Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

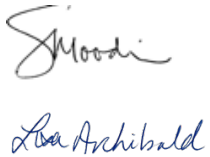
The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 21, 2024.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions or concerns will be communicated to the program and Dean's Office by the OAQE.
    - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the reports page of the OAQE website.

Ongoing Improvement Progress Report

Communication Sciences & Disorders M.CI.Sc / Faculty of Health Sciences

Program	Communication Sciences & Disorders M.CI.Sc	**Faculty / Affiliated University College**	Faculty of Health Sciences
Approval Dates of the Review	SUPR-G: May 16, 2022 SCAPA: May 25, 2022 Senate: June 10, 2022	**Year of the Next Review**	2028-2029
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/fac_of_health_science_grad/CSD%20Annual%20Report%20Final%20Assessment%20Reports%202021-22%20Western%20University%20Graduate.pdf		
If applicable, submission of follow-up report(s)			

	Name	**Signature**	**Date**
Program Chair/Director	Sheila Moodie (Program Chair) Lisa Archibald (Director)		3 May 2024 3 May 2024
Dean (or designate)	Laura Murray		4 June 2024

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Credit for clinical training for combined MClSc/PhD students.	Discussion of options and determination of a plan, informed by review of prior application and enrolment data, for enrolment consideration that can be implemented in time for the Fall 2023 admissions cycle.	Acting Director – School of CSD Graduate Program Chair FHS Associate Dean (Graduate and Postdoctoral Programs) FHS Assistant Dean (Graduate Programs)	By September 2022

Recommendation Implemented

☐ Yes ☐ No ☐ Partially **The recommendation that the School of Communication Sciences & Disorders (CSD) will receive 'credit' for students enrolled in the Health & Rehabilitation (HRS) program seems not feasible and perhaps not beneficial in some ways for students. We have developed a solution provided below and have implemented this within the School of CSD going forward.**

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken? As cited in our response to reviewers from the 2022 IQAP report: "The School of CSD recognizes that there are at least two important factors to consider in addressing this recommendation. Firstly, PhD/MClSc students ('combined' program students) benefit from the five-year funding package received from Western's graduate program in Health &

Rehabilitation Sciences (HRS) where they are enrolled as students. Secondly, alterations to enrolment streams within the School of CSD for clinical student (MClSc) education can affect government funding received by Western University and the School of CSD." Increasing the number of 'combined' students while decreasing the number of Master of Clinical Science students, or vice versa, is unlikely to be the best solution. What we have done, and which has so far been successful, is the following: (1) encourage faculty in the School of CSD who wish to include a HRS PhD/MClSc ('combined') student in their lab to identify that student early and ensure that they meet the revised (2023) eligibility criteria for admission into the HRS 'combined' program; (2) bring this information forward to the HRS Hearing Science and Speech and Language Science field leaders early in the process so we have knowledge of the potential numbers of interested 'combined' student candidates; (3) consider these students and their academic abilities in concert with our MClSc admissions process whenever possible; (4) alter the course completion of the MClSc portion of the combined program to spread it across the first 4 years to better use resources within the School. In Fall 2023, 5 HRS students were admitted into our 'combined' degree fields and in Fall 2024, 3 students will be admitted. These numbers are consistent with previous years and with our expectations for enrolment. Our CSD MClSc student numbers remain consistent at 82 student admissions per year.

Next Steps (if applicable)

What actions remain? Is there further follow-up? As continued conversations about enrolment expansion in the School of CSD occur, the Graduate Program Committee Chair of CSD will continue to advocate for discussion of options for budget solutions that might facilitate growth of the 'combined' programs with the Director of the School of CSD (L. Archibald) and the Dean of the Faculty of Health Sciences (J. Garland). Since our IQAP review we have been able to accommodate the number of 'combined' student program admission requests received (considering the applicant meets admission criteria for the HRS PhD/MClSc program).

Additional Comments

If applicable

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Admission of Students identifying as Indigenous as well as those from other equity deserving groups.	1. Remind reviewers at admission consideration meetings of eligible applications from self-identified First Nations, Métis, Inuit, and Indigenous students who are ranked within the pool of applicants being considered for offers of admission. 2. Formalize a School-based policy to assign a seat or two for eligible applicant(s) who self-identifies as Indigenous. 3. Continue to work with the Dean's Office of FHS and the SGPS to develop a formalized plan of action regarding strategies for recruitment, including making future and current students aware of the considerations, admission scholarships, bursaries and internal and Western-wide supports available for Indigenous students as well as those from other equity-deserving groups.	1. Graduate Program Chair 2. Graduate Program Chair School of CSD Council 3. Acting Director – School of CSD	By March 2023
Recommendation Implemented ☐ Yes ☐ No ☐ Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			

Progress

What specific actions have been taken? The School of CSD currently provides applicants to our programs in Audiology and Speech-Language Pathology (SLP) with the option to self-identify as a First Nations, Métis, Inuit, and Indigenous student. This information is provided to our application review panel and considered as part of the admission materials process review. Our review process includes reserving two admission seats in the School of CSD for Indigenous students who are Canadian citizens, have completed a four-year undergraduate degree, and have a minimum sub-GPA of 3.3. Indigenous applicants, like all applicants, are reviewed independently. To be considered, applicants must indicate their Indigenous status and upload appropriate documentation as part of their ORPAS application. They may also be contacted by the university's Office of Indigenous Initiatives if additional information is required. In addition, our School continues to educate ourselves about Indigenous history and trauma so that we might better support our students and inform our teaching. Annually, the School has hosted an event on National Truth & Reconciliation Day with speakers who can provide perspectives on reconciliation from a CSD lens. We continue to work as a School and with the Faculty of Health Sciences to promote the professions of audiology and SLP to students through yearly participation in high school Discovery Days and through active engagement with virtual presentations during May (which is Speech and Hearing month).

Next Steps (if applicable)

What actions remain? Is there further follow-up? We are currently revising the strategic plan for the School of CSD and considerations on how to continue to promote our professions with equity deserving students and ensure that as many financial support processes are available to them while enrolled at Western University will be part of the important discussions we are having.

Additional Comments: To continue to promote equity, diversity, and inclusion in our program, we have engaged in relevant learnings as a Faculty/Staff group and invited our students to engage in conversations in student gatherings. We are continuing to consider how to decolonize and diversify our admissions processes and our curriculum. CSD also has faculty representation on the FHS EDIDA committee to assist in keeping abreast of educational and support processes in other FHS programs.

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement
What additional initiatives or changes has the program been working on in relation to continuous program improvement? The School of CSD has undertaken a careful review of the student workload in the program and adjusted course sequencing to achieve a more manageable workload for students across the 2-year program. Another important initiative that the School of CSD has been working on has been our Student Support Committee (SSC). This committee is comprised of a Chair and several faculty members who are the first point of contact for students experiencing academic and/or personal challenges. This committee assists students in navigating support systems within the School of CSD and/or in the University community to set them up for successful learning during their two years as students in the School of CSD.