



Graduate Program Annual Report 2025

Division: Healthcare Professions
Program: MS in Speech-Language Pathology
Program Director: Susana Keller, CScD, MS, MBA, CCC-SLP
Submission Date: June 9, 2025

Program Mission Statement:

To be recognized as a leader in the advancement and practice of speech language pathology through innovative teaching and research, mentored professional practice, and ethical preparation enabling students to construct new ideas and to lead lives of impact. To provide a transformative learning experience consistent with the University's core values of gentleness, humility, gratitude, hospitality, and wisdom.

I. Program Faculty Members

The Department of Communications Sciences & Disorders lists the following full-time **faculty members** for the 2024-2025 academic year:

- Susana L. Keller, Department Chair / Program Director / Assistant Professor
- Joanne Niemkiewicz, Assistant Professor
- Julie Santoro, Director of Clinical Education / Assistant Professor
- Reed Senter, Assistant Professor
- Mahdi Tahamtam, Assistant Professor

II. Program Summary of Assessment of Student Learning Outcomes (SLOs)

The SLP Program submits the following **summary of assessment** for the 2024-2025 academic year:

1. Demonstrate specialized competence in speech pathology practice by graduates providing leadership and making significant contributions to the profession.
2. Demonstrate the knowledge and skills required to apply and contribute to research in speech pathology practice by engaging in scholarly activities through the implementation of evidence-based practice.
3. Demonstrate Salesian values through ethical behavior and practice excellence in the areas of quality, safety, and professional accountability.
4. Demonstrate a personal philosophy and professional development plan for future practice that acknowledges intentions for life-long learning.

Student Learning Outcome #1:

Gain content mastery across the pre-professional speech and hearing sciences curriculum

Findings & Improvements:

- Increase experiential learning opportunities in appropriate courses
- Provide extra “practice” sessions outside of class hours, including tutoring with upper-class students and master’s students
- Advise students to utilize the resources the University offers, including the Counseling Center, Wellness Center, and the Academic Success Center

Student Learning Outcome #2:

Understand clinical processes to prepare for graduate-level academic work and clinical training

Findings & Improvements:

- Incorporated clinical hours for observation in select courses (students must document 25 hours of clinical observation in their UG program to enter the Graduate program)
- Increase experiential learning opportunities in appropriate courses
- Provide extra “practice” sessions outside of class hours, including tutoring with upper-class students and master’s students
- Advise students to utilize the resources the University offers, including the Counseling Center, Wellness Center, and the Academic Success Center

Student Learning Outcome #3:

Gain the knowledge and skills necessary to access and critically evaluate scholarly research

Findings & Improvements:

- Increase experiential learning opportunities in appropriate courses
- Incorporate “Library Orientation and Workshop” sessions to introduce the student to the tools for scholarly work and resources for understanding and applying evidence in clinical practice
- Provide extra “practice” sessions outside of class hours, including tutoring with upper-class students and master’s students
- Advise students to utilize the resources the University offers, including the Library, the Counseling Center, Wellness Center, and the Academic Success Center

Student Learning Outcome #4:

Acquire the ability to communicate scientific information in written and oral form to diverse audiences

Findings & Improvements:

- Increase experiential learning opportunities in appropriate courses

- Incorporate “Library Orientation and Workshop” sessions to introduce the student to the tools for scholarly work and resources for understanding and applying evidence in clinical practice
- Provide extra “practice” sessions outside of class hours, including tutoring with upper-class students and master’s students
- Advise students to utilize the resources the University offers, including the Library, the Counseling Center, Wellness Center, the Writing Center, and the Academic Success Center

Student Learning Outcome #5:

Practice Salesian values through ethical behavior and practice excellence in the areas of quality, safety, and professional accountability

Findings & Improvements:

- Increase experiential learning opportunities in appropriate courses
- Incorporate Professionalism SLO for appropriate courses
- Advise students to utilize the resources the University offers, including the Counseling Center, Wellness Center, and the Academic Success Center
- Provide interprofessional education experiences throughout various undergraduate and graduate courses
- Tailor semester diversity events (Salesian Healthcaring Community) to increase students’ ethical and professional growth

Student Learning Outcome #6:

Develop a personal philosophy and professional development plan for future practice that acknowledges intentions for life-long learning

Findings & Improvements:

- Increase experiential learning opportunities in appropriate courses
- Incorporate “Library Orientation and Workshop” sessions to introduce the student to the tools for scholarly work and resources for understanding and applying evidence in clinical practice
- Incorporate Professionalism SLO for appropriate courses
- Provide interprofessional education experiences throughout various undergraduate and graduate courses
- Advise students to utilize the resources the University offers, including the Counseling Center, Wellness Center, and the Academic Success Center
- Tailor semester diversity events (Salesian Healthcaring Community) to increase students’ ethical and professional growth

III. Contribution to the Achievement of the University Strategic Plan

GOAL 1 Academic Excellence and Innovation

GOAL 2 Student Experience

GOAL 3 Visibility and Growth

GOAL 4 Stewardship

The MS Program in Speech-Language Pathology lists the following ***contributions toward the achievement of the strategic plan*** for the [year] academic year:

Four Pillars Univ Strategic Goals	Program Contributions
Pillars I Academic Excellence & Innovation Pillar II Student Experience	- Used student survey results to optimize course sequence to improve student experience & learning - Launched CSD 110 ASL as an undergraduate course with students across majors from CSD, Criminal Justice, Psych, and Performing Arts - Student feedback from surveys have led to adjustments to increase experiential learning in both UG and graduate courses
Pillars I Academic Excellence & Innovation Pillar II Student Experience	- Implementing new grading procedures in Fall 2025 based on best practices and innovation workshops - Launching NSSLHA (undergraduate student ASHA association) in 2025 - Establishment of Speech-Language undergraduate “Honor Society” in 2025
Pillar III Visibility & Growth Pillar IV Stewardship	- New efforts led to largest incoming undergraduate cohort for Fall 2025 - Updated marketing efforts for 2025-which include mailers to a target list, visits to high schools and colleges, and articulation agreements - Using increased donation streams to improve student and Clinic experience
Pillars I Academic Excellence & Innovation Pillar II Student Experience Pillar III Visibility & Growth Pillar IV Stewardship	- Complete, present, and publish research across faculty areas of expertise to increase the Department’s visibility and reach - Complete, present, and publish research associated with Salesian Healthcaring events to demonstrate the impact on students to construct new ideas and to lead lives of impact. - Student feedback from course evaluations and surveys lead to refinements in pedagogy and clinical and professional growth