RECRUITMENT OF DIVERSE STUDENTS IN

SPEECH-LANGUAGE PATHOLOGY PROGRAMS

By

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 2006

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ACKNOWLEDGEMENTS

I would like to express my sincerest gratitude to the many faculty, friends, colleagues, and family who have been supportive of my efforts toward completing this dissertation. I would also like to acknowledge and thank Dr. Awilda R. Haskins who gave me permission to adapt her original survey published with Colleen Rose-St. Prix. I would like to give my deepest appreciation for the efforts of my advisor Dr. Tim Pettibone. Thanks for sticking with me after retirement. You are truly a mentor for me. It seems that I approached you with yet another problem, every other week, on the road to completion of my degree. You were always patient and helpful. You have a rare gift to be compassionate, professional and yet critical when needed. I would like to thank all of my committee members. You have provided helpful insight and made arrangements to meet at times that were not always convenient for you. Thank you for your comments and support.

Thank you to my husband Ed and my son Alex. You have provided patience, love and support when I needed it. Ed your encouragement and support has been valuable in more ways than I can articulate. Thanks for your faith in me.

I would like to dedicate this dissertation to my parents Connie and Gene Thompson. Without their love, support and patience, I would not be completing this degree. Thank you for your support and the many gifts you continue to give to me everyday of my life.

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Chapter I

Introduction

Speech-language pathologists provide services to individuals across the human

lifespan. This includes services to children and adults in a variety of healthcare and

educational settings. Types of services include evaluating and providing therapy in the

areas of speech, language, swallowing, augmentative communication, voice, cognition

and pragmatic language. Therapy should be tailored to meet the needs of the individual

patient. Speech-language pathologists serve patients with various individual

characteristics. Patients differ in many ways including age, disability, race and cultural

background. Because of the vast differences these factors create, individual service

provision is becoming more challenging as the population in the United States is

diversifying. Speech-language pathologists from diverse racial and cultural backgrounds

are a resource to providing services to this diverse population. It is imperative that

programs recruit diverse students to the field of speech-language pathology to meet the

challenge of service delivery to the changing population in the United States.

Demographics

Evidence of this population diversity is reflected in the most recent census data.

According to the United States 2000 Census, approximately 30% of the population is a

member of a racial minority. Furthermore, a reported 17.6% of the population in the

United States speaks a different primary language other than English. The population is

shifting. Individuals from a minority background will represent approximately 50% of

the projected U.S. population by the year 2050 (US Census Bureau, 2000). Speech-

language pathologists provide therapy services from birth to the end of life to individuals

across the U.S. Speech-language pathologists must be prepared to serve these individuals

of diverse racial, cultural and linguistic backgrounds in schools, hospitals and community

practices across the United States. This is a continuing challenge for speech-language

pathologists who are primarily monolingual and from European-American descent.

Need for Better Preparation

Speech-language pathology programs must better prepare professionals to work

with individuals from diverse racial and cultural backgrounds. Many current educational

programs are not providing all the necessary preparation for practice in a diverse

environment. "Most North American speech-language pathologists do not possess

sufficient knowledge and skills to work with clients from diverse cultural and linguistic

backgrounds" (Young & Westernoff, 1999, p. 26). The knowledge needed may be

gained through coursework or experiences. These experiences interacting with

individuals from different racial/cultural backgrounds can not be gained when student

populations are homogeneous. Speech-language pathologists educated in geographic

regions with low diversity are not prepared to transfer and work in a geographic area of

high diversity (Saenz, 2000). Interactions in diverse student environments prepare the

speech-language pathologist to interact later with diverse patients.

Professional interaction is improved when the speech-language pathologist is from a diverse racial/cultural background. Patients feel more comfortable for a variety of reasons. Individuals from diverse backgrounds bring better sensitivity to interactions with the clients they treat (Saenz, Wyatt, & Reinard, 1998). This sensitivity may be due to shared values or beliefs. Patients demonstrate comfort and seek out services with healthcare providers from like backgrounds. "Racial concordance of patient and provider is associated with greater patient participation in care processes, higher patient satisfaction, and greater adherence to treatment" (Smedley, Smith, & Nelson, 2002, p. 186). The speech-language pathologist from a diverse racial background is often better prepared to interact with an individual from a different race. Practicing speech-language pathologists from diverse racial and linguistic backgrounds report higher levels of comfort interacting with individuals from diverse backgrounds (Kritikos, 2003). Kritikos went on to say that this may be due to "greater experience participating in two cultures" (p. 84). Experience interacting in different cultures prepares the student to provide services as a professional. Speech-language pathologists are needed from diverse racial/ethnic and cultural backgrounds to better serve the changing population.

Current Professional Diversity

Very few practicing speech-language pathologists are members of a racial/ethnic minority group. The American Speech-Language Hearing Association [ASHA] identifies the categories American Indian/Alaskan Native, Asian, African American, Native Hawaiian/Pacific Islander, or White as categories of race. ASHA defines ethnicity as Hispanic/Latino or not Hispanic/Latino. Members are asked to identify race and

ethnicity with membership renewal each year. ASHA reports seven percent of its

members belong to a racial minority and only 3% identified their ethnicity as Hispanic or

Latino (2005). The cultural and ethnic backgrounds of practicing speech-language

pathologists clearly do not mirror that of the general population. Diversity among

professional groups creates sensitivity in the workplace (Carnevale & Fry, 2000; Bowen

& Bok, 1998). A more diverse workforce will be better prepared to serve the diversity of

individuals encountered in the schools and hospitals.

Speech-language pathologists are a necessary and important component to

providing services in schools. The Individuals with Disabilities Act (IDEA) requires that

speech-language pathologists be employed in school districts to provide education to

students with communication disorders (Rosa-Lugo, Rivera & McKeown, 1998). School

settings employ 50% of the speech-language pathologists in the United States (ASHA,

2004). A significant number of speech-language pathologists are employed in the

schools. School populations are becoming more diverse. This trend is similar to the

changes observed in the population as a whole. National Center for Education Statistics

[NCES] data reveals that 37% of children in elementary and secondary schools are from a

minority background (NCES, 2005). Thirty-nine percent of children who receive special

education services are from a diverse racial background. Speech-language impairments

are the second most prevalent disability among those children who receive special

education services (NCES, 2005)   Educational programs should focus on preparation of

professionals who will best serve this diverse population of school children.

Individuals from a similar racial/cultural background are inherently prepared to

serve many of the children in the schools. Communication is enhanced when diverse

individuals provide information to children and families in the schools. Individuals from similar racial backgrounds may share the same native language. Sharing a language often includes sharing a vocabulary or sharing similar social language patterns. Native language may dictate whether individuals want information via written form or in person (Mahendra et al., 2004). This makes it helpful to have professionals who share a native language with the children and families they are serving. Rosa-Lugo, Rivera, & McKeown (1998) indicated that programs must prepare professionals to provide services for limited English proficient students in the schools. Professionals who speak the same language are an important need for the future. They may also help colleagues in the same work setting communicate better with the families and children served.

Hospitals are another primary place of service delivery for practicing speech-language pathologists. Health Care Facilities employ 39.5% of speech-language pathologists (ASHA, 2004). The Joint Commission on Accreditation of Hospital Organizations has specific standards that address requirements for the treatment of patients with different cultural backgrounds or another primary language. Speech-language pathologists in hospitals will need knowledge about diversity and communication with individuals from diverse backgrounds. Professionals who come from diverse backgrounds have knowledge that will enhance healthcare service delivery. Recent studies validate the fact that individuals will better "seek out healthcare providers from their own cultural group" (Walsh, Brogan, & Barba, 2000, p. 7). This may be due to the fact that people feel more comfortable with a healthcare provider who shares the same language, values and cultural beliefs. Currently, there are not enough speech-language

pathologists from diverse backgrounds, providing professional services in healthcare settings.

Diversity in the Educational Environment

Regardless of the work setting, knowledge about working with individuals from diverse racial/cultural backgrounds is essential for practicing speech-language pathologists. Diversity curriculum is required in ASHA, Council on Academic Accreditation[CAA], accredited speech-language pathology programs (CAA, 2004). Information about individual culture and heritage is important in the diagnosis and treatment of communication disorders. For instance, Native American children are taught to value silence and ask limited questions of adults (Neha, 2003). Individuals with a Hispanic background are sometimes taught that avoidance of direct eye contact is a sign of attentiveness and respect (Taylor, 1989). In contrast, European-American children are taught to ask questions and make eye contact. Most typical two and three-year olds in the mainstream culture ask questions like "what's that?" too many times to count during a day. Speech-language pathologists need developmental knowledge about diverse racial/cultural groups to inform decision making in diagnostic evaluations. Research in the area of diversity and communication disorders will best continue with the assistance of experienced professionals from diverse groups. Having more individuals from various racial/cultural minority groups may increase the knowledge base of professional service providers, therefore increasing the quality of service delivery.

Student preparation is better if it occurs in a diverse environment (Rudenstine, 2001; Bowen & Bok, 1998). Diverse university students bring information and

knowledge that will add to the preparation and educational experience of all students.

Student experiences in a university setting with racial/cultural diversity have positive

effects on the achievement of students (Michaelson, 2003; Rudenstine, 2001; Carnevale

& Fry, 2000; Bowen & Bok, 1998). University students are often at a time in life when

experiences greatly affect their ideas and values. Students have exposure to a variety of

opinions or views in class discussions, when the classes are more diverse. Students with

minority or bicultural backgrounds may also "bring an exceptionally high level of

cultural sensitivity to interactions" (Saenz et al., 1998, p. 39-40). Diversifying the

classroom changes the professional preparation of students. Students who receive their

educational training in diverse classrooms are better prepared to interact in our diverse

U.S. community. This also makes them better prepared clinicians. In this people serving

profession, communication and interaction are paramount to successful service delivery.

