Speech-Language Pathology Program's Strategic Plan was designed to align with the Strategic Plan of the University and the College of Health and Wellness. The Mission and Goals of the University, College of Health and Wellness, and Program were the guiding documents in formulating the Speech-Language Pathology Program's Strategic Plan. The Strategic Plan will serve as a guiding document for all aspects of the program.

## Strategic Plan Review & Evaluation

All program faculty and members of higher levels of administration have the opportunity to review the plan and suggest revisions. Evaluation of outcomes pertaining to the strategic plan is conducted annually. To ensure that the strategic plan reflects the role of the program within the community, input from an Ad Hoc Community Advisory Board comprised of area clinical educators and interdisciplinary stakeholders is sought out annually, at minimum.

### PROGRAM SPECIFIC REVIEW:

Date Reviewed	Review Year	Review Members	Purpose
11/16/2022	2022-2023	<ul style="list-style-type: none"> <li>Samantha Dalessio, CScD, CCC-SLP</li> <li>Amanda Truitt-Smith, EdD, CCC-SLP</li> <li>Kelsey Mandak, PhD, CCC-SLP</li> <li>Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow</li> <li>Rhonda Maneval, D.Ed., RN, ANEF, FAAN</li> </ul>	Initial review and approval of proposed 2022-2025 SLP Program Strategic Plan
10/14/2023	2022-2023	<ul style="list-style-type: none"> <li>Samantha Dalessio, CScD, CCC-SLP</li> <li>Amanda Truitt-Smith, EdD, CCC-SLP</li> <li>Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow</li> <li>Rhonda Maneval, D.Ed., RN, ANEF, FAAN</li> </ul>	Review and approval of academic year 2022-2023 outcomes.
11/12/2024	2023-2024	<ul style="list-style-type: none"> <li>Samantha Dalessio, CScD, CCC-SLP</li> <li>Amanda Truitt-Smith, EdD, CCC-SLP</li> <li>Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow</li> <li>Allegra Cornaglia, PhD, CCC-SLP</li> <li>Rhonda Maneval, D.Ed., RN, ANEF, FAAN</li> </ul>	Review and approval of academic year 2023-2024 outcomes.
12/5/2025	2024-2025	<ul style="list-style-type: none"> <li>Samantha Dalessio, CScD, CCC-SLP</li> <li>Amanda Truitt-Smith, EdD, CCC-SLP</li> <li>Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow</li> <li>Allegra Cornaglia, PhD, CCC-SLP</li> </ul>	Review and approval of academic year 2024-2025 outcomes.

		<ul style="list-style-type: none"> <li>Rhonda Maneval, D.Ed., RN, ANEF, FAAN</li> </ul>	
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#### AD HOC COMMUNITY ADVISORY BOARD COMMITTEE REVIEW:

Date Reviewed	Review Year	Review Members	Purpose
12/1/2022	2022-2023	<b>Carlow University Members:</b> <ul style="list-style-type: none"> <li>Samantha Dalessio (Carlow Founding Program Director)</li> <li>Amanda Truitt-Smith (Carlow Director of Clinical Education)</li> <li>Kelsey Mandak (Carlow Academic Professor)</li> <li>Tracey Thomas (Clinical Adjunct Professor)</li> <li>Amy Bennett (Clinical Adjunct Professor)</li> <li>Mona El-Kady (Adjunct Professor)</li> <li>Quinn Guy (Administrative Assistant)</li> </ul> <b>Community Members Present for Review:</b> <ul style="list-style-type: none"> <li>Christie Conrad (Crossroads)</li> <li>Eileen Cirelli (AIU)</li> <li>Christine Lagamba (AGH Hospital)</li> <li>Nancy Hill (PPS)</li> <li>Suzan Kuperman (Carlow Alumni)</li> <li>Michelle Parfitt (DePaul School)</li> </ul>	Initial review and approval of proposed 2022-2025 SLP Program Strategic Plan
11/2/23	2022-2023	<b>Carlow University Members Present:</b> <ul style="list-style-type: none"> <li>Samantha Dalessio (Carlow Founding Program Director &amp; Chair, Department of SLP)</li> <li>Amanda Truitt-Smith (Carlow Director of Clinical Education)</li> <li>Jacqueline Gartner-Schmidt (Carlow Academic Professor)</li> <li>Allegra Cornaglia (Carlow Academic Professor)</li> <li>Jerald Moon (Adjunct Professor)</li> <li>Amy Bennett (Adjunct Clinical Professor)</li> <li>Megan Nanna (Adjunct Clinical Professor)</li> <li>Tracey Thomas (Adjunct Clinical Professor)</li> </ul>	Review and approval of academic year 2022-2023 outcomes.

		<ul style="list-style-type: none"> <li>Lauren McDonald (Administrative Assistant)</li> </ul> <p><b>Community Members Present for Review</b></p> <ul style="list-style-type: none"> <li>Suzan Kupperman (Carlow Alumni)</li> <li>Michelle Parfitt (DePaul School)</li> <li>Kim Arata (Geneva College)</li> <li>Kristin Stackiewicz (Children's Institute)</li> <li>Lindsay Perko (AHN-Wexford Hospital)</li> <li>Libby Smith (UPMC)</li> </ul>	
12/4/2024	2023-2024	<p><b>Carlow University Members Present:</b></p> <ul style="list-style-type: none"> <li>Samantha Dalessio (Founding Program Director &amp; Chair, Department of SLP)</li> <li>Amanda Truitt-Smith (Director of Clinical Education, Assistant Professor)</li> <li>Jacqueline Gartner-Schmidt (Associate Professor)</li> <li>Allegra Cornaglia (Assistant Professor)</li> <li>Diana Kozlina-Peretic (Associate Dean)</li> <li>Jerald Moon (Adjunct Professor)</li> <li>Beth Haley (Adjunct Professor)</li> <li>Lauren McDonald (Administrative Assistant)</li> </ul> <p><b>Community Members Present for Review</b></p> <ul style="list-style-type: none"> <li>Suzan Kupperman (Carlow Alumni)</li> <li>Kim Arata (Geneva College)</li> <li>Susan Layton (Geneva College)</li> <li>Kristin Stackiewicz (Children's Institute)</li> <li>Lindsay Perko (AHN-Wexford Hospital)</li> <li>Eileen Cirelli (Allegheny Intermediate Unit)</li> <li>Chrissy LaGamba (AHN Hospital)</li> <li>Christie Conrad (Crossroads Speech and Hearing)</li> <li>Allison Dillon (Children's Institute)</li> <li>Allison Baggiano (UPMC-Children's Hospital)</li> </ul>	Review and approval of academic year 2023-2024 outcomes.
1/8/2026	2024-2025	<p><b>Carlow University Members Present:</b></p> <ul style="list-style-type: none"> <li>Amanda Truitt-Smith (Director of Clinical Education, Assistant Professor)</li> </ul>	Review and approval of academic year 2024-2025 outcomes.

