

Buffalo State University
Department of Speech-Language Pathology
Strategic Goals 2020-2025

The Strategic Plan will be reviewed and revised (as needed) during the annual spring faculty retreat in May.

1. Monitor the effectiveness of the freshman admissions model initiated in fall 2020 [IN PROGRESS]

- 1a) Track student GPAs in the major
- 1b) Track undergraduate retention and graduation rates

KPI: Track the number of SLP majors, undergraduate retention, and graduation rates through Tableau and document in a shared excel file

- 1c) Make efforts to identify the professional outcomes of graduating seniors
 - 1c.1) Identify the number of students who matriculate into SLP or other graduate programs
 - 1c.2) Identify employment settings for students who do not enter a graduate program

KPI: Deploy an exit survey to our undergraduate students to track these outcomes

- 1d) Support our entering freshmen and sophomore students by creating peer-to-peer tutoring and other peer mentoring opportunities

- 1d.1) Encourage peer mentoring networking through NSSLHA

KPI: Track the number of undergraduate peer-to-peer groups; eventually include an item that addresses this on the undergraduate exit survey

2. Review the undergraduate curriculum to ensure that our students develop a lifelong passion for learning and succeed as citizens [IN PROGRESS]

- 2a) Evaluate the learning outcomes identified in the undergraduate course syllabi to ensure that essential material is being addressed across the curriculum
- 2b) Ensure that our undergraduate curriculum is compliant with the new University-wide general education requirements
- 2c) Create continued opportunities for undergraduate students to engage in mentored research
- 2d) Increase the number of service- learning and observation experiences available to undergraduates

- 2e) Identify ways to infuse literacy-based content into the undergraduate curriculum
- 2f) Improve the critical thinking, oral, and written language competencies of our undergraduate students

3. In partnership with the Exceptional Education Department, develop and offer a micro-credential in *ASL and Deaf Studies* to undergraduates across the campus [COMPLETED]

- 3a) Create a new course for advanced (Level 3) study of *American Sign Language*
- 3b) Create a new course in *Deaf Culture and Deaf Studies*
- 3c) Obtain approval for the micro-credential from SUNY and initiate this offering

4. In partnership with the Exceptional Education Department, submit a proposal for an interdisciplinary major in *Deaf Education and Deaf Studies* to be housed in the School of Education [IN PROGRESS]

5. Evaluate our graduate admissions process to ensure that we are striking a balance between sufficient enrollment numbers and high student quality

- 5a) Explore options for “wholistic admissions” [IN PROGRESS For 2024 Application Cycle]

KPI: Incorporate interviews into the application requirements and assess the results

- 5b) Devise a first semester competency rating system for incoming graduate students [IN PROGRESS]

KPI: Evaluate 1st semester fall academic and clinical grades to determine how well they correlate to graduate admissions scores

- 5c) Develop an “incentive program” that encourages our top undergraduates to remain at Buffalo State for graduate school

KPI: Once the program is developed, determine the number of undergraduate students who attend the graduate program

- 5d) Identify funding sources that can increase the number of teaching or research assistantships we can offer to incoming graduate students [COMPLETED/IN PROGRESS]

6. Revise the Master's Capstone experience [COMPLETED]

- 6a) Replace the current comprehensive written examination option with a

- case-based presentation [COMPLETED]
- 6b) Revise SLP 625 and submit a course revision proposal [IN PROGRESS]
- 6c) Evaluate the new Capstone experience and devise plans to address any concerns [IN PROGRESS]

KPI1: Continue to solicit feedback on the graduate exit survey regarding this experience and update as necessary

KPI2: Monitor pass rate

7. Review the graduate academic curriculum and modify where needed

- 7a) Track the learning outcomes identified in the course syllabi to ensure that essential material is being addressed across the graduate curriculum [COMPLETED/IN PROGRESS]

KPI: As ASHA standards are revised, review the curriculum to ensure that standards continue to be addressed in our curriculum

- 7b) Continue to support opportunities for graduate students to engage in mentored master's projects and theses [IN PROGRESS]
- 7c) Identify strategies to infuse literacy-based content into the graduate curriculum [IN PROGRESS]
- 7d) Identify strategies to improve the oral and written language competency of our graduate students [IN PROGRESS]