Laws Affecting Student Recruitment

Diversity in the educational training programs for speech-language pathologists

will occur when programs recruit students from diverse backgrounds. This can be

difficult. Universities must consider recent court decisions and new laws when choosing

methods to recruit diverse students. Programs must refine and increase recruitment

efforts to attract students from diverse racial/ cultural backgrounds. Laws such as

California Proposition 209 and decisions in cases like Hopwood vs. Texas have changed

the recruiting of minority students in some states (Selingo, 1999). After the enactment of

proposition 209 in California, which banned the use of affirmative action in admissions,

the University of California had a "whopping 58.6 %" drop in African-Americans

enrolling in their freshman class (*News and Views*, 1999). Universities in Texas and California were no longer allowed to consider race or cultural background in admissions after these decisions or laws were passed. Law schools in Texas and California also experienced significant drops in minority student enrollment (Johnson, 1999). States without these laws had an advantage over California and Texas.

In addition to these laws, recent Supreme Court rulings have changed the landscape of student recruitment and university admissions permanently. The Supreme Court cases involving the University of Michigan have created change and debate in the area of minority student recruitment and admissions. In the Grutter law school case, the Supreme Court ruled in favor of narrowly tailored admissions policies that give consideration to minority background. (Grutter v. Bollinger, 2003) The Court went on to state that this use of special consideration should not be indefinite. Many programs use race as a consideration in admissions, but now they must decide if their process meets the definition of narrowly tailored. In the undergraduate Gratz case, the Supreme Court clearly ruled against the use of a point system to gain a certain number of minority students (Gratz v. Bollinger , 2003). Programs may be challenged when recruiting diverse students, to adhere to these guidelines.

The two University of Michigan Supreme Court rulings are somewhat controversial. The Supreme Court appears to be in favor of affirmative action on a limited basis and with narrowly tailored guidelines. Programs have the difficult task of determining what guidelines and strategies will work in place of preferential point systems. Although this Supreme Court ruling has reversed some lower court decisions, like Hopwood in Texas, some universities may be apprehensive to reinstate policies that

relate to the recruitment of diverse students. The Supreme Court guidelines are vague for many programs (Schmidt, 2003). It is imperative to identify legal ways to recruit minority students that comply with state and federal laws.

Changes in the laws make recruiting diverse students a challenge. Programs must attract diverse students but not appear to be giving them preferential treatment. It is a necessary endeavor to identify recruitment strategies and practices which correlate with increased diverse student enrollment in speech-language pathology (Stewart, Pool, & Winn, 2002). It will allow for the creation of a framework to utilize across the country. Additionally, court rulings make it imperative to identify legal ways, other than affirmative action, to increase the diversity of student enrollment in speech-language pathology programs (Saenz, 2000). Recruitment of qualified diverse students is the first step to providing better preparation for all speech-language pathology students to serve the diverse population in the United States.

Purpose

Speech-language pathologists must have knowledge about interacting with a population that is culturally diverse. The first step in creating an inclusive environment in university programs is effectively recruiting a racially/ethnically diverse population of students. Diversity can be defined in terms of experience, cultural background, race, ethnicity, language, religion, and various other categories/experiences. Race is one identity that contributes to an individual's cultural background (Mahendra et al., 2004). In this study, the term diversity is utilized to identify individuals from racial/ethnic backgrounds other than European-American, Caucasian or white. The purpose of this

study is to identify and describe recruitment strategies/practices that are utilized by

speech-language pathology programs to increase racial/ethnic diversity in student

enrollment.

Chapter II

Literature Review

Overview and Diversity Need

Diversity is a focus in universities across the nation. The benefits of having a diverse student population are many. They include development of increased sensitivity to others and the ability to examine multiple perspectives (Michaelson, 1999; Walsh et al., 2000). Better preparation for work in the global marketplace is another benefit identified in the literature (Keeton & James, 1992). The university environment is one of inquiry and students are attracted to what they do not already know (Bintz, 1995). "More frequent interactions in college made it easier to get along with people of other races after college"(Bowen & Bok, 1998, p. 239). Although the benefits both during and after college of a culturally rich environment are clear, the path to achieving this focus in undergraduate and graduate programs is not as easily definable.

The American Speech-Language Hearing Association (ASHA, 2001) has indicated that multicultural activities should be a focus in speech-language pathology programs. This focus should include curriculum on serving clients from diverse populations and developing ways to diversify the professional workforce. Former ASHA President Donnna Gefner indicated that we should "seek out, mentor, and encourage students of diverse backgrounds to pursue our discipline" (p. 5). ASHA has done a

variety of things to focus on diversity issues. This includes a special interest division within ASHA concerned with multicultural affairs and the creation of a Multicultural Issues Board. The Multicultural Issues Board was created to act as an "advisor, an advocate, and an overseer for the Association's membership on issues of concern for diverse populations" (Mahendra, et al., 2004). Special Interest Division 14, was established to "be a leading resource for advancing knowledge of the influence and importance of cultural and linguistic diversity on human communication" (ASHA, 2006). ASHA has also recently funded two research studies that examined mentoring undergraduate minority students in speech-language pathology and minority recruitment issues specifically at Rockhurst University (ASHA, 2001). These are important initiatives although limited in scope. None of these projects within ASHA, have specifically examined recruitment of diverse students on a large scale. Clearly, more research is needed.

More diverse professionals are needed for a variety of reasons. Increasing the diversity of the workforce starts with recruitment of diverse students into current programs. Beliefs about bilingual/bicultural language assessment were the focus of a recent study by Kritikos (2003). Eighty-five percent of professionals who are currently working to serve large bilingual/bicultural groups of patients indicated "having access to a bilingual speech-language pathologist" would help them provide better services to this population (p. 85). This same study revealed that practicing individuals who learned a second language as a child, in a cultural experience, felt more confident in assessing bilingual children. Speech-language pathologists from a different culture also reported higher comfort levels with assessing children from cultural backgrounds other than their

own (Kritkos, 2003). Speech-language pathologists from diverse backgrounds bring a comfort level and unique skill set to the workforce.

Another study examined the recent changes in demographics and their impact on language assessment. The recent Minnesota study by Kohnert, Kennedy, Glaze, Kan, and Carney (2003) surveyed speech-language pathologists serving diverse client groups. Like the speech-language pathologists surveyed in the Kritikos (2003) study, these professionals reported the need for access to individuals with specific cultural knowledge and interpreters. Speech-language pathologists who share the language and cultural knowledge of the local groups could provide the resources needed for the professionals working with diverse patients.

Knowledge of verbal and nonverbal communication differences is imperative to providing appropriate services to individuals of various racial minorities. For example, healthcare providers from diverse backgrounds are better prepared to serve patients from diverse backgrounds. Haskins and Kirk-Sanchez (2006) comment that the "patient-provider relationship" will be strengthened by increased diversity (p. 20). Sharing similar backgrounds allows service providers to communicate appropriately and without bias. Even simple communication, such as filling out paperwork, is influenced by racial/cultural background. Individuals from a high context culture, those where situational cues are important, would prefer to be interviewed in person (Mahendra et.al, 2004). This means that some individuals will not feel comfortable putting history information on paper prior to an evaluation or the onset of treatment.

In addition to the knowledge needed about communication preferences, speech-language pathologists need knowledge about the culture of the patients they serve.

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Knowledge of minority cultural customs, traditions, and religious beliefs must be utilized by practicing speech-language pathologists to provide appropriate services and avoid misdiagnoses. ASHA has stated that "speech-language pathologists and audiologists must provide services with consideration of such cultural variables, in addition to consideration of language differences" (ASHA, 1984 p. 4). For example, speakers of African American Vernacular English (AAVE) may make sound substitutions like /f/ for /th/, delete sounds from the end of words, or delete the copular is in sentences. These differences are considered "a distinct dialect rather than a substandard form"(Shriberg & Kent, 2003, p. 397). Speech-language pathologists need to have the skills and knowledge to differentiate a dialect from a disorder.

Knowledge related to cultural customs may also be important in a variety of areas in the large scope of practice for speech-language pathologists. Speech-language pathologists identify specific food textures that individuals with swallowing disorders can eat. Knowledge about foods specific to an individual's cultural background would greatly help the SLP give the most appropriate recommendations and food suggestions to the family during treatment. Often, treatment activities with children may focus on cultural holidays. It is important to know cultural background when adding these types of activities to a treatment plan.

Recruitment in Other Allied Health Programs

Information about recruitment and retention of diverse students, in the field of speech-language pathology, is limited (Saenz, 2000). Since the information is limited in the field of speech-language pathology, I will examine relevant literature in other

healthcare and allied healthcare fields as it might relate to the field of speech-language pathology. Effective diverse student recruitment strategies in other allied health fields, such as nursing and physical therapy, can provide useful information. These fields are faced with the same challenge of providing services to a changing and more diverse population.

Physical Therapy Programs

Physical therapists report 12.6% are members of a racial minority group (Haskins & Kirk-Sanchez, 2006). Like speech-language pathology programs, physical therapy programs are struggling to identify ways to recruit more diverse students into training programs. They have had some recent success. Haskins (2005) reported that the number of minority students in physical therapy training programs has risen to 21.6%. This was an increase "from 6.6% in 1995" (p. 42). Physical therapy programs in some areas must be utilizing effective recruiting strategies to have caused this increase in diverse enrollment. Several studies attempt to identify key strategies to recruit diverse physical therapy students.