		<ul style="list-style-type: none"> <li>• Jacqueline Gartner-Schmidt (Associate Professor)</li> <li>• Allegra Cornaglia (Assistant Professor)</li> <li>• Beth Haley (Adjunct Professor)</li> </ul> <p><b>Community Members Present for Review</b></p> <ul style="list-style-type: none"> <li>• Suzan Kupperman (Carlow Alumni)</li> <li>• Chrissy LaGamba (AHN)</li> <li>• Jessica Frederick (AHN)</li> <li>• Kirra Mediate (UPMC)</li> <li>• Amy Bauer (UPMC)</li> <li>• Allison Wolbert (Watson Institute)</li> <li>• Guiseppe Staltari (UPMC-Otolaryngology)</li> </ul>	
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# **SPEECH-LANGUAGE PATHOLOGY PROGRAM**

## **2022-2025 STRATEGIC PLAN**

**Academic Years 2022-2023, 2023-2024, 2024-2025**

- **UNIVERSITY PILLAR 1: Accelerate Growth**

- .1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1: Increase awareness of Carlow University Across the Region.**

- .1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To successfully create a collaborative admissions/marketing strategic plan that will recruit high caliber students.**

METRIC 1. Track the demographic profile of the incoming cohort.

- **2022-2023 OUTCOME:** The demographic profile of the Fall 2023 cohort comprised of the following trends:
  - 67% of students were in-state Pennsylvania residents, and 33% of students were out-of-state or international residents.
  - 100% of students were female.
  - 83% of students were Non-International White, 12.5% of students were Non-International Racial/Ethnic Minority, and 4% of students were International.
  - Cumulative GPA ranged from 3.027-4.0
  - 83% of students majored in Communication Sciences and Disorders/Speech Hearing Sciences. 8% of students majored in Linguistics, 4% majored in Special Education, and 4% of students majored in Communication.
- **2023-2024 OUTCOME:** The demographic profile of the Fall 2024 cohort comprised of the following trends:
  - 75% of students were in-state Pennsylvania residents (increase from 67% prior year to 75% current year), and 25% of students were out-of-state or international residents.
  - 100% of students were female.
  - 87.5% of students were Non-International White, 8.3% of students were Non-International Racial/Ethnic Minority, and 4% of students were International.
  - Cumulative GPA ranged from 3.102-3.67

- 70.8% of students majored in Communication Sciences and Disorders/Speech Hearing Sciences, 12.5% majored in Early Childhood/Family Studies, 8% majored in Health Sciences, 4% of students majored in Linguistics and 4% of students majored in Communication.
- **2024-2025 OUTCOME:** The demographic profile of the Fall 2025 cohort comprised of the following trends:
  - 75% of the students were in-state Pennsylvania residents and 25% of students were out of state residents.
  - 100% of students were female.
  - 95% of students were Non-International White and 5% of students were Non-International Racial/Ethnic Minority
  - Average cumulative GPA was 3.5
  - 70% of students majored in Communication Sciences and Disorders/Speech Hearing Sciences, 20% majored in Health Science, and 5% majored in Psychology, and 5% majored in Psychology and Spanish.

METRIC 2. Track enrollment trends for Fall 2023, Fall 2024, and Fall 2025.

- **2022-2023 OUTCOME:** Enrollment for Fall 2023 was 24 students.
- **2023-2024 OUTCOME:** Enrollment for Fall 2024 was 24 students.
- **2024-2025 OUTCOME:** Enrollment for Fall 2025 was 20 students.

METRIC 3. Increase on-campus tours by 10%.

- **2022-2023 OUTCOME:** Carlow's Department of Speech-Language Pathology observed a significant increase in campus tours. There was a 600% increase in tours from the 2021-2022 academic year to the 2022-2023 academic year.
- **2023-2024 OUTCOME:** Carlow's Department of Speech-Language Pathology observed a decrease in campus tours from the 22-23 to the 23-24 academic year. However, the number of on-campus tours was still over a 100% increase from the 2021-2022 academic year. The overall outcome has far exceeded the set metric.
- **2024-2025 OUTCOME:** Carlow's Department of Speech-Language Pathology observed an additional 22% increase in tours from 23-24 to 24-25 academic year.

METRIC 4. Track overall student recruitment methods.

- **2022-2023 OUTCOME:** Student recruitment methods for the 22-23 admission cycle included open houses (virtual and face to face), virtual lunch and learn drop-in events, on-campus tours, website/social media presence, CSDCAS, graduate fairs, on-campus college visits, and meet and greets.
- **2023-2024 OUTCOME:** Student recruitment methods for the 23-24 admission cycle included open houses (virtual and face to face), virtual lunch and learn drop-in events, on-campus tours, website/social media presence, CSDCAS, graduate fairs, on-campus college visits, and meet and greets.
- **2024-2025 OUTCOME:** Student recruitment methods for the 24-25 admission cycle included open houses (virtual and face to face), virtual lunch and learn drop-in events, on-campus tours, website/social media presence, CSDCAS, graduate fairs, on-campus college visits, and meet and greets.

**.1.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To successfully expand regional and out-of-state partnerships with high-quality off-campus clinical educators demonstrating evidence of contemporary professional practices.

METRIC 1. Increase healthcare externship partnerships by 10%.

- **2022-2023 OUTCOME:** During the 2022-2023 academic year, the program established a 70% increase in healthcare externship partnerships.
- **2023-2024 OUTCOME:** During the 2023-2024 academic year, the program established an 18% increase in healthcare externship partnerships with one new provider being nationwide.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, the program secured eight new healthcare externship partnerships, including one with nationwide service coverage. The program established 11% increase in healthcare externship partnerships. All these partners offer multiple clinical locations within their networks, further expanding placement flexibility and geographic access.

METRIC 2. Maintain 10% or greater cohort participation in externships out of the western Pennsylvania region.

- **2022-2023 OUTCOME:** 22% of the cohort completed externships from out of the western Pennsylvania region in the spring 2023 semester. These out-of-state externships were in Georgia, Ohio, New Jersey, and North Carolina.
- **2023-2024 OUTCOME:** 5% of the cohort completed externships from out of the western Pennsylvania region in the spring 2024 semester. These externships were in the northern western Pennsylvania region.
- **2024-2025 OUTCOME:** 21% of the cohort completed externships out of the western Pennsylvania region in the spring 2025 semester. These externships were in the following areas/states: Alabama, Washington, D.C., Maryland, and Georgia.

METRIC 3. Track the total number of special elective externship partnerships.

- **2022-2023 OUTCOME:** 50% of the cohort completed special elective externships in the spring semester of 2023.
- **2023-2024 OUTCOME:** 38% of the cohort completed special elective externships in the spring semester of 2024.
- **2024-2025 OUTCOME:** 21% of the cohort completed special elective externships in the spring semester of 2025.

**.1.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3:** To increase faculty participation in scholarship and service activities at the regional, national, and international levels.

METRIC 1. Each full-time faculty member will participate in at least one scholarly activity per year.

- **2022-2023 OUTCOME:** 100% of full-time faculty members participated in at least one scholarly activity for the 2022-2023 academic year, and 100% of full-time faculty participated in more than one scholarly activity for the 2022-2023 academic year. Scholarship among full-time faculty members included publications, invited and peer-reviewed presentations at the state, national, and international levels, editorships and editorial board memberships, national scholarly committee work, and student-mentored research projects. Scholarship activities ranged

in the areas of voice/voice disorders, scholarship of teaching and learning, supervision and administration, language/literacy, and augmentative and alternative communication.

