

## **SLP Strategic Goals 2020-2025**

### **1. Monitor the effectiveness of the freshman admissions model initiated in fall 2020**

- 1a) Track student GPAs in the major
- 1b). Track undergraduate retention and graduation rates
- 1c) Make efforts to identify the professional outcomes of graduating seniors
  - 1.c.1) Identify the number of students who matriculate into SLP or other graduate programs
  - 1.c.2) Identify employment settings for students who do not enter a graduate program.
- 1d) Identify implementation concerns and devise plans to address these
- 1e) Support our entering freshmen and sophomore students by creating peer-to-peer tutoring and other peer mentoring opportunities
  - 1.e.1) Encourage peer mentoring networking through NSSLHA

### **2. Review the undergraduate curriculum to ensure that our students develop a lifelong passion for learning and succeed as citizens**

- 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 College-wide intellectual foundations 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
  - 3.d.1) Partner with the Exceptional Education Department to expand our involvement with Partner Schools
- 2e) Identify ways to infuse literacy-based content into the undergraduate curriculum.
- 2f) Develop and pilot an undergraduate Capstone project [IN PROGRESS]
  - 2.f.1) 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**

- 3a) Create a new course for advanced (Level 3) study of *American Sign Language* [COMPLETED]
- 3b) Create a new course in *Deaf Culture and Deaf Studies* [IN PROGRESS]
- 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 inter-disciplinary major in *Deaf Education and Deaf Studies* to be housed in the School of Education**

**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”
- 5b) Devise a first semester competency rating system for incoming graduate students.
- 5c) Develop an “incentive program” that encourages our top undergraduates to remain at Buffalo State for graduate school
- 5d) Identify funding sources that can increase the number of Teaching or Research Assistantships we can offer to incoming graduate students

**6. Revise the Masters Capstone experience**

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

## **7. Review the graduate academic curriculum and modify where needed**

- 7a) Using Typhon, track the learning outcomes identified in the course syllabi to ensure that essential material is being addressed across the graduate curriculum
- 7b) Continue to support opportunities for graduate students to engage in mentored Master's projects and theses
- 7c) Identify strategies to infuse literacy-based content into the graduate curriculum
- 7d) Identify strategies to improve the oral and written language competency of our graduate students
  - 7.d.1) Consider developing "writing workshops" for undergraduate majors that are run by graduate clinicians
- 7e) Explore modifications to the graduate course sequence that would allow second-year Master's students to participate in clinical placements outside of Western New York.

## **8. Review the clinical curriculum and modify where needed**

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

## **9. Implement new clinic business and records practices**

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

## **10. Increase the diversity of client populations and clinical placements**

- 10a) Increase the number of EI and CPSE clients in our on-campus 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 external placements outside of Western New York.
- 10d) Identify ways to assist students on campus who are ESL (English a Second Language)
- 10e) Identify ways to assist students on campus with language-learning difficulties.
- 10f) Increase the services we provide to persons who use alternative and augmentative forms of communication
- 10g) Increase our collaborative activities with the Dietetics and Nutrition Department

## **11. Expand our distance education footprint by developing online options for selected courses**

## **12. Ensure that the Department maintains the faculty and staff ratios that are required by ASHA**

- 12a) Hire a full-time 12-month Clinical Supervisor
- 12b) Convert the current temporary full-time ASL instructor position into a permanent full-time Instructor position
- 12c) Replace retiring academic faculty with full-time faculty hires

## **13. Continue to support faculty scholarship**

- 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 College-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