Haskins and Rose-St. Prix (1994) surveyed physical therapy programs that had the greatest success in recruiting minority students. Activities associated with high diversity include: networking with minority parent groups and potential diverse student applicants, providing information about financial aid, offering special coursework in remedial areas and study skills, and special admissions policies were associated with high diversity in enrollment. Additionally, the authors suggested that "external funding is related to success in recruiting minority applicants" (p. 8). They also suggested that

programs network to allow a greater number of diverse student applicants to succeed in getting admitted to physical therapy programs. The authors suggested that a larger scale study be completed with all accredited physical therapy programs.

Haskins and Kirk-Sanchez (2006) repeated Haskin's earlier survey (1994) with 70 physical therapy programs. This study revealed 9 recruitment and 3 retention strategies associated with higher diversity in physical therapy programs. In this study, effective recruitment strategies varied some with racial/ethnic group. For example, visits to non-traditional recruitment sites such as elementary schools, were helpful to recruit African American students. In contrast, use of current diverse faculty and disseminating financial aid information was helpful in recruiting students from a Hispanic background. Additional recruitment strategies that were identified as helpful in this study included the use of appropriate brochures and fliers, and the use of enrichment courses prior to professional area college study.

Special admissions policies were specifically helpful in a hypothetical study examining the physical therapy program at Florida International University. Walsh, Brogan and Barba (2000) examined admissions data for three years and found that minority student enrollment would have been significantly lower in the physical therapy program without the use of a point system. This is just the type of affirmative action point system that the University of Michigan Supreme Court rulings eliminated. The challenge will be to determine recruitment strategies other than point systems to attract students from diverse backgrounds.

Nursing

Common threads can be found in the literature related to recruitment of minority students in nursing, healthcare administration, other allied health and rehabilitation occupations. The School of Allied Health Sciences at the University of Texas Medical Branch at Galveston wrote grants and developed a series of programs to increase recruitment and retention of diverse students. The result of their studies led to creating a variety of strategies such as workshops to aid in the application process, a reduced load decision year program and special admission considerations. The end result was a 20% increase in minority enrollment (Baker & Lyons, 1989). The increased enrollment is a significant rise above the national nursing graduate program enrollment of 12% for that same time period (Snyder & Bunkers, 1994). Furthermore, it is also fourteen points higher than physical therapy programs average minority enrollment of 6% around that same time(Walsh et al., 2000). Helping students adjust to college and addressing financial concerns prior to the freshman year were key strategies used to achieve this increased diversity in enrollment. These strategies as well as the course load adaptations may easily generalize to other healthcare training programs.

The University of Alabama attempted to address the low diversity of student enrollment issue in nursing by creating a summer institute to recruit high school students from diverse backgrounds (Sherrod, 1995). Priority was given to students from minority backgrounds for enrollment in this summer institute. The students who attended cited financial aid as a high concern and indicated that additional information was needed in this area. Participation by diverse students in this program was lower than expected due to transportation issues, financial concerns, lack of family support and educational

readiness (Sherrod, 1995). These concerns are similar to those mentioned in many studies when looking at recruitment of diverse students. The summer institute additionally cited that recruitment at non-traditional sites such as churches and community groups would have been helpful.

Yet another effort was made in California to increase diversity in the nursing workforce. California is a large state with a diverse population. The California Workforce Initiative examined ways to diversify the nursing workforce to better match the diversity found in the population of California. Information was gathered through interviews with individuals, and interviews with successful programs across the country (Dower et al., 2001). Several barriers were identified in this qualitative research. Lack of financial incentive, incompatible work and school schedules, and lack of mentoring support were identified as barriers to the recruitment of diverse students. Students interviewed complained of an "inability to synchronize work and class schedules" (p. 9). Students have financial burdens and the need to coordinate work and family needs. Often financial concerns are larger for students from diverse backgrounds. The need to provide financial support is an ongoing thread throughout all the literature.

Another issue of concern in the recruitment of diverse students was identified by Williams (2001). Williams discussed the need for cultural competence when recruiting nurses. This cultural competence includes being "more personal and family-oriented" (p. 17). Communication with the family is a strong consideration in the recruitment of diverse students. Some cultures value the opinion of parents and extended family more. Cultural traditions may influence fear for a child's safety and parents may fear that the family structure will be changed (Williams, 2001). The large concern of financial aid

once again plays a role in this strong connection to families. Some students from a

diverse background may need to interact with the family long- distance and via phone

calls which increases the financial impact of going away to school (Willams, 2001).

Family is a strong influence for many students from diverse backgrounds.

Another study in nursing focused on recruitment and retention. Recruitment and

retention are often grouped together because one influences the other. Delaware State

University developed a "Nursing Retention and Academic Success Project (N-RASP)"

(Williams, 2001, p. 19). This program found that offering courses to improve self-esteem

and critical thinking were helpful in retaining students. Faculty with a focus on diverse

student recruitment and a commitment to their needs was also cited in this project as a

key to successful recruitment of diverse students. Additionally the program offered

courses online to allow students to manage home and family responsibilities. Changes in

the approach to recruitment were also recommended. "Recruiting minorities is very

different than recruiting non-minorities. The approach must be more personal and family

oriented"(Williams, 2001, p. 17). Involving the family and changing the course offerings

to meet the needs of more non-traditional students increased diversity in nursing

enrollment. Again, these are strategies which may transfer to speech-language pathology

programs.

Another study in nursing took a qualitative approach to examine recruitment and

retention issues. Fifteen nursing students from diverse backgrounds were interviewed by

Gardner (2003), to examine their perspectives as students in nursing programs. Many of

the interviews revealed barriers to success which may also relate to barriers to

recruitment of students from diverse backgrounds. Interviews revealed several common

barriers. Barriers identified were lack of financial resources, lack of faculty sensitivity, and inability to balance work and family. Several students commented about the different cultural backgrounds and the involvement of extended family in their daily lives. You are "expected to respect your parents" (Gardner, 2003, p.111). Students commented that they had to take care of parents and grandparents and involve them more intricately in their daily lives. The time requirements involved in completing clinical or practical coursework may make nursing less attractive to individuals with strong family commitments at home. This concern may also transfer to the field of speech-language pathology which requires 400 clinical clock hours to complete a program.

Other Healthcare Occupations

Vocational rehabilitation counseling is a related field that has also experienced difficulties recruiting diverse students. Dixon and Flowers (1996) surveyed 101 diverse students in master's level training programs. They utilized student surveys to determine reasons that students were recruited to counseling training programs. Students indicated that they did not choose a program based on the number of minority faculty. The top 3 reasons for choosing a program included location of the program close to home, academic reputation, and availability of financial aid. The authors indicated that students in this study pursuing a master's degree were in their twenties and had family responsibilities which may have contributed to the location concern. Financial aid, again, is a strong emerging concern for diverse students in a variety of healthcare fields.

Another study examined recruitment of diverse students in the context of related healthcare fields. Some of the factors that are important in recruitment of psychology students and rehabilitation counselors may also be important to potential students in speech-language pathology. Thomason and Thurber (1999) examined recruitment of Native American students in rehabilitation training programs and psychology. "For Native Americans, culture, family and community are extremely important and this fact can be used to recruit students" (p.13). The strong tie to community, family and parents needs to be considered when recruiting students from diverse backgrounds. This theme of recruitment on a personal level, involving the family was also seen in the physical therapy literature. Financial need was another strong theme for Native American students in the Thomason and Thurber study. Financial aid "is a major stress and can be a deciding factor" (1999, p. 11). Thomason and Thurber go on to suggest that students need help through the process of completing paperwork and applications for financial aid. Handing out packets or having applications online may not be enough assistance for many students to adequately locate financial aid. Programs that provide personal attention and assistance can help to recruit diverse students more effectively.

Recruitment in Speech-language Pathology Programs

Studies that specifically examine recruitment strategies in speech-language pathology graduate or undergraduate programs are almost non-existent (Saenz, 2000). ASHA has made some efforts in recent years to increase the knowledge base on diverse student recruitment. These include establishing a Multicultural Issues Board, and hiring a consulting group in 2002 to survey programs with exemplary minority student

recruitment practices. Very few surveys or studies have been done. There is a need for more research on recruitment of diverse students specific to the field of speech-language pathology.

Cox, Matthews & Associates Consulting Group, under contract with ASHA, completed a survey on diverse student recruitment (ASHA, 2002).   Programs were asked to self-identify and identify other programs that exhibit exemplary practices in recruitment of students from racial and ethnic minority backgrounds. No data was taken to qualify programs or determine levels of diverse student enrollment. Many themes common to diverse student recruitment in other fields emerged. These included offering financial assistance through scholarships and work-study opportunities, peer mentoring, a diversity focus in the curriculum, and advertising through the media. Recruitment activities were completed in career fairs, on campus, in church groups, and at historically minority institutions. Although this survey was helpful, the data was self-reported and no comparison was made between programs that use recruitment strategies that result in lower levels of diversity.

In the speech-language pathology literature, Saenz, Wyatt, and Reinard (1998) reported a study with a large change in speech-language pathology student diversity. In an effort to recruit more bilingual and racially/culturally diverse speech-language pathologists, California State University, Fullerton surveyed their current students. They surveyed 199 of their students enrolled in communication sciences disorders classes to assess factors related to academic success (1998). The results of the study were utilized to identify specific factors that relate to the recruitment and retention of minority

students. Changes were made in the program to incorporate the factors identified in this study.

Saenz, Wyatt, and Reinard (1998) outlined the many changes the faculty made to encourage retention of diverse students and recruitment of new diverse students. The changes included acquiring funding for students through tuition waivers. A grant was written to provide these to all students with a focus on students from diverse backgrounds. Changes were made in the classroom which included the use of small groups, use of observations and media for learning, and new courses on working with multicultural/bilingual individuals. Instructors also incorporated tips on studying into the lectures. Clinic orientation was modified and steps were taken to help students with English as a second language, communicate more effectively in verbal and written contexts. An inservice was provided for faculty on cross-cultural communication. Finally, peer support was encouraged. One example of this was the creation of "a diversity officer to support diversity" in the student organization (p.45).