- **2023-2024 OUTCOME:** 100% of full-time faculty members participated in at least one scholarly activity for the 2023-2024 academic year, and 100% of full-time faculty participated in more than one scholarly activity for the 2023-2024 academic year. Scholarship among full-time faculty members included publications, invited and peer-reviewed presentations at the state, national, and international levels, editorships and editorial board memberships, national scholarly committee work, and student-mentored research projects. Scholarship activities ranged in the areas of voice/voice disorders, scholarship of teaching and learning, supervision and administration, language/literacy, and developmental disabilities.
- **2024-2025 OUTCOME:** 100% of full-time faculty members participated in at least one scholarly activity for the 2024-2025 academic year, and 100% of full-time faculty participated in more than one scholarly activity for the 2024-2025 academic year. Scholarship among full-time faculty members included publications, invited and peer-reviewed presentations at the state, national, and international levels, manuscript reviewers, national scholarly committee work, and student-mentored research projects. Scholarship activities ranged in the areas of voice/voice disorders, scholarship of teaching and learning, supervision and administration, language/literacy, and developmental disabilities.

METRIC 2. Each faculty member will participate in at least one professional service activity annually.

- **2022-2023 OUTCOME:** 100% of full-time faculty members participated in at least one professional service activity and 100% of full-time faculty participated in more than one service activity for the 22-23 academic year. Service among full-time faculty members included community outreach, state and national committee work, and health fairs.
- **2023-2024 OUTCOME:** 100% of full-time faculty members participated in at least one professional service activity and 100% of full-time faculty participated in more than one service activity for the 23-24 academic year. Service among full-time faculty

members included community outreach, state and national committee work, and health fairs.

- **2024-2025 OUTCOME:** 100% of full-time faculty members participated in at least one professional service activity and 100% of full-time faculty participated in more than one service activity for the 24-25 academic year. Service among full-time faculty members included community outreach, state and national committee work, and health fairs.

METRIC 3. Track the total number of grants, publications, and professional seminars annually among full-time faculty members.

- **2022-2023 OUTCOME:** For the 22-23 academic year, the total number of grants, publications, and professional seminars across full-time faculty were as follows:
  - Three external grants (One grant was funded through ASHFoundation, and the other two grants had our faculty member serving as an outside consultant)
  - Five publications
  - Nine seminars, keynote speaking events, and posters
- **2023-2024 OUTCOME:** For the 23-24 academic year, the total number of grants, publications, and professional seminars across full-time faculty were as follows:
  - Four external grants (one professional development grant, one grant for the SLP Clinic to support SPEAK OUT, and two grants had our faculty member serving as an outside consultant)
  - Eleven publications
  - Nine seminars, keynote speaking events, and posters
- **2024-2025 OUTCOME:** For the 24-25 academic year, the total number of grants, publications, and professional seminars across full-time faculty were as follows:
  - Two consultantships for two NIH grants,
  - One submitted external grant
  - Four publications, 1 book chapter
  - Fifteen seminars, keynote speaking events, and posters

**.1.4. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 4:** To expand undergraduate and post-baccalaureate speech-language pathology program offerings.

METRIC 1. Track need for undergraduate and post-baccalaureate pre-requisite coursework.

- **2022-2023 OUTCOME:** No data was collected for the 22-23 academic year; however, anecdotally, several prospective students made inquiries about online options to complete speech-language pathology pre-requisite coursework. A needs assessment will continue to be reviewed.
- **2023-2024 OUTCOME:** No new SLP program offerings were available for the 23-24 academic year. The 2023-2024 Tiger Team approved the Undergraduate Speech-Language Pathology Bridge Program and Voice and Upper Airway Certificate Program. A needs assessment will continue to be reviewed.
- **2024-2025 OUTCOME:** No new SLP program offerings were available for the 24-25 academic year. The 2023-2024 Tiger Team approved the Undergraduate Speech-Language Pathology Bridge Program and Voice and Upper Airway Certificate Program. A needs assessment was initiated for the Undergraduate Speech-Language Pathology Bridge Program. A Voice and Aerodigestive Specialization track was finalized to be piloted for the 25-26 academic year.

**.1.5. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 5:** To progress to the next accreditation phase.

METRIC 1. In the academic year 2022-2023, submit 2<sup>nd</sup> annual comprehensive accreditation report.

- **2022-2023 OUTCOME:** The 2<sup>nd</sup> annual accreditation report was submitted on February 1, 2023. In July 2023, the program received notification from the CAA that Carlow's SLP program will maintain its status as an Accreditation Candidate and is eligible to begin the application process for the next accreditation phase.

METRIC 2. In the academic year 2023-2024, submit the application for the next accreditation phase.

- **2022-2023 OUTCOME:** The program has begun preliminary preparation to submit the application for the next accreditation phase on February 1, 2024.

- **2023-2024 OUTCOME:** The program completed and submitted the application for the next accreditation phase on January 16, 2024 (deadline was February 1, 2024).

METRIC 3. In the academic year 2024-2025, complete CAA site visit and achieve the next phase of accreditation.

- **2024-2025 OUTCOME:** On March 20, 2025, Carlow University's Speech-Language Pathology Program received formal notification of its successful achievement of a five-year accreditation status. This accreditation is valid from February 1, 2025, through January 31, 2030. Attaining this milestone recognizes the program's sustained commitment to meeting rigorous standards set by the accrediting body and demonstrates its dedication to excellence in education and clinical training within the field of speech-language pathology.

**.1.6. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 6:** To expand accessibility to clinical services through the University SLP Clinic

METRIC 1. Develop at least one unique clinical program within the SLP Clinic that will provide greater community access to services.

- **2022-2023 OUTCOME:** The program developed a unique clinical program within the SLP Clinic, significantly enhancing community access to services. The expansion efforts primarily focused on the voice community, and as a result, the program has provided vital services, including gender-affirming voice therapy, to transgender individuals. Furthermore, two specialized areas, SPEAK OUT and LOUD Crowd, have been successfully established, creating a supportive and inclusive environment for individuals seeking voice-related services, including those with Parkinson's Disease. Loud Crowd and Speak Out are specialized programs focused on speech and voice rehabilitation, helping individuals regain and maintain their vocal strength and clarity. These initiatives mark a substantial milestone in our commitment to community engagement and inclusivity within our clinical services, ultimately reinforcing our program's dedication to improving the lives of those served.
- **2023-2024 OUTCOME:** During the 2023-2024 academic year, the program developed a young adult social skills group specifically designed to support young adults who have aged out of the public

school system. Recognizing the unique challenges this population faces in navigating social interactions and community engagement, the group aims to provide tailored services that foster communication, social competence, and relationship-building skills. Through structured activities, role-playing scenarios, and guided discussions, participants can practice essential social skills in a supportive environment, focusing on engaging in various social contexts such as job interviews, group activities, and peer relationships. Additionally, the program emphasizes the importance of community integration and personal growth, offering participants opportunities to connect with peers and form lasting relationships. By addressing the specific needs of young adults transitioning from the educational system, this initiative empowers them to lead more independent and fulfilling lives while enhancing their overall quality of life. Additionally, the program continued to offer the SPEAK OUT! program and gender-affirming voice therapy, ensuring that individuals seeking voice rehabilitation and support for their unique vocal needs receive comprehensive and accessible services. These programs reinforce our commitment to inclusivity and community engagement, addressing the diverse needs of our clientele while promoting positive outcomes for all participants.