8. Review the clinical curriculum and modify where needed

- 8a) Review clinical rotation scheduling
 - 8a.1) Consider offering external summer placements for advanced G1 students [IN PROGRESS]
 - 8a.2) Consider offering external opportunities during J-term [COMPLETED/IN PROGRESS]
- 8b) Review student grading rubrics for clinical education and revise as needed [COMPLETED/IN PROGRESS]

9. Implement new clinic business and records practices

- 9a) Convert to EMR for client scheduling and billing [MODIFIED]
- 9b) Convert client paper forms to an electronic format
- 9c) Review options for providing incentives to our external supervisors [IN PROGRESS]

10. Increase the diversity of client populations and clinical placements

- 10a) Increase the number of experiences with preschool age clients through our clinic
- 10b) Increase the number and diversity of experiences in medical speech pathology, with a particular emphasis on disorders of voice and speech-motor control
- 10c) Increase the number of experiences with persons who use alternative and augmentative forms of communication
- 10d) Explore the viability of external placements outside of Western New York with other college offices, taking into consideration the graduate course sequence
- 10e) Identify ways to assist students on campus who are ENL (English as a New Language)
- 10f) Identify ways to assist students on campus with communication challenges
- 10g) Increase our collaborative activities with the Health, Nutrition and Dietetics Department [IN PROGRESS]
- 10h) Increase our collaborative activities with the Social Work Department

KPI1: Track the number of preschool age clients seen through our clinic

KPI2: Track the number of clients who participate in SPEAK OUT

KPI3: Track the number of collaborations with the Dietetics and Nutrition Department

11. Expand our distance education footprint by developing online options for selected courses [ON HOLD – Monitor Institutional Online Policies]

KPI1: Document the number of faculty who have received online training to be able to teach online courses

KPI2: Track the number of online courses that are online approved in the department

12. Ensure that the Department meets ASHA Standard 2.0: 2.1 The number and composition of the fulltime program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that: 2.1.1 allows students to acquire the knowledge and skills required in Standard 3.0, 2.1.2 allows students to acquire the scientific and research fundamentals of the discipline, 2.1.3 allows students to meet the program’s established goals and objectives, 2.1.4 meets the expectations set forth in the program’s mission and goals, 2.1.5 is offered on a regular basis so that it will allow the students to complete the program within the published time

- 12a) Hire one full-time 12-month Clinical Supervisor [IN PROGRESS]
- 12b) Convert the current temporary adjunct ASL instructor position into a full-time Instructor position [COMPLETED]
- 12c) Hire three full-time academic faculty to replace two full-time faculty retirements

and one resignation [IN PROGRESS]

13. Continue to support faculty scholarship [IN PROGRESS]

- 13a) Encourage faculty research sabbaticals
- 13b) Provide mentoring and support for grant preparation and submission
- 13c) Safeguard professional travel and professional development funds within the Department

14. Support the University-wide mission to address issues pertaining to cultural sensitivity, diversity, and social justice

- 14a) Conduct workshops, seminars, or related educational activities that promote knowledge about communication diversity and multicultural communication

14.a.1) Increase collaboration with the Anne Frank project [ACHIEVED]

KPI1: Monitor engagement with the Anne Frank Project

KPI 2: Assess the SLP 608 COIL course as it relates to this goal (<https://coil.suny.edu/>)

- 14b) Revise graduate admissions requirements to include DEI

14.b.1) Include a DEI component in the writing prompt

- 14.c) Introduce ASHA's Cultural Competence Check-In: Culturally Responsive Practice Checklist and ASHA's Self-Reflection: Gender Inclusivity document during fall G1 orientation

- 14.d) Add written assignment in final G2 semester for students to personally reflect on their heightened awareness of how they will address DEI in their clinical work.

- 14.e) Increase faculty and student engagement in the SUNY Buffalo State Chapter of the National Black Association for Speech-Language and Hearing

15. Develop a Teacher Performance Assessment to meet the Fall 2023 NYS Department of Education Requirements [IN PROGRESS]

KPI: Track the number of students who successfully complete the TPA requirements on an annual basis