These changes resulted in an extremely high level of success. This faculty group at California State University successfully increased undergraduate minority enrollment from 19.0% to 41.5%, and graduate student minority enrollment from 14.3% to 34.4%. According to this study, effective outreach to the minority community, adequate orientation, adjustments in the classroom, and a supportive social environment positively correlate with increased diverse student enrollment. Other changes were made by the graduate committee which included admission criteria changes. New criteria for program admission included: listing multicultural experiences, related job experiences, all work

done in multicultural settings, and credit for academic potential, even when grades are low. Many of these changes would be low-cost and easy to replicate at other programs.

Effective outreach to the minority community is a recurring theme in the limited literature that addresses recruitment of speech-language pathology students. This outreach allows for the personal contact and word of mouth needed to recruit diverse students (Stewart et al, 2002; Saenz et al., 1998; National Black Association for Speech-Language and Hearing [NBASLH], 1995). Although a master's degree is required to enter into the field of speech-language pathology, recruitment starts at the undergraduate level. Minority students must be given information at the high school level to promote interest in this field of study. Materials should include pictures "that reflect diversity in role models" (NBASLH, 1995). The outreach needs to occur in areas of high diversity with possible announcements in churches or other places where information is disseminated in the minority community (NBASLH, 1995; Sherrod, 1995). Contact in church meetings or other community events allows people to learn about the profession and make the personal contact needed.

Recruitment of diverse students may occur in different places than traditional recruitment activities. It is important to examine the location of recruitment and how information is disseminated about the profession. One survey indicated that over 50% of individuals in speech-language pathology programs first hear about the profession through personal experiences (Stewart et al, 2002). These personal experiences included contact with family or friends in the profession or needing services (p. 114). No specific literature was found that focused on how minority students learned about the profession. However, if personal experience or contact is important in recruiting individuals to

speech-language pathology programs, recruitment must occur on a personal level for students from diverse backgrounds. Successful speech-language pathology and physical therapy programs report the importance of recruitment in non-traditional sites and with non-traditional sources (Haskins & Kirk-Sanchez, 2006; ASHA, 2002). Recruiting in non-traditional sites is important in the recruitment of diverse students. This means recruitment of diverse students is done on a personal level in appropriate contexts and in culturally sensitive communication environments.

A reputation as a program that is supportive of diversity issues promotes a diversity focus by the department. A program diversity focus is a recruitment strategy of value. University programs, like other businesses, are preceded by their reputations. Successful speech-language pathology graduates can speak about the program and let prospective students know the program has a diversity focus (ASHA, 2002; Saenz et al., 1998). Programs can provide role models of practicing speech-language pathologists who belong to a racial/ethnic minority. This diversity focus can be demonstrated through faculty cultural knowledge, presence of diverse faculty, activities specific to diverse students and peer mentoring.

Programs that have faculty that are knowledgeable about cultural diversity and the needs of diverse students will attract diverse students. Faculty need to have expert knowledge in how to interact with culturally diverse students (Saenz, 2000; Thomason & Thurber, 1999). A speech-language pathologist with a Native American Navajo heritage reflected that "traditional beliefs often conflicted with the content of the lectures" (Neha, 2003, p.5). A diversity expert that could help faculty role-play various situations with

minority students was recommended by one source (NBASLH, 1995). Diverse faculty may also help to provide that resource on diversity to better interact with the students.

A social support system needs to be available to students. Some suggestions included a minority student honors program and specific information about minority activities on campus (NBASLH, 1995; Saenz, 2000). Students may feel overwhelmed and not be able to seek out all of these resources on their own. The California State University-Fullerton group created an officer to focus on diversity in their departmental student organization (Saenz, 1998). As programs grow in diversity, students may provide this type of peer support. The peer support may have to come from other places on campus until the department program is more diverse. Informed, supportive faculty will also be a support for students.

Changes in the academic environment may also aid in recruitment. Students from various cultural backgrounds may learn more effectively in ways other than the traditional lecture/ask questions format. Many diverse students benefit from small group collaborative work, peer support, and use of adult learning principles (NBASLH, 1995; Cabrera, Terenzini, Pascarella, & Hagedorn, 1999). Saenz, Wyatt, and Reinard (1998) discussed "contextually embedded instruction" which included the use of "situational and nonlinguistic cues" in course presentations (p. 44). This might include observations and video use. This type of change seems to match some of the needs of individuals who come from high context cultures, where situation is important. A supportive environment may aid in the retention and recruitment of minority students in speech-language pathology programs.

Financial aid is often an increased concern for students from diverse backgrounds. The California State University-Fullerton study indicated that financial aid was a larger concern for minority students than European -American speech-language pathology students (Saenz et al.,1998). Similar to the students from related fields, students may need more information about financial aid available and more assistance with the application process (Haskins & Kirk-Sanchez, 2006; Gardner, 2003; Thomason & Thurber, 1999; Sherrod, 1995; Snyder, 1994). Again, limited research was available on the specific needs of speech-language pathology students. With the entry-level requirement of a master's degree, financial needs may be a barrier for some students.

Non-traditional study options may be a strategy used to recruit diverse speech-language pathology students. In 1998, the Central Florida Speech-Language Consortium was created to increase the number of culturally and linguistically diverse master's level speech-language pathologists available to work in the local school districts. They made modifications in the time and location of course offerings to accommodate working individuals. They offered courses in the evening and at locations close to current work environments. The creation of this Consortium increased the number of culturally and linguistically diverse speech-language pathologists. However, students from diverse backgrounds did not comprise the bulk of students who took advantage of the Consortium (Rosa-Lugo et al.,1998). Further study is needed to understand if minority students would benefit from and take advantage of non-traditional program offerings in speech-language pathology.

Literature on the recruitment of diverse students specific to the field of speech-language pathology is limited (Saenz, 2000). Stewart, Pool, & Winn (2002) indicate that programs "still fail to attract students who represent the diversity of the population" (p. 114). More effective recruitment strategies need to be identified in the field of speech-language pathology (Stewart et al., 2002). However, research that has been completed reflects ideas similar to those found in the literature of other healthcare fields. Financial aid is an important concern for students, as well as the sensitivity of faculty, and focus on diversity in the program. Diverse students are attracted to programs with peer support and diversity activities on campus. Recruitment in non-traditional sites may also be beneficial.

Literature Summary

Since literature on diverse student recruitment is limited in the field of speech-language pathology, literature from the allied health fields of nursing and physical therapy provided ideas that might apply to the field of speech-language pathology. Diverse student admissions may be increased by sponsoring workshops to aid in filling out applications for admission and financial aid. Providing a social support system and faculty mentors for minority students may be helpful to recruit a more diverse student population. These appear to be plausible suggestions but generalization to speech-language pathology should not be assumed. It would be beneficial to have research specific to the field of speech-language pathology.

The few studies available in the field of speech-language pathology indicated that community outreach, faculty sensitivity training, and better dissemination of financial aid

information are effective recruitment strategies ASHA, 2002; Rosa-Lugoet al., 1998; Saenz et al., 1998). These strategies were deemed effective by surveys of students, self-reports, or by examining diverse student enrollment numbers at a single university. ASHA (2002) completed a survey of a larger number of programs that were self-identified as having effective diverse student recruitment. However, this survey did not offer any statistical analysis or specifics to determine how the programs self-identified, contained, or demonstrated exemplary practices. A survey of programs needs to be completed. It needs to include data comparison in a larger number of speech-language pathology programs.

There is an obvious need for diversity in speech-language pathology programs. Further study is needed to determine the recruitment strategies that affect diverse student enrollment in speech-language pathology programs. No large-scale studies have been done that focus on diverse student recruitment strategies in speech-language pathology programs. This study will attempt to define the path to such large-scaled studies by providing specific information related to diverse student recruitment strategies from a large group of speech-language pathology programs.

Chapter III

Methodology

Purpose and Theory

This study attempts to identify and describe recruitment strategies/practices that would increase the diversity of students enrolled in speech-language pathology programs. Ample research has been done about the need for more cultural knowledge in speech-language pathology curriculum/practice. However, little research has been done to identify specific methods that are effective to create diversity in speech-language pathology programs. Research at this time is greater in other related areas of allied health. This study attempted to take the literature in other areas and identify those recruitment strategies that apply specifically in speech-language pathology programs. This was an effort to pinpoint key strategies for programs to quickly increase the diversity in their student enrollment.

Critical Race Theory (CRT) provides a theoretical framework for this study. CRT is a theory with roots in law and more recent applications to education. CRT has the premise that "racism is a normal, not aberrant or rare, fact of daily life" (Taylor, 1998 p. 122). One of the most successful efforts to recruit diverse students in speech-language pathology programs reported efforts to educate faculty about sensitivity and personal interactions as one of the changes which facilitated increased diversity among students (Saenz et al.,1998). Diverse students often list faculty insensitivity or lack of mentors as

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a barrier to success in a program (Gardner, 2003; Dower et al., 2001; Thomason, & Thurber, 1999). The programs that have changed the status quo, rather than perpetuating current practices have increased diversity in student enrollment. The have changed the normal pattern or status quo environment which reduces the number of diverse students.

Critical race theorists ascertain that many institutions resist organizational change and that some multicultural practices do not produce real change, but only token practices such as eating culturally diverse foods (Ladson-Billings & Tate IV, W.F., 1995). Current recruitment practices in speech-language pathology programs were not effective in recruiting students from diverse backgrounds. This is evident by the low number of practicing professionals from diverse backgrounds. Current practices at most programs are supporting the status quo. Programs with some success in recruiting minority students have possibly changed the normative standards in recruitment. Identifying these practices was a step toward changing the status quo and no longer perpetuating practices that recruit only European-American students.