**2024-2025 OUTCOME:** In the 2024–2025 academic year, the Carlow University SLP Clinic expanded and strengthened its clinical services, maintaining key specialty programs like SPEAK OUT!, gender-affirming voice therapy, and the young adult social skills group to provide essential care for the community. The clinic enhanced its offerings in fluency and adult cognitive-linguistic communication—such as aphasia therapy, stroke support, and memory interventions. By providing both group and individual treatments, the clinic continued to support communication needs across the local area, focusing on person-centered functional communication needs.

METRIC 2. Track the total number of clients served within the on-campus SLP Clinic and the total number of clinic referrals.

- **2022-2023 OUTCOME:** In the past year, the SLP Clinic served a total of 77 clients across the lifespan with a variety of communication needs, including pediatric speech, language and literacy, augmentative and alternative communication, adult language, motor-speech, voice and gender-affirming therapy, accent modification, and stuttering.

In the past year, the clinic has received 18 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, and pediatric speech and language. Additionally, the SLP Clinic at Carlow University provided speech-language services to bilingual individuals. We are committed to serving diverse populations and addressing various communication needs within our community.

**2023-2024 OUTCOME:** During the 2023-2024 academic year, the SLP Clinic served a total of 92 clients across the lifespan with a variety of communication needs, including pediatric speech, language and literacy, social communication, augmentative and alternative communication, adult language, motor-speech, voice and gender-affirming therapy, accent modification, and stuttering.

During the 2023-2024 academic year, the clinic received 25 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, social communication, and pediatric speech and language.

**2024-2025 OUTCOME:** During the 2024-2025 academic year, the SLP Clinic served a total of 103 clients across the lifespan with a variety of communication needs, including pediatric speech, language and literacy, social communication, augmentative and alternative communication, adult language, motor-speech, voice and gender-affirming therapy, accent modification, and stuttering.

During the 2024-2025 academic year, the clinic received 45 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, social communication, and pediatric speech and language.

- **UNIVERSITY PILLAR 2:** Optimize Learning

- .1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1:** Create an academic experience that prepares students to meet the needs of the 21<sup>st</sup> Century and contributes to a just and merciful world.

- .1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To advance interprofessional collaborative education and interprofessional collaborative practice programs

METRIC 1. Expand interprofessional collaborative activities to include at least one interprofessional grand round experience annually.

- **2022-2023 OUTCOME:** A College of Health and Wellness Interprofessional Collaborative Education Steering Committee was formed during the 22-23 academic year. Speech-language pathology faculty members participated in the committee's work. The committee was responsible for organizing a monthly interprofessional collaborative education speaker series. The speaker series was integrated within the Interprofessional Collaborative Education course series for graduate students from speech-language pathology, occupational therapy, and physician assistant programs.
- **2023-2024 OUTCOME:** A College of Health and Wellness Interprofessional Collaborative Education Steering Committee continued its work during the 23-24 academic year. Speech-language pathology faculty members continued to provide representation on committee. The committee continued to organize a monthly interprofessional collaborative education speaker series. The speaker series was integrated within the Interprofessional Collaborative Education course series for graduate students from speech-language pathology, occupational therapy, and physician assistant programs.
- **2024-2025 OUTCOME:** The College of Health and Wellness Interprofessional Collaborative Education Steering Committee continued its efforts throughout the 2024–2025 academic year, with speech-language pathology faculty maintaining active representation on the committee. The group sustained its monthly interprofessional speaker series, providing graduate students and faculty across the college with consistent opportunities to engage in collaborative learning. This speaker series remained a component of the Interprofessional Collaborative Education course sequence, supporting students' development of teamwork, communication, and interprofessional practice competencies.

METRIC 2. Track the total number of interprofessional simulation activities annually.

- **2022-2023 OUTCOME:** For the 22-23 academic year, one interprofessional simulation was completed within the Voice and Resonance Disorders Clinical Lab SLP 7431. This simulation was planned in collaboration with the Respiratory Care Therapy program. Additionally, SLP students in the IPE course series all participated in weekly simulations with physical therapy, occupational therapy, and physician assistant students and faculty.
- **2023-2024 OUTCOME:** For the 23-24 academic year, SLP students in the IPE course series all participated in a multi-week simulation on intellectual and developmental disabilities, role play case studies, and formative assessment with a standardized patient with physical therapy, occupational therapy, and physician assistant students and faculty.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, students in the Interprofessional Education (IPE) course series continued to engage in high-impact, simulation-based learning experiences. SLP students participated in a multi-week simulation on intellectual and developmental disabilities, interprofessional role-play case studies, and formative assessment activities with standardized patients alongside physical therapy, occupational therapy, and physician assistant students. In addition, the cohort completed one IEP simulation in collaboration with school-based staff (with Part 2 scheduled for Fall 2025) and one medical simulation conducted with Respiratory Therapy, providing students with authentic interdisciplinary practice contexts across both school and healthcare environments.

METRIC 3. Track changes implemented to IPE course series as the other new health sciences programs (PA, PT, and OT) begin full participation in the course series.

- **2022-2023 OUTCOME:** The course design for the IPE course series has developed into both whole class discussion and case-based break-out groups. Simulation activities have been incorporated into the course design. Occupational therapy and physician assistant students completed the course series with the SLP students for the 22-23 academic year. The total number of students participating in this course series increased from 22 students in the 21-22 academic year to 75 students in the 22-23 academic year.

- **2023-2024 OUTCOME:** The course design for the IPE course series continues to incorporate both whole class discussion and case-based break-out groups. Simulation activities are still used with additional activities added in this cohort. Occupational therapy, physical therapy, and physician assistant students completed the course series with the SLP students for the 23-24 academic year. The total number of students participating in this course series increased to 98 in the 23-24 academic year.
- **2024-2025 OUTCOME:** The course design for the IPE course series continues to incorporate both whole class discussion and case-based break-out groups. Four programs, speech-language pathology, occupational therapy, physical therapy, and physician assistant, all participated in the three-part course series. The total number of students participating in this course series was 99 students in the 24-25 academic year. The focus for the 24-25 academic year was to continue piloting simulation and community-based interprofessional activities with the goal of increasing these opportunities in the 25-26 academic year.

**.1.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To develop medical transitional preparatory opportunities to better equip students interested in medical speech-language pathology.

METRIC 1. Track the total number of summer healthcare transitional experiences.

- **2022-2023 OUTCOME:** After thorough evaluation and careful consideration, the program decided not to utilize healthcare placements during the summer. The program acknowledged the importance of exploring this option, but further planning is needed to coordinate the experiences. The program will continue to assess and refine its approach to healthcare transitional experiences.
- **2023-2024 OUTCOME:** The program continued to provide school-based transitional summer externship experiences for the 23-24 academic year. The program continues to assess and refine its approach to healthcare transitional experiences.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, the program continued to provide primarily school-based transitional summer externship experiences, maintaining strong partnerships

with local districts and supporting students' transition into full-time clinical practice. In addition to these established placements, the program expanded its offerings by adding the iCAN Talk Clinic, which included clinical hours at the ALS Clinic, allowing students to gain exposure to progressive neurodegenerative conditions and advanced AAC needs. Students were also encouraged to pursue experiences with medically complex clients and feeding-focused groups when available, further broadening their clinical skill development.

METRIC 2. Track annual advanced study experiences in medical speech-language pathology (e.g., FEES training, respiratory care workshops etc.).

- **2022-2023 OUTCOME:** Students completed a FEES training workshop with hands-on simulation experience using a manikin and flexible endoscopy equipment. Students also participated in a respiratory care workshop with hands-on training in ventilators and oxygen equipment. Students also study head, neck, and thorax anatomy and physiology through our dissection lab. Students engaged in experiential learning of flexible endoscopy using a manikin, as well as learning acoustics and aerodynamics with Pentax Medical equipment.
- **2023-2024 OUTCOME:** Students continue to experience advanced study in medical speech-language pathology including head, neck and thorax dissection lab. Students continue to engage in experiential learning of flexible endoscopy using a manikin, as well as learning acoustics and aerodynamics with Pentax Medical equipment. Students also participated in a respiratory care workshop with hands-on training in ventilators and oxygen equipment. Additionally, MBSiMP software has been consistently integrated within the swallowing coursework.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, students continued to participate in advanced medical speech-language pathology experiences designed to strengthen their clinical readiness for complex healthcare settings. The curriculum sustained its emphasis on applied anatomy through the head, neck, and thorax dissection lab, and students engaged in hands-on flexible endoscopy practice using a manikin, along with acoustics and aerodynamics training utilizing Pentax Medical instrumentation. Medical simulation learning was expanded through two new simulation experiences focused on motor speech disorders and clinical swallowing assessment, providing

students with structured opportunities to apply diagnostic reasoning and interdisciplinary communication skills. Based on exit interview data, the program provided an additional respiratory care therapy workshop. Further, students participated in two respiratory skills workshops (Spring and Summer 2025 semesters) which offered hands-on training with ventilators, oxygen delivery systems, and respiratory care equipment to enhance their understanding of medically complex populations. Last, MBSImP software and EMST equipment continued to be integrated throughout the swallowing curriculum, supporting consistent instruction in standardized videofluoroscopic interpretation and evidence-based assessment. Collectively, these experiences reflect the program's ongoing commitment to rigorous, experiential medical training and preparation for practice in advanced clinical environments.

**.1.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3:** To expand opportunities for students to participate in specialty areas of study.

METRIC 1. 25% of the cohort will participate in the special elective externship experience.

- **2022-2023 OUTCOME:** 50% of the cohort completed special elective externships in the spring 2023 semester.
- **2023-2024 OUTCOME:** 38% of the cohort completed special elective externships in the spring semester of 2024.
- **2024-2025 OUTCOME:** 21% of the cohort completed special elective externships in the spring semester of 2025.

**.2. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 2:** Enhance the student experience inside and outside the classroom.

**.2.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To develop opportunities to provide clinical education resources to externship supervisors.

METRIC 1. Provide at least one opportunity for our externship partners to develop knowledge and skills in clinical education.

- **2022-2023 OUTCOME:** 100% of externship partners were offered the opportunity to earn CEUs in clinical education and feedback methods through the program's affiliation with CAPCSD. In addition, in the Fall 2022 semester, as a part of the orientation

process, externship supervisors were provided additional informational packets with external evidence pertaining to clinical education.

- **2023-2024 OUTCOME:** All externship partners were offered the opportunity to earn CEUs in clinical education and feedback methods through the program's affiliation with CAPCSD. Additionally, as part of the Fall 2024 orientation process, externship supervisors received comprehensive information packets consolidating external evidence on clinical education along with the program's policies and procedures in a single document. All new clinical education supervisors were also provided with individual meetings with the Director of Clinical Education during the onboarding process. Furthermore, all externship supervisors were granted free admission to the program-sponsored World Voice Day event, which offered additional CEUs.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, all externship partners continued to be offered the opportunity to earn CEUs in clinical education and feedback methods through the program's affiliation with CAPCSD. As part of the orientation process, externship supervisors received updated program policies and procedures in a single, user-friendly document. In addition, all new clinical education supervisors participated in individualized onboarding meetings with the Director of Clinical Education to support alignment, answer questions, and ensure consistent expectations across clinical sites.

**.2.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To collect and analyze feedback from all available sources (e.g., student, supervisor, faculty, clients, etc.) and use that feedback as a means for program modification and development.

METRIC 1. Track Carlow Clinic modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Based on feedback from clients and community needs, small group sessions (pediatric and adult) were provided as an option for some clients attending the clinic. Feedback from students and faculty indicated that clinical teams helped sequence and scaffold the learning process. As such, peer-assisted learning (partner pairs) for the first clinical practicum experience was maintained.

- 2023-2024 OUTCOME:** In response to feedback from clients, clinical education supervisors, and students, the program implemented a structured approach that prioritizes individual strengths and real-world experiences. We continued to offer small group sessions for both pediatric and adult clients to better address community needs and facilitate peer interactions. Furthermore, we enhanced our simulation experiences to provide additional learning opportunities when clients were absent, ensuring that students gained practical skills and experience. To support student development, we increased the number of small group activities, allowing students to collaborate and apply their knowledge in a team setting while simulating real-world clinical situations. Regular clinical education supervisor meetings were held between the clinical faculty and the director of clinical education to discuss programmatic needs, student needs, and other relevant topics, ensuring alignment and responsiveness to emerging challenges. Additionally, the program maintained an active feedback process involving students, fostering their engagement and ensuring that their voices contributed to ongoing program improvements. Students were assigned a diverse range of clients across the lifespan to ensure exposure to various clinical scenarios and gain insights from different clinical education supervisors.
- 2024-2025 OUTCOME:** In response to ongoing feedback from clients, clinical education supervisors, and students, the program continued to refine its clinical education model to emphasize individualized strengths, real-world application, and high-quality service delivery. Small-group sessions for both pediatric and adult clients were maintained throughout the year, providing opportunities for personalized intervention, collaborative learning, and meaningful peer interaction. When client absences occurred, enhanced simulation experiences ensured that students still gained practical, hands-on skill development aligned with real clinical scenarios. Clinic satisfaction survey results from 2024-2025 reflected exceptionally high levels of client satisfaction across all domains of service delivery with overall mean scores of greater than 4.75/5 across all areas. Clients consistently affirmed that graduate clinicians were well prepared, punctual, professional, and responsive, and that the clinic environment was clean, respectful, and supportive. Items related to the clarity of service explanations showed slight variability but remained

positive, highlighting a continued growth area in adapting communication for different ages and comprehension levels. Importantly, items addressing client benefit and willingness to recommend the clinic received perfect scores, reinforcing the Carlow SLP Clinic's reputation as an effective, welcoming, and trustworthy service provider. Last, May 2025 exit interview data consistently rated the quality and quantity of on campus experiences positively which mean scores above 4.75 on a 5-point Likert scale. This was also substantiated on 1 year alumni survey data with ratings above 4.5 on campus experiences. Collectively, these programmatic enhancements and exceptionally strong client satisfaction ou5-point demonstrate the program's ongoing commitment to high-quality clinical education, client-centered care, and continuous improvement.