Participants

A list of ASHA accredited programs in speech-language pathology with both undergraduate and graduate programs was obtained. Programs receive accreditation by the Council on Academic Accreditation which is a part of ASHA. A list was obtained of the accredited programs from ASHA. Surveys were sent to the 245 program directors after receiving approval from the Oklahoma State University Office of Research Compliance.

Instrument

The survey instrument used in this study was adapted from a 1994 study by A. Haskins and C. Rose-St. Prix with permission from the authors. This survey was designed to survey physical therapy programs on recruitment and retention strategies. Minor changes were made to reflect the program area of communication disorders versus the original design for physical therapy programs. Validity and reliability of this survey instrument were established by Dr. Haskins in the original study. An additional pilot study was done as part of this research. This pilot study was completed with 3 faculty members who did not participate in the subsequent study. Feedback was utilized from these 3 individuals to alter questions as needed, and establish face validity.

Procedure

Surveys were sent to the program directors via e-mail. Viable e-mail addresses were available for 244 of the 245 institutions. Surveys and a letter of informed consent were sent using the online survey service Zoomerang. Participants were given two weeks to respond and complete the survey. Then a reminder was sent to those who had not completed the survey using the Zoomerang service.

In order to obtain more responses, surveys were later sent by mail to those programs which had not completed the surveys online or opted out of participation in the survey online. Surveys were addressed to the program directors and a stamped return envelope was provided. Surveys were sent to 185 program directors via regular mail.

Sample

Surveys completed online totaled 58 with 4 partially completed surveys. The partially completed surveys were not utilized due to difficulties clearly accessing these using the Zoomerang service. Two respondents opted out of the survey online.

Additionally, responses were obtained via mail. A greater number of responses were received by mail, totaling 72 surveys received. The total number of surveys received was 130. However, only 126 surveys were utilized for this study due to the difficulty accessing partially completed surveys taken online. Only 13 of the 126 surveys utilized were partially complete. Overall response rate to the survey was 51%.

Survey responses were grouped based on diversity in student enrollment. Those respondents who self-identified with equal to or greater than 10% diverse student enrollment in their programs were placed in the high diversity group. Those who self-identified with lower than 10% diverse student enrollment were placed in the low diversity group. This 10% level was based on information from the Council on Academic Programs in Communication Sciences Disorders report of 9.3% average minority undergraduate enrollment in speech-language pathology programs for 2000-2001 (Shinn, Goldberg, Kimelman, & Messick, 2002).

Measures

The two groups of high diversity in student enrollment and low diversity in student enrollment were identified as the independent variables in this study. The groups were established as ASHA accredited programs with undergraduate and graduate students

making them similar. Additional information was gathered on the type of institution and size of the program and analyzed using a chi-square analysis. The yes/no questions on the survey represented questions related to specific recruitment strategies and were considered to be the dependent variables. Answers for each question were entered into the computer program SPSS 13.0 by the researcher. 10% of the surveys were randomly selected and checked for accuracy of data entry by the researcher.   A chi-square analysis was completed for each question to better determine the relationship of particular recruitment strategies to levels of diversity in student enrollment at an alpha level of .05.

Summary

In the absence of sufficient literature on recruitment of diverse students in the field of speech-language pathology, this study attempted to provide information about the recruitment of diverse students on a large-scale. Critical Race Theory provided a framework for this study. This study identified recruitment strategies associated with high diversity in student enrollment in speech-language pathology programs in the United States.

A survey of 245 programs was completed through a combination of sending surveys via e-mail and through the regular mail. Program directors were surveyed at ASHA accredited institutions which had both undergraduate and graduate programs. Overall response rate was 51% for the survey. Survey responses were placed into two groups of high and low diversity in student enrollment. High diversity was defined as those groups with greater than or equal to 10% diverse student enrollment. Low diversity was defined as less than 10% diverse student enrollment. Surveys were comprised of

yes/no questions related to the use of specific recruitment strategies/practices. Chi-square

analysis was utilized to analyze data and compare responses between the two groups.

Chapter IV

Findings

Surveys were analyzed from 126 accredited programs from all fifty states. Surveys were placed in two groups based on levels of high or low diversity. Additional information was taken about the groups which included type of institution and levels of graduate degrees offered. Chi–square comparisons revealed no significant differences in the make-up of the two groups in relation to type of institution (See Table 1) and degrees offered (See Table 2) at an alpha level of .05. Both groups contained more public institutions than private. The high diversity group had 77% of the programs from public institutions and the low diversity group had 82% from public institutions. In terms of degrees granted, 26% of the low diversity group were programs that granted doctoral degrees and 34% of the high diversity group granted doctoral degrees.

Table 1

Degrees Offered

		Degrees		
		masters	doctorate	Total
students#	Low Diversity	67	24	91
		73.6%	26.4%	100.0%
	High Diversity	23	12	35
		65.7%	34.3%	100.0%
Total		90	36	126
		71.4%	28.6%	100.0%

Table 2

Institution Type

		institution		
		public	private	Total
students#	Low Diversity	75	16	91
		82.4%	17.6%	100.0%
	High Diversity	27	8	35
		77.1%	22.9%	100.0%
Total		102	24	126
		81.0%	19.0%	100.0%

Survey questions were analyzed using chi-square analysis to compare responses from high and low diversity groups. Yes/No responses for 35 questions were analyzed from the survey. Thirty-one items did not reveal significant differences utilizing chi-square analysis. Significant differences between the groups were identified utilizing chi-square analysis on four items in the survey. These items included number of diverse faculty, talking with parent groups, disseminating financial aid information, and providing work-study and teaching/research assistantships to students from diverse backgrounds. Table 3 provides the alpha values for all items on the survey.

Table 3

Survey Item Alpha Values

Recruitment Activity/Practice	Alpha Values
Two or more full-time faculty or clinic instructors from diverse backgrounds	.000 *
Visits to elementary/secondary schools	.302
Visits to community colleges	.517
Visits to minority institutions	.083
Talks to church groups	.346
Talks to parent groups	.018 *
Participation in career fairs	.211

Participation in community speech and hearing Screenings	.693
Sponsor open house or family days	.121
Use current diverse faculty, students or alumni in recruitment activities	.094
Use audiovisual media to recruit	.384
Use the local media to recruit	.676
Keep in touch with potential diverse students	.751
Disseminate financial aid information to potential diverse students	.034 *
Use special or flexible admissions policies	.521
Assist students in completing financial aid or admissions applications	.647
Set quantitative gals for diverse student enrollment	.564
Reflect cultural diversity as a program goal	.464
Remediation and or testing of basic skills using own or institutional resources	.343
Providing tutoring, test taking skills or study skills intervention	.394
Provide orientation activities	.557
Sponsor guest speakers from diverse racial/cultural backgrounds	.228
Sponsor sensitivity training for faculty	.714
Provide student leadership development through encouraging participation in NSSLHA diverse student leadership activities or other campus clubs	.556
Provide scholarships specifically for students from diverse facial/cultural backgrounds	.179
Provide college work-study opportunities, teaching or research assistantships specifically for students from diverse backgrounds	.047 *
Provide personal counseling	.911
Provide academic counseling	.144
Provide computer assisted instruction	.885
Use learning groups	.374
Discuss racism or cultural differences in the curriculum	.241
Examine racial bias in the curriculum	.496
Establish mentors for students from diverse racial/cultural backgrounds	.801
Flexible retention policies	.561
Provide on-campus child care	.555

*Significant at the .05 level

Number of Diverse Faculty

Programs were asked to report the number of full time faculty and clinical instructors currently held by an individual from a diverse background. Diverse background was defined as someone from African-American, Native American, Asian, Pacific Islander, Hispanic or other minority group. Programs had the option of choosing none, 1 position or 2 or more positions on the survey. Chi-square analysis revealed expected differences between the two groups, in number of faculty positions held by individuals from diverse backgrounds χ^2 (2,N=126)=15.63 p< .05. As shown in Table 4, 63% of programs with high diversity had two or more positions held by an individual from a diverse background. This compared with only 25% of programs with low diversity having two or more individuals in the department from a diverse background.

Table 4

Number of Diverse Faculty

		faculty#			
		none	1position	2 or more	Total
students#	Low Diversity	35	33	23	91
		38.5%	36.3%	25.3%	100.0%
	High Diversity	6	7	22	35
		17.1%	20.0%	62.9%	100.0%
Total		41	40	45	126
		32.5%	31.7%	35.7%	100.0%

Talking with Parent Groups

Programs were asked to report if they talked with parent groups as a regular part of recruitment activities. Chi-Square analysis revealed significant differences between

the two groups χ^2 (1,N=126)= 5.56 p< .05. Talking with parent groups was a reported

recruitment activity in 24% of the programs with low diversity (See Table 5). Programs

with higher diversity in student enrollment reported greater use of talks with parent

groups as a recruitment activity.

Table 5

Talks with Parent Groups

		parent groups		
		yes	no	Total
students#	Low Diversity	22	69	91
		24.2%	75.8%	100.0%
	High Diversity	16	19	35
		45.7%	54.3%	100.0%
Total		38	88	126
		30.2%	69.8%	100.0%

Financial Aid Information

Programs were asked if they disseminated financial aid information to potential

students from a diverse background. Chi-square analysis revealed differences between

the high and low diversity group, χ^2 (1,N=119)= 4.47, p< .05. Financial aid information

was disseminated by 85% of the programs (See Table 6) with reported high diversity, and

only 65% of those programs in the low diversity group.

Table 6

Dissemination of Financial Aid Information

		Disseminate Financial Aid		
		yes	no	Total
students#	Low Diversity	56	30	86
		65.1%	34.9%	100.0%
	High Diversity	28	5	33
		84.8%	15.2%	100.0%
Total		84	35	119
		70.6%	29.4%	100.0%

Work-Study and Teaching Assistantships

Providing scholarships was another recruitment tool that programs provided information about on the survey. Programs reported whether they provide college work-study scholarships, teaching assistantships or research assistantships specifically for students from diverse backgrounds. Chi-square analysis revealed significant differences between the high and low diversity groups, χ^2 (1,N=125)= 3.96, p< .05. Thirty-three percent of programs with low diversity provide specific scholarships to diverse students (See Table 7) and 51% of programs with high diversity provide specific scholarships for students from a diverse background.

Table 7

Work-Study and Teaching/Research Assistantships

		Work Study		
		yes	no	Total
students#	Low Diversity	29	61	90
		32.2%	67.8%	100.0%
	High Diversity	18	17	35
		51.4%	48.6%	100.0%
Total		47	78	125
		37.6%	62.4%	100.0%

Summary

Surveys were sent to all 245 programs accredited by ASHA which offer at least a master's degree. Surveys were sent electronically and via the regular mail. Response rate was 51%. Programs surveyed were placed in a high and low diversity group. Chi – square analyses revealed no significant differences between the two groups on level of graduate degree offered and institution type. Thirty-five yes/no questions, related to recruitment practices were analyzed. This analysis was done in order to identify recruitment strategies that correlate with high diversity in student enrollment.

Chi-square analyses revealed no significant differences between group responses on 31 of the questions. The items that were not significant included things such as visits to churches or elementary schools and the use of specific media that contain racially diverse pictures of students. Providing child care on campus, using learning groups, and sponsoring faculty sensitivity training were also examples of items that were not found to be significant in this study. These questions related to specific recruitment strategies or departmental practices. Chi-square analysis revealed expected differences between the

two groups in four areas. The four significant recruitment strategies/practices identified

in this study included number of diverse faculty, talks with parent groups, dissemination

of financial aid information and providing specific work-study or teaching assistantships

for students from diverse backgrounds.

Chapter V

Conclusion

This study attempted to identify and describe specific recruitment strategies/ practices that would increase the diversity of students enrolled in speech-language pathology programs. The United States 2000 Census reported that approximately 30% of the population is a member of a racial minority. This is vastly different than the number of diverse speech-language pathologists serving them. ASHA reports seven percent of its members belong to a racial minority and only 3% identified their ethnicity as Hispanic or Latino (2005). This disparity is not acceptable and will not allow speech-language pathologists to provide the best services possible to the population at large. Many do not have adequate training to serve the diverse clients and feel more depth is needed in educational preparation (Kohnert et al.,2003 Young & Westernoff; 1999). Having a more diverse workforce will add to the preparation, professional resources and ability to provide appropriate services.

Diversifying the workforce will improve service delivery to the changing more diverse population. Patients prefer providers from their own racial or cultural group (Walsh et al., 2000). This is probably do to the ability of these providers to be more sensitive to cultural needs, communicate appropriately and in their native language. Speech-language pathologists who come from a bilingual/bicultural background report higher comfort levels working with clients from diverse backgrounds. This includes

clients who come from racial/cultural backgrounds that do not mirror their own (Kritikos, 2003). We need more diversity in the workforce. Diversity in the professional workforce will strengthen the patient provider relationship and allow for service delivery with less bias and prejudice (Haskins, 2006). Achieving diversity in the workforce will only occur after programs in speech-language pathology diversify. Students need to be recruited from diverse racial, cultural, and linguistic backgrounds.

Research on recruitment of diverse students to speech-language pathology programs is limited (Saenz, 2000). Although ASHA has listed some suggestions and summarized some exemplary practices, no large scale studies have been done. Stewart, Pool, & Winn (2002) indicated that "more effective strategies are needed to ensure that the professions have adequate representation from men and minority populations" (p. 114). Programs need efficient strategies to recruit diverse students. This study attempted to identify these methods.

This study utilized a survey, adapted with permission from a study done with physical therapy programs by Haskins and Rose St. Prix (1994). The survey was designed to compare the recruitment strategies/practices utilized by programs with high diversity and low diversity in student enrollment. This study attempted to fill a gap in the literature on diverse student recruitment in speech-language pathology programs. It was a large scale study that attempted to survey all programs in the United States.

All ASHA accredited programs were surveyed with a response rate of 51%. Results revealed group differences in four key areas. Programs with high diversity, defined as equal to or greater than 10%, identified four recruitment practices that they utilize with consistency compared to those with low diversity. These four areas are

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having diverse faculty, talking with parent groups to recruit students, disseminating

financial aid information to potential diverse students, and providing specific

scholarships or research assistantships to diverse students. These four areas strongly

relate to programs identifying a focus of diversity with the faculty and providing financial

assistance to potential diverse students.

Diverse Faculty

Diverse students are attracted to institutions which promote a comfortable

environment with a commitment to diversity (Saenz et al., 1998; Thomason &

Thurber,1999). Having faculty and staff from diverse backgrounds will reflect this

commitment to diversity. This research indicated that 63% of programs with high

diversity in student enrollment had 2 or more faculty from a diverse background. This

commitment to diversity among faculty resulted in a high diversity in student enrollment.

Faculty from diverse backgrounds may share cultural beliefs with diverse students.

Faculty from diverse backgrounds may also be more sensitive when communicating with

Students and provide mentoring (Williams, 2001; Saenz, 2000). Some of the literature

suggested faculty sensitivity training to create a better environment for diverse students.

In programs containing diverse faculty, some informal sensitivity training may occur that

better prepares faculty to interact with diverse students (Dower et al., 2001; Saenzet al.,

1998). Program commitment to diverse faculty also creates a sensitive and welcoming

environment for diverse students.

Although mentoring was not directly identified as a recruitment practice by

programs with higher diversity, all faculty serve as mentors for students. The

faculty/student interaction may differ when the program faculty are more diverse.

Students inherently have like role-models who may interact in similar patterns in a

program with diverse faculty. In Gardner (2003) diverse students reported interaction

with insensitive faculty as a barrier. Faculty did not seem to understand their customs

and belief systems. In the study at California State University, Fullerton, they provided

cultural interaction and sensitivity training for faculty. This training was provided by

faculty who came from diverse racial/cultural backgrounds (Saenz et al., 1998).

Students may be more likely to seek out help from someone from a similar racial/cultural

background. This increases the comfort and success of the students in the program.

A diverse program faculty promotes a comfortable atmosphere where diversity is

accepted. Actually having a diverse group of professionals running the program goes

further to promote diversity than just having it as part of a mission statement. Saenz

(2000) reported that the "competitive climate students often encounter in applying to

graduate programs in speech-language pathology may discourage some culturally diverse

students from applying" (p. 247). Faculty from diverse backgrounds may inherently

understand the barriers that students from diverse backgrounds encounter. A diverse

faculty may reduce this European-American driven climate of competitiveness and make

it a better environment for diverse students. Students are attracted to a diverse climate

where they feel accepted (Cabrera et al., 1999). Clinicians from diverse backgrounds

report increased comfort serving clients with racial/cultural backgrounds different than

their own (Kritkos, 2003).   The same may be true for faculty. This creates a climate for

diversity to flourish.

Having faculty from diverse backgrounds will contribute to the commitment the

department has to diversity. Faculty with different experiences can change the focus of

the curriculum. Departments with self-reported exemplary recruitment of diverse

students report one method of successful recruitment as offering courses related to

multicultural issues (ASHA , 2002). Diverse program faculty will increase the

knowledge base and experience for offering courses which may attract more diverse

students. Neha (2003) and Gardner (2003) reported that course content may conflict with

personal cultural beliefs. Having diversity among faculty may help to decrease this

conflict students experience in many programs.

Clearly, having a diverse faculty is related to attracting a diverse student

enrollment. The commitment to diversity and the climate created by a diverse faculty

group may be one reason this is helpful. The ability of faculty to incorporate sensitivity,

mentor students, and provide leadership for other faculty on diversity issues may also

help in the recruitment of diverse students. Diverse faculty can bring sensitivity and

knowledge to incorporate into coursework that is not reflected in a stated program goal.

The benefits of a diverse faculty are many and clearly helpful in the recruitment of

diverse students to programs in communication disorders.

Talking to Parent Groups

Recruitment of diverse students in non-traditional areas has been a strong thread

throughout the literature on diverse student recruitment. Most student recruitment is

done directly with the students and often as they are about to enter college. This research

indicated that meeting with parent groups was correlated with high diversity in student enrollment. Forty-six percent of programs with high diversity reported talking with parent groups. This is a form of the important outreach into the community which was described as important by programs with success in recruiting individuals from a diverse background (Saenz et al., 1998; Sherrod, 1995). This may be one of the less explored avenues for student recruitment that the literature suggests. Talking to parents provides a culturally appropriate way to make a first contact with many diverse students.

Some students come from cultures that center around the values such as high need to show respect for your parents (Gardner, 2003). Consequently, some parents of diverse students have a fear of their children being pulled from the strong family unit to a location far from home (Williams, 2001). The prominent decision-making role of the parents in many cultures, therefore, is valued when programs talk to parent groups to recruit students. Likewise, programs must take into account these cultural beliefs about parents and their role in the families when recruiting diverse students.

Talking to parent groups may also be an avenue for students to hear about the field of speech-language pathology. Most students who major in this field have had direct contact with an individual from the field (Stewart et al., 2002). Talking to parents may be the pathway to planting consideration of this field for individual students. Parent contact is a form of outreach and dissemination of information into a community which may not have role-models in this particular field. Talking to parent groups provides general information about the field to spark an interest.