METRIC 2. Track academic modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Course sequencing, modality, and length were evaluated for effectiveness based on feedback from externship supervisors, students, and faculty. For example, Swallowing I and II coursework/labs were sequentially adjusted to ensure students completed the entire course series prior to Semester 4. Course modality for some courses was changed from (1) online to face-to-face (e.g., AAC and Voice Disorders) and (2) asynchronous online to synchronous online (e.g., Motor Speech Disorders). Course length was also adjusted for some courses. For example, Voice & Resonance Disorders course/lab will be changed from an 8-week course to a full-16-week course in the 23-24 academic year, and AAC was changed from an 8-week course to a 16-week course in the 22-23 academic year. Last, all syllabi were updated to reflect the new accreditation standards. Greater emphasis was placed on the application of concepts pertaining to cultural and linguistic humility and responsiveness (e.g., self-reflections, workshops).
- **2023-2024 OUTCOME:** Course sequencing, modality, and length continued to be evaluated for effectiveness based on feedback from externship supervisors, students, and faculty. The Voice and Resonance Disorders course/lab were changed from an 8-week course to a full 16-week course. The Professional Issues course was moved from Semester 1 to Semester 3 to better align with the timeline for career and credentialing preparation. In addition,

a decision was made to move (1) Fluency and Fluency Disorders from Spring 1 to Fall 2 and (2) Voice and Voice Disorders from Fall 2 to Spring 1 beginning in the 24-25 academic year. This was to ensure adequate pre-requisite coursework for medical externships beginning in Fall 2.

- **2024-2025 OUTCOME:** Course sequencing, modality, and length continued to be evaluated for effectiveness based on feedback from externship supervisors, students, and faculty. The Swallowing and Swallowing Disorders I and Lab I were moved from an 8-week course length to 16-week course length. Modality for this course and lab moved to 100% face to face. Additionally, the Social Communication course was changed from asynchronous online to synchronous/asynchronous online. Last, the Interprofessional Ethics course was changed from 16-week course to an 8-week course with the addition of both occupational and physical therapy students completing this course.

METRIC 3. Track clinical education modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Preparations for transitioning to the Exxat system were completed throughout the 22-23 academic year. Additionally, performance rubrics and ratings were reviewed and modified based on input/feedback from clinical supervisors. Additionally, greater emphasis was placed on reflecting cultural and linguistic variables that may impact clinical service delivery. Students engage in more self-reflective and discussion opportunities to foster growth in this area.
- **2023-2024 OUTCOME:** After review, analysis, and thoughtful discussion, the program chose to continue using the CALIPSO platform for clinical clock hour tracking and documentation. Additionally, the program introduced a "Clinical Expectations Worksheet," which became a valuable tool to guide initial conversations between supervisors and students, ensuring clear communication of expectations and goals from the start. Midterm and final self-reflections were maintained, promoting ongoing personal and professional growth through structured self-assessment. The program also provided training sessions for both students and supervisors to maximize the effective use of CALIPSO for diversification of clinical clock hour tracking, ensuring

a clear understanding of clinical tracking expectations and further enhancing the clinical education experience. These initiatives resulted in more consistent and transparent documentation practices and improved communication within the clinical education framework.

**2024-2025 OUTCOME:** During the 2024–2025 academic year, the program continued to refine and strengthen its clinical education processes through systematic tracking, stakeholder feedback integration, and the implementation of new accountability tools. CALIPSO remained the central platform for clinical onboarding, hour tracking, competency documentation, and supervisor evaluation. After review, analysis, and discussion, the program formally elected to continue using CALIPSO due to its reliability, clarity, and alignment with ASHA accreditation standards. Several key enhancements were maintained or expanded to support student success and improve communication between students and supervisors. The Clinical Expectations Worksheet continued to be utilized as an essential tool for structuring the first supervisory meeting, establishing shared expectations, and clarifying goals from the outset of each semester. Midterm and final self-reflections were also sustained, providing students with opportunities for structured self-assessment and promoting professional and personal growth throughout their clinical placements. To further support effective use of CALIPSO, the program offered targeted training sessions for supervisors, emphasizing diversification of clinical clock hour tracking, documentation accuracy, and consistent interpretation of ASHA requirements. In Summer 2025, the program developed a new Externship Daily Attendance Tracking System using a Microsoft Forms–based log accessible through a QR code. This tracking system was set to launch for pilot in the Fall 2025 semester. This system was introduced in response to feedback requesting clearer, real-time attendance documentation and improved communication regarding absences and partial days. This structured reporting process supports accountability, enhances hour verification accuracy, and strengthens compliance with university and site-specific policies.

- **UNIVERSITY PILLAR 3:** Create Collaborative Environments

**.1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1:** Build on our institutional heritage and become recognized for ethical leadership that promotes and executes a social justice agenda.

**.1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To ensure that the academic and clinical curricula incorporate contemporary social justice issues and support the principles of cultural humility and responsiveness.

METRIC 1. Track student training opportunities to enhance knowledge and practice of cultural humility and responsiveness.

- **2022-2023 OUTCOME:** 100% of students completed an implicit bias workshop during the 2022-2023 academic year. Cultural and linguistic variables pertaining to diversity, equity, inclusion, and belonging were also incorporated into the interprofessional collaborative education series coursework (IPE 710, 711, and 712) through lectures, discussions, and cases. Concepts pertaining to cultural and linguistic diversity, equity, inclusion, and belonging were further enhanced across all course coursework.
- **2023-2024 OUTCOME:** 100% of students completed an implicit bias workshop in the fall semester of 2023. Cultural and linguistic variables pertaining to diversity, equity, inclusion, and belonging continue to be incorporated into the interprofessional collaborative education coursework series (IPE 710, 711, and 712) through lectures, discussions, and cases. Concepts pertaining to cultural and linguistic diversity, equity, inclusion, and belonging were further enhanced across all course coursework including required self-reflections addressing cultural and linguistic variables in the clinical setting.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, the program strengthened its Interprofessional Education (IPE) course sequence (IPE 710, 711, and 712) by embedding a deeper emphasis on person-centered care across all instructional components. Students engaged in lectures, discussions, simulations, and case-based activities that required them to apply principles of shared decision-making, collaborative goal-setting, and individualized care planning within interprofessional teams. Required self-reflections (including courses SLP 788, 790, 791, and 792) were updated to focus on how students incorporated client values, preferences, cultural-linguistic backgrounds, and lived experiences into their clinical reasoning during IPE encounters.

These enhancements ensured that person-centered care remained a foundational expectation within the interprofessional curriculum and aligned the program with updated accreditation standards emphasizing whole-person, collaborative practice.

METRIC 2. Continue to participate in developing a Pittsburgh student chapter of the National Black Association of Speech-Language Hearing (NBASLH).

- **2022-2023 OUTCOME:** Carlow's Department of Speech-Language Pathology continued to participate in developing a Pittsburgh student chapter of the National Black Association of Speech-Language Hearing (NBASLH). Two primary outcomes included (1) the official naming of the student chapter as Steel City NBASLH (2) the creation of an executive board responsible for overseeing the Steel City Chapter's activities and initiatives, and (3) an established schedule for chapter meetings for the 2023-24 academic year.
- **2023-2024 OUTCOME:** Carlow's Department of Speech-Language Pathology continued to participate in developing a Pittsburgh student chapter of the National Black Association of Speech-Language Hearing (NBASLH). One Carlow SLP graduate student served as President of Steel City NBSASLH chapter. Carlow SLP faculty members also participated and collaborated with area universities to further develop the chapter's initiatives.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, participation in the development of the Pittsburgh student chapter of the National Black Association of Black Speech-Language-Hearing (NBASLH) was temporarily placed on hold. Area universities met to collaboratively restructure the initiative. While initial collaboration with regional programs and student leaders laid a strong foundation, shifting student interest, leadership transitions, and competing scheduling demands made continued chapter development impractical this year. The program remains open to re-engaging in this initiative in the future should student leadership, interest, and inter-university capacity align to support a sustainable chapter structure.

METRIC 3. 100% of core courses will address issues pertaining to cultural humility and responsiveness.

- **2022-2023 OUTCOME:** All syllabi were updated to reflect the new accreditation standards. Emphasis shifted to providing more

opportunities to apply concepts pertaining to cultural humility and responsiveness. Considerable thought was placed on reflecting, evaluating, and modifying content represented within slide decks (e.g., images chosen) across courses and labs.

- **2023-2024 OUTCOME:** All core courses continue to be updated to reflect more application of cultural humility and responsiveness including simulation experiences. Considerable thought continued to be placed on providing students with more opportunities for self-reflection on these topics.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, all courses were reviewed and updated to align with the revised accreditation standards, emphasizing person-centered care, clinical decision-making, and responsiveness to individual client needs. The program strengthened its integration of person-centered principles across lectures, discussions, and simulation experiences, ensuring students practiced skills such as shared decision-making, collaborative goal setting, and tailoring interventions to the client’s unique values, preferences, and lived experiences. Simulation activities were expanded to model authentic interactions that require students to consider the whole person, not just the diagnosis, including communication style, personal goals, cultural background, and environmental supports. Structured self-reflection opportunities were maintained and enhanced to help students examine their clinical reasoning, interpersonal communication, and ability to adapt care plans based on client priorities. These updates ensured that the curriculum remains closely aligned with preparing students to deliver compassionate, collaborative, and person-centered services across diverse clinical contexts.

METRIC 4. 100% of full-time faculty will engage in at least one annual professional development activity surrounding cultural humility and responsiveness.

- **2022-2023 OUTCOME:** 100% of full-time faculty participated in university and departmental level professional development focusing on cultural humility and responsiveness. The university level professional development opportunity included topics pertaining to anti-racism, bias, diversity, equity, inclusion, and belonging. The departmental level lunch and learn presentation was provided by the Disabilities Service Office. Topics included strategies for ensuring an inclusive learning environment,

guidelines and implementation of accommodations, and correct name and pronoun use. Adjunct faculty members also participated in the departmental level professional development opportunity.

- **2023-2024 OUTCOME:** 100% of the full-time faculty participated in university and departmental professional development focusing on cultural humility and responsiveness. The university level professional development opportunity included topics pertaining to anti-racism, bias, diversity, equity, inclusion, and belonging. The departmental level lunch and learn presentation was provided by Dr. Jennifer Roth. Topics included strategies for ensuring an inclusive learning environment and implicit bias. Adjunct faculty members also participated in the departmental level professional development opportunity.
- **2024-2025 OUTCOME:** 100% of the full-time faculty participated in at least one professional development activity focusing on ethics and person-centered care. Topics included inclusive learning environments, ethical use of AI, and neurodiversity.

**.1.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To expand access to speech and language services to underrepresented groups.

METRIC 1. Provide at least one annual community service event or health fair.

- **2022-2023 OUTCOME:** The program successfully hosted two community hearing screenings and health fair events in the past year. The first event occurred during the fall semester of 2022 and was solely organized and executed by the Speech-Language Pathology (SLP) program. Building on the first event's success, the program collaborated with the Disability Services Office (DSO) in the spring of 2023 to co-host another impactful event. Additionally, Dr. Gartner-Schmidt has conducted two vocal outreach events in the local community. These events raise awareness about the importance of vocal hygiene, vocal health, and strategies for preserving and maintaining a healthy voice.
- **2023-2024 OUTCOME:** The program successfully hosted a World Voice Day event in April 2024. World Voice Day provided an opportunity for area Speech-Language Pathologists to earn continuing education credits and educate the community about vocal health and wellness.

- **2024-2025 OUTCOME:** The program successfully participated in Carlow University's on-campus Health & Wellness event, providing hearing screenings to students, faculty, and staff of Carlow University.

METRIC 2. Develop at least one unique clinical program within the SLP Clinic that will provide greater community access to services.

- **2022-2023 OUTCOME:** The program developed a unique clinical program within the SLP Clinic, significantly enhancing community access to services. The expansion efforts primarily focused on the voice community, and as a result, the program has provided vital services, including gender-affirming voice therapy, to transgender individuals. Furthermore, two specialized areas, SPEAK OUT and LOUD Crowd, have been successfully established, creating a supportive and inclusive environment for individuals seeking voice-related services, including those with Parkinson's Disease. Loud Crowd and Speak Out are specialized programs focused on speech and voice rehabilitation, helping individuals regain and maintain their vocal strength and clarity. These initiatives mark a substantial milestone in our commitment to community engagement and inclusivity within our clinical services, ultimately reinforcing our program's dedication to improving the lives of those served.
- **2023-2024 OUTCOME:** Last year, the program's expansion efforts focused on serving the voice community, enabling us to provide essential services, including gender-affirming voice therapy for transgender individuals, a service we have continued to offer. The program also established two specialized programs, SPEAK OUT and LOUD Crowd, which created a supportive and inclusive environment for individuals seeking voice rehabilitation, including those with Parkinson's Disease. These programs emphasize speech and voice rehabilitation, helping participants regain and maintain vocal strength and clarity. Our commitment to community engagement and inclusiveness was further recognized when the program received the 2024 SPEAK OUT! Clinical Education Grant, which supports ongoing training for our Parkinson's group. Additionally, we developed a young adult social skills group to provide services for young adults who have aged out of the public school system and require continued language and social skills support. These initiatives represent

substantial milestones in our dedication to community impact, inclusivity, and the overall well-being of those we serve.