Involving the parents in the recruitment process reflects a commitment to involving families, because students from varying cultural backgrounds often have a

strong sense of community. Parents or even grandparents may provide strong direction to

students from diverse backgrounds in making choices about attending a particular college

or program. Because of this strong direction provided by family, it is important to

involve families when working with students from diverse backgrounds (Thomason &

Thurber, 1999). Talking to parent groups has been a successful recruitment strategy

described in physical therapy and other health careers (Haskins & Rose-St. Prix, 1994;

Thomason & Thurber, 1999). In addition, Stewart, Pool and Winn (2002) identified

proximity to family as one of the top 9 reasons diverse students choose the field of

speech-language pathology. Students from diverse backgrounds may be more likely to

stay close to home and be influenced more by their parents. Talking to parent groups was

a key recruitment difference for programs with higher diversity.

Financial Aid Information

The literature has a strong link related to financial issues and recruitment of

students from a diverse background. Students from diverse backgrounds are often first

generation students and many are from lower socioeconomic backgrounds (Heller, 2001;

Saenz et al., 1998; Bowen & Bok, 1998). As a result, students from diverse backgrounds

view financial aid as a large concern (Gardner 2003; Dower 2001; Williams, 2001). This

study revealed that 85% of programs with high diversity disseminated financial aid

information to potential minority students. This finding is consistent with previous

recruitment literature which reflects high importance on financial need.

Students from diverse backgrounds may lack the resources to investigate avenues

for potential financial aid independently. Parents of diverse students may not have had

the college experience to guide their children through the process.   They may need

increased assistance with the financial aid process (Thomason & Thurber, 1999; Sherrod,

1995; Snyder, 1994). Some programs which have increased diverse student enrollment

have incorporated unique ways to better help students with the financial aid process.

These methods include workshops prior to enrollment and seminars or specific assistance

on filling out financial aid forms. Financial access has been geared to the upper and

middle class in the last few years and wealth and ethnicity still play a role in access to

financial aid (Heller, 2001). Disseminating financial aid appears to assist students in the

process.

As early as 1994, Haskins and Rose-St. Prix identified disseminating financial aid

information as a key recruitment strategy in their study. Years later, Haskins and Kirk-

Sanchez (2006) again found links to dissemination of financial aid information with the

recruitment of Native American students. This study also found that 85% of the

programs with high diversity in student enrollment reported disseminating financial aid

information. Although this study did not allow for qualitative descriptions of the

dissemination process, it is likely that many of these programs actually help students with

the paperwork process involved in financial aid applications. Diverse students need

assistance with the process and disseminating information about the aid and the process

of applying for financial aid would be ideal for recruitment of diverse students.

Work-Study or Teaching Assistantships

This study revealed a link between specifically offering work-study positions or

teaching assistantships for diverse students and high levels of diversity in student

enrollment. In 51% of the programs with high diversity, work-study positions or teaching assistantships were offered specifically to students from diverse backgrounds. These types of positions often help students balance work and study which can be particularly attractive to any student. These types of jobs better help students balance work and school than outside work positions.

Diverse students surveyed by Dixon and Flowers (1996), indicated that availability of financial aid was one of the top 3 reasons for choosing a program. Saenz, Wyatt, and Reinard (1998) reported that financial aid was a larger concern for students from diverse backgrounds than students from European-American backgrounds. However, loans are often not the choice for many students from a diverse background who are reluctant to incur large debts (Thomason & Thurber, 1999). To recruit diverse students, programs must give alternatives for various forms of financial aid and not just loans. Work-Study and teaching assistantships provide the type of financial assistance many diverse students need.

Teaching Assistantships and work-study positions can be flexible to work around class schedules and the needs of family. Balancing family needs and work was mentioned as a concern for students interviewed by Gardner (2003) and Dower (2001). If students go to class all day and work in the evening, little time is available to help with families. Because, many students from diverse backgrounds report increased family responsibilities, the flexibility of a work-study or teaching assistantship may allow them to help at home in the evening. Diverse students listed difficulty coordinating work and class schedules as a barrier to success (Dower, 2001; Williams 2001). Work schedules outside of the college may not allow for class time in the middle of the day. Because

speech-language pathology students have to do clinical work in addition to their regular coursework, it is even more difficult to find a job that coordinates with class and clinic schedules. Work-study and teaching assistantships offer much needed flexibility.

As programs look for creative ways to recruit students from diverse backgrounds, many programs fear the use of racial preferences due to the recent rulings on admissions policies (Schmidt, 2003). The assignment of work-study positions may be linked to socio-economic status, making work-study offering less of a risk for programs trying to recruit diverse students. Work-study positions may not have the tie to racial preferences that programs are trying to avoid with the new Supreme Court rulings. Programs specifically offering positions to students from diverse backgrounds also demonstrate a commitment of the program to diversity. This means that the program consistently has peer mentors, which will in turn attract diverse students to the program. Offering a viable way for students to ease the burden of financial expenses without incurring debt is a viable way to attract students from a diverse background.

Limitations of This Study

The questionnaire for this study was comprised of yes/no questions which may have been difficult to interpret for some programs. Some respondents reported that they had difficulty choosing a response since many of the recruitment practices were completed at the university level. Others reported that they complete the practices with all students and appeared unsure about choosing a response. Yes/No questions do not offer in depth information about the specifics of a practice and more detail would clearly be helpful in some cases. For example, the amount of work-study scholarships and the

percentage that they cover would be helpful information from the programs that reported that they specifically offer these to students from minority backgrounds. Additional information about the way financial aid information is disseminated would be helpful as well.

Limited information was gathered about the institutions. One respondent reported that her program was located in a diverse geographic region, and she felt they had to do less work to recruit individuals from diverse backgrounds. Although individual programs were surveyed from across the country, more information may have been helpful about the specifics of the program and the program's history of diversity. Future studies may want to take into account regional differences in diversity.

Areas for Additional Research

This study indicated a strong correlation between diverse faculty and diverse student enrollment. More information is needed about why this is helpful. Specifically, what attributes do diverse faculty bring to a program that might be incorporated into programs with more limited diversity among faculty? Can sensitivity training for faculty be useful in teaching faculty to provide the environment that a more diverse group provides? Establishing the specifics of why diverse faculty help recruit diverse students is important because it may be some time before the applicants are available that would provide the level of diversity needed for all programs to diversify current faculty.

Further information should be gathered on talking to parent groups. Are these programs that have identified this as a focus doing this as part of a university sponsored program or on the departmental level? Also, are these programs completing these

meetings in some of the more non-traditional avenues such as churches or community

centers?

Information about the specifics of disseminating financial aid information would

also be helpful. Previous research indicates that this was a helpful tool in increasing the

number of diverse students recruited. However, methods invariably differ in programs. It

is difficult to ascertain from this research if students received individual, more general

assistance or specific assistance completing forms for financial aid. It would also be

helpful to gain more insight into the success of this process in several programs.

With the anti-affirmative action legislation that has been passed recently, it will

be imperative for all those in higher education to explore ways to encourage enrollment

of students from diverse ethnic/racial backgrounds and not appear to be employing quota

methods. A strong link exists between specifically offering work-study and teaching

assistantships to individuals from diverse backgrounds. More information is needed on

how these institutions effectively do this without violating some of the new court rulings

that have affected higher education recently.

Summary

This study added to the limited body of research in the field of speech-language

pathology on recruitment of diverse students. Four recruitment practices were identified,

at the .05 significance level, to be related to diversity in student enrollment greater than

10%. The first key characteristic identified was having a diverse faculty with two or

more positions held by individuals from diverse racial or ethnic backgrounds. Programs

need to be committed to diversifying faculty. However, further research needs to identify

some of the specific skills and knowledge diverse faculty bring to a program. Programs

may need to examine creative ways of sharing faculty.   The second practice identified

was talking to parent groups. This is a practice which can be implemented by any

program with little cost involved. Programs should consider using diverse students or

community cultural consultants to provide information in a culturally appropriate manner

to parents.   A third important practice was disseminating financial aid information to

potential students. Programs need to assist students with filling out forms and make the

process as easy as possible. Many students from diverse backgrounds report higher

concern over financial aid and it is not surprising that providing financial aid information

was correlated with higher diversity. A strategy such as disseminating financial aid

information is a low cost practice that can be easily implemented in any area. Finally,

offering specific work-study opportunities or teaching assistantships for diverse students

were identified as practices that increase diversity. Programs may need to locate new

resources to provide these for students. The need for financial aid in a variety of ways

was strong throughout the literature and was seen as a key factor again in this study.

Haskins and Kirk-Sanchez (2006) indicate that the patient/provider relationship

will be improved with a more diverse workforce. Diversity among students is positive in

the classroom and for the preparation of students who will work in education and

healthcare. With the changing population in the United States, it is necessary to increase

diversity in the classroom. The field of communication disorders must continue to

explore ways to increase diversity in the classroom and, ultimately, in the profession of

speech-language pathology.

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Appendix A
Survey

Part I: Characteristics of the program

Please put an X by your answer.

1. Speech-language pathology degrees offered:
       bachelors _____
       masters   _____
       doctorate_____

2. Type of institution:
       public   _____
       private   _____

3. Total number of full-time faculty and clinic instructor positions in the communication disorders department currently filled by a person who is from a diverse background (African-American, Asian, Pacific Islander, Hispanic or other minority group):

       none   _____

       1 position   _____

       2 or more positions _____

4. The total number of diverse students (African-American, Native American, Asian, Pacific Islander, Hispanic or other minority group) currently enrolled in graduate and undergraduate programs is:

       Less than 10% of the total student enrollment _____

       Greater than 10% of the total student enrollment _____

Part II: Recruitment Activities

Has your program participated in any of the following activities?
Please mark an X by YES or NO.