- **2024-2025 OUTCOME:** During the 2024–2025 academic year, the program focused on strengthening and sustaining the specialty service areas developed in prior years. All established offerings, including gender-affirming voice therapy, the young adult social skills group, and SPEAK OUT!, continued to operate with stability, strong participation, and meaningful community impact. This year emphasized quality, consistency, and depth rather than launching new service lines. Faculty prioritized the refinement of therapeutic approaches, the maintenance of person-centered programming, and the continued delivery of evidence-based services across adult and young adult populations. Students benefitted from sustained, well-structured clinical experiences, while clients experienced reliable, inclusive services tailored to their communication and social needs. Looking forward, the program’s goal for 2025–2026 is to expand adult clinical service offerings to increase support for individuals with Parkinson’s Disease, movement disorders, epilepsy, stroke-related communication needs, and functional neurologic disorder (FND). This planned growth aims to deepen clinical learning opportunities for students while meeting critical communication and cognitive-communication needs within the broader community.

METRIC 3. Track clinic referrals in type and number.

- **2022-2023 OUTCOME:** In the past year, the clinic has received 18 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, and pediatric speech and language. Additionally, the SLP Clinic at Carlow University provides speech-language services to bilingual individuals. We are committed to serving diverse populations and addressing various communication needs within our community.
- **2023-2024 OUTCOME:** During the 2023-2024 academic year, the clinic has received 25 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, social communication, and pediatric speech and language.

- **2024-2025 OUTCOME:** During the 2024-2025 academic year, the clinic has received 45 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, social communication, and pediatric speech and language.
- **UNIVERSITY PILLAR 4:** Build Financial Health

**.1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1:** Increase operational efficiencies.

**.1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To increase efficiencies pertaining to clinical coordination.

METRIC 1. Transition clinical education coordination to EXXAT by 2023-2024.

- **2022-2023 OUTCOME:** The program began the transition in clinical education coordination to fully implement the EXXAT system by the 2023-2024 academic year (transitioning out of CALIPSO). In preparation for this transition, the incoming Fall 2023 cohort was successfully onboarded during the summer of 2023. Faculty were also onboarded during the summer of 2023. The transitioning process required the program to review current clinical templates and rubrics and update processes for efficiency and effectiveness. Clearance tracking, externship site integration, and curriculum mapping (including mapping to accreditation, certification, and teaching certification standards) were all updated in the new Exxat system.
- **2023-2024 OUTCOME:** After piloting the EXXAT system with a group of students, the program opted to retain CALIPSO for clinical-record keeping and hour tracking.
- **2024-2025 OUTCOME:** The program continues to use CALIPSO for student clinical-record keeping and hour tracking.

METRIC 2. Transition to a more automated process for clearance documentation by 2023-2024.

- **2022-2023 OUTCOME:** During the summer of 2023, 100% of the incoming Fall 2023 cohort students were onboarded to the Exxat Approve system (clearance documentation).

- **2023-2024 OUTCOME:** During the summer of 2023, 100% of the incoming Fall 2023 cohort was onboarded to the EXXAT Approve system for clearance documentation. However, after evaluating the system's limitations, all students in the 2023-2025 cohort were subsequently transferred back into CALIPSO. For the incoming Fall 2024 cohort, 24 out of 24 students were successfully onboarded into CALIPSO during the Summer 2024 semester, utilizing its Compliance/Immunization section to manage health records and clearance verification. This approach ensured a streamlined, consistent process that supports both student and supervisor needs effectively.
- **2024-2025 OUTCOME:** The program continues to use CALIPSO for student clinical record-keeping and hour tracking. For the incoming Fall 2025 cohort, 20 out of 20 students were successfully onboarded into CALIPSO during the Summer 2025 semester, utilizing its Compliance/Immunization section to manage health records and clearance verification. This approach ensured a streamlined, consistent process that supports both student and supervisor needs effectively.

## **.2. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 2:** Increase revenue streams

### **.2.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To pursue and secure internal and external grant funding opportunities.

METRIC 1. Secure at least one grant by 2025.

- **2022-2023 OUTCOME:** The SLP Department is currently exploring grant options.
- **2023-2024 OUTCOME:** The program received a 2024 SPEAK OUT! Clinical Education Grant, which supports efforts to provide specialized voice therapy services to individuals with Parkinson's Disease. This grant enables the program to offer ongoing training for faculty and students, enhancing the quality of care within the clinic. The grant totaled \$1900. All graduates have access to the training at no cost.
- **2024-2025 OUTCOME:** During the 2024–2025 academic year, the program continued its partnership with the SPEAK OUT! initiative. Although the program did not receive a formal grant this year, we

secured free SPEAK OUT! training access for all graduate students, ensuring that every student entering the clinic gained specialized preparation in working with individuals with Parkinson's Disease. This no-cost training opportunity strengthened both student readiness and the overall quality of adult voice and motor speech services provided in the clinic.

**.2.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To expand speech-language pathology program offerings.

METRIC 1. Develop at least one new SLP Program offering by 2025.

- **2022-2023 OUTCOME:** Full-time faculty are currently brainstorming opportunities to develop undergraduate programs and graduate certificate programs.
- **2023-2024 OUTCOME:** The 2023-2024 Tiger Team approved the Undergraduate Bridge Program and Voice and Upper Airway Certificate Program. Full-time faculty are in the process of exploring both of these new program opportunities.
- **2024-2025 OUTCOME:** The development of the Voice and Aerodigestive Specialization was finalized and projected to launch during the 25-26 academic year. A needs assessment for the Undergraduate Bridge Program continues to be underway.

METRIC 2. Track enrollment trends for any new SLP program offerings.

- **2022-2023 OUTCOME:** No new SLP program offerings were available for the 22-23 academic year. Faculty are brainstorming new program offerings for the upcoming years. Anecdotally, several prospective students made inquiries about online options to complete undergraduate speech-language pathology pre-requisite coursework. A needs assessment will continue to be reviewed.
- **2023-2024 OUTCOME:** No new SLP program offerings were available for the 23-24 academic year. The 2023-2024 Tiger Team approved the Undergraduate Bridge Program and Voice and Upper Airway Certificate Program. A needs assessment will continue to be reviewed.

- **2024-2025 OUTCOME:** No new SLP program offerings were available for the 24-25 academic year. Further exploration of an Undergraduate Bridge Program was completed including initiating a needs assessment. The development of the Voice and Aerodigestive Specialization was finalized and projected to launch during the 25-26 academic year.

**.2.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3:** To strengthen collaborative efforts with University Advancement and build partnerships with Carlow alumni.

METRIC 1. Develop a comprehensive plan with Carlow Advancement to engage with Carlow alumni by 2023-2024.

- **2022-2023 OUTCOME:** Alumni engagement for the 22-23 year included virtual meetings, newsletters, and participation in on-campus alumni events.
- **2023-2024 OUTCOME:** The Sister Rita Alice Fitzgerald Speech-Language Pathology Scholarship Fund was created in the 23-24 academic year. In collaboration with advancement, the program provided three scholarships to prospective students totaling \$7500. Additionally, opportunities to make donations to the program were posted in the SLP Clinic and on the website.
- **2024-2025 OUTCOME:** The Sister Rita Alice Fitzgerald Speech-Language Pathology Scholarship Fund provided two scholarships to prospective students totaling \$3000.