5. Visits to elementary or
   secondary schools   YES____   NO____

6. Visits to community colleges   YES____   NO ____

7. Visits to minority institutions   YES____   NO ____

8. Talks to church groups   YES____   NO ____

9. Talks to parents groups   YES____   NO____

10. Participation in career fairs   YES____   NO____

11. Participation in community speech
    and hearing screenings   YES____   NO____

12. Sponsor open houses or family days
    at your facility   YES____   NO____

13. Use current diverse faculty,
    students or alumni in
    recruitment activities   YES____   NO____

14. Use audiovisual media which
    contains pictures of individuals
    from diverse racial/cultural
    backgrounds   YES____   NO____

15. Use the local media to recruit   YES____   NO____

16. Keep in touch with potential
    diverse students   YES____   NO____

17. Disseminate financial aid information
    to potential diverse students   YES____   NO____

18. Use special or flexible admissions
    policies   YES____   NO____

19. Assist students in completing
    financial aid or admissions
    applications   YES____   NO____

20. Set quantitative goals for diverse
    student enrollment   YES____   NO____

21. Reflect cultural diversity as a program
    goal   YES____   NO____

22. Remediation and or testing of
    basic skills using own or
    institutional resources   YES_____   NO____

23. Providing tutoring, test taking   YES____   NO____
    skills or study skills intervention

24. Provide orientation activities   YES____   NO____

25. Sponsor guest speakers from
    diverse (racial/cultural)
    backgrounds   YES____   NO____

26. Sponsor sensitivity training for
    faculty   YES____   NO____

27. Provide student leadership development
    through encouraging participation in
    NSSLHA diverse student leadership
    activities or other campus clubs.   YES____   NO____

28. Provide scholarships specifically for
    students from diverse racial/cultural
    backgrounds   YES____   NO____

29. Provide college work-study opportunities,
    teaching or research assistantships
    specifically for students from
    diverse backgrounds   YES____   NO____

30. Provide personal counseling   YES____   NO____

31. Provide academic counseling   YES____   NO____

32. Provide computer assisted instruction YES____   NO____

33. Use learning groups   YES____   NO____

34. Discuss racism or cultural differences
     in the curriculum   YES____   NO____

35. Examine racial bias in the curriculum   YES____   NO____

36. Establish mentors for students from
     diverse racial/cultural backgrounds   YES____   NO____

37. Flexible retention policies (e.g. extended
     track programs)   YES____   NO____

38. Provide on-campus child care   YES____   NO____

Appendix B – Cover Letter

Dear Program Director,

I am currently in my last year of study to complete an Ed.D. in Educational Leadership. I am a speech-language pathologist and a university instructor. I am interested in recruitment strategies that specifically increase the enrollment of diverse students in communication sciences disorders programs. As you know, many programs are currently seeking to increase the number of culturally and linguistically diverse students. ASHA has also recently focused on increasing diversity among practicing professionals. The purpose of my research is to identify effective strategies to recruit diverse students to the field of speech-language pathology.

Therefore, I am asking that you please find time to complete the attached survey and return within the next two weeks. The answers to this survey should reflect what efforts your department makes in the recruitment of students to your program. Your participation will contribute to the body of knowledge related to the recruitment of diverse students to speech-language pathology programs. There are no known risks associated with participation in this project that are greater than those encountered in daily life. Participation in this study is voluntary.

RETURN OF THIS SURVEY WILL INDICATE YOUR WILLINGNESS TO PARTICIPATE AND WILL SERVE AS INFORMED CONSENT. Your name and the name of your institution will be kept confidential. Survey responses may contain the participant's e-mail address. This information will be contained in password protected records, available only to the researchers. All records with identifying information will be kept for a one year period and then destroyed. Identifying information of the participants will not be shared with other individuals or groups. If you have any questions, Suzanne Stanton may be reached at (918)629-0667 or via e-mail at suzanne68@cox.net.Dr. Timothy Pettibone may be reached at (505)937-0692 or via e-mail at Timothy.pettibone@gmail.com For information on subjects' rights, contact Dr. Sue C. Jacobs, IRB Chair, 415 Whitehurst Hall, (405)744-1676. Thank you in advance for participation in this study.

Sincerely,
Suzanne Stanton, M.A. CCC-SLP
(918) 492-7640 (home)
(918) 629-0667 (cell)
suzanne68@cox.net
Please click on this link or copy and paste to your browser to complete the survey

http://www.zoomerang.com/survey.zgi?p=WEB224XBFTPNBP

Appendix C

Oklahoma State University Institutional Review Board

Date: Friday, January 20, 2006

IRB Application No   ED0671

Proposal Title: Diverse Student Recruitment Strategies and Practices in Speech-Language
                           Pathology Programs

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s):   Approved   Protocol Expires: 1/19/2007

Principal
Investigator (s)

Suzanne J. Thompson Stanton   Timothy J. Pettibone
3403 E. 86th St.   113 Granite Dr. Unit #1 8
Tulsa, OK 74137   Rividoso, NM 88345

The IRB application referenced above has been approved. It is the judgment of the reviewers that the
rights and welfare of individuals who may be asked to participate in this study will be respected, and that
the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45
CFR 46.

  The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
  stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following-.

1 .   Conduct this study exactly as it has been approved. Any modifications to the research protocol
      must be submitted with the appropriate signatures for IRB approval.
2.   Submit a request for continuation if the study extends beyond the approval period of one calendar
      year. This continuation must receive IRB review and approval before the research can continue.
3.   Report any adverse events to the IRB Chair promptly. Adverse events are those which are
      unanticipated and impact the subjects during the course of this research; and
4.   Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions about
the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415
Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,
Sue C. Jacobs
Institutional Review Board

Appendix D

Oklahoma State University Institutional Review Board

Date   Wednesday, April 26, 2006   Protocol Expires:

        1/19/2007

I RB Application   ED0671

Proposal Title: Diverse Student Recruitment Strategies and Practices in Speech-Language
                        Pathology Programs

Reviewed and   Exempt

Processed as: **Modification**

Status Recommended by Reviewer(s)   **Approved**

        Principal
        Investigator(s)

        Suzanne J. Thompson Stanton   Timothy J. Pettibone
        3403 E. 86th St.   113 Granite Dr. Unit #1 8
        Tulsa, OK 74137   Rividoso, NM 88345

_____

        The requested modification to this IRB protocol has been approved. Please note that the original
        expiration date of the protocol has not changed. The IRB office MUST be notified in writing when
        a project is complete. All approved projects are subject to monitoring by the IRB

        The final versions of any printed recruitment, consent and assent documents bearing the IRB
        approval stamp are attached to this letter. These are the versions that must be used during
        the study.

Signature:

                                                Wednesday, April 26 2@006
Sue C. Jacobs, Chair, OSU Institutional Review Board   Date

VITA

Suzanne Thompson Stanton

Candidate for the Degree of

Doctor of Education

Thesis: RECRUITMENT OF DIVERSE STUDENTS IN SPEECH-LANGUAGE
PATHOLOGY PROGRAMS

Major Field: Educational Leadership

Educational/ Credentials:
M.A.-Speech-Language Pathology-Oklahoma State University 1992. Graduated with
Honors.
B.S.-Speech-Language Pathology-Oklahoma State University 1990.
CCC-Certificate of Clinical Competence-American Speech-Language Hearing
Association
Completed the Requirements for the Doctor of Education in Educational Leadership at
Oklahoma State University in December 2006.

Professional Employment History:
June 2001 to Present	Clinical Coordinator/Instructor University of Tulsa, Department of Communication Disorders.
August 1995 to June 2001	Lead therapist at Milestone Therapy Services at Doctor's Hospital and Hillcrest Specialty Hospital-Tulsa, Ok.
January 1995 to August 1995	Senior Speech-language pathologist at Neurological Rehab Institute at Brookhaven Hospital-Tulsa, OK.
March 1993 to January 1995	Speech-language pathologist at Memorial Hospital Northwest-Houston, TX.
June 1992 to March 1993	Speech-language pathologist at Community Rehab Center-Tulsa, OK.

Courses Taught or Teaching:
Phonetics-CDSP 3203, University of Tulsa
Speech Science-CDSP 3063, University of Tulsa

Name: Suzanne Thompson Stanton Date of Degree: December 2006

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: RECRUITMENT OF DIVERSE STUDENTS IN SPEECH-LANGUAGE PATHOLOGY

PROGRAMS

Pages in Study: 69

Major Field: Educational Leadership Candidate for the Degree of Doctor of Education

Scope and Method of Study:

The population in the United States continues to become more racially diverse. The field of speech-language pathology must diversify as well. A diverse professional pool will better serve the needs of the diverse clients speech-language pathologists serve in all educational and clinical settings. This study attempts to identify recruitment practices and strategies that increase the enrollment of students from diverse racial/ethnic backgrounds in speech-language pathology programs. A survey instrument was utilized to determine specific recruitment practices utilized by all accredited graduate programs. A comparison was made between programs with high and low diversity in student enrollment. Chi-square analysis was utilized to identify significant differences in the recruitment practices of both groups.

Findings and Conclusions:

Four practices or strategies were found to be significant at the .05 level. These key strategies included having diverse faculty, talking to parent groups ,disseminating financial aid information and offering specific scholarships or teaching assistantships to students from minority or culturally diverse backgrounds. This comparison of the high and low diversity groups on a large scale is unique and may offer insight into methods to better recruit students from diverse backgrounds to the field of speech-language pathology.

ADVISOR'S APPROVAL: Dr. Timothy J. Pettibone