

# Buffalo State University

## Department of Speech-Language Pathology

### Strategic Goals 2025-2030

#### 1. Review the undergraduate curriculum to ensure that our students develop a lifelong passion for learning and succeed as citizens [ONGOING]

- 1a) Evaluate the learning outcomes identified in the undergraduate course syllabi to ensure that essential material is being addressed across the curriculum
- 1b) Ensure that our undergraduate curriculum is compliant with the new University-wide general education requirements
- 1c) Evaluate and align the UG curriculum with current staffing and economic goals of the university
- 1d) Create continued opportunities for undergraduate students to engage in mentored research
- 1e) Increase the number of service- learning and observation experiences available to undergraduates
- 1f) Identify ways to infuse literacy-based content into the undergraduate curriculum
- 1g) Improve the critical thinking, oral, and written language competencies of our undergraduate students

#### 2. Review the graduate academic curriculum and modify where needed

- 2a) Track the learning outcomes identified in the course syllabi to ensure that essential material is being addressed across the graduate curriculum [COMPLETED/ONGOING]

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

- 2b) Continue to support opportunities for graduate students to engage in

- mentored master's projects and theses [ONGOING]
- 2c) Identify strategies to infuse literacy-based content into the graduate curriculum [IN PROGRESS]
- 2d) Identify strategies to improve the oral and written language competency of our graduate students [IN PROGRESS]
- 2e) Utilize feedback obtained from the SLP Advisory Council [ONGOING]

### 3. Review the clinical curriculum and modify where needed

- 3a) Review clinical rotation scheduling
  - 3a.1) Offer external summer placements to G1 students in designated contact areas [COMPLETED/ONGOING]
  - 3a.2) Consider offering external opportunities during J-term [COMPLETED/ONGOING]
- 3b) Review student grading rubrics for clinical education and revise as needed [COMPLETED/ONGOING]
- 3c) Utilize feedback obtained from the SLP Advisory Council [ONGOING]

### 4. Increase the diversity of client populations and clinical placements

- 4a) Increase the number of experiences with preschool age clients through our clinic
- 4b) Increase the number and diversity of experiences in medical speech pathology, with a particular emphasis on disorders of voice and speech-motor control [IN PROGRESS]
- 4c) Increase the number of experiences with persons who use alternative and augmentative forms of communication
- 4d) Explore the viability of external placements outside of Western New York with other college offices, taking into consideration the graduate course sequence
- 4e) Identify ways to assist students on campus who are ENL, communication, and executive function (English as a New Language)
- 4f) Assist students/faculty on campus with voice concerns [IN PROGRESS]
- 4g) Increase our collaborative activities with the Health, Nutrition and Dietetics Department [IN PROGRESS]

4h) Increase our collaborative activities with the Social Work Department [IN PROGRESS]

4i) Increase our collaborative activities with the Music Department [IN PROGRESS]

*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*

*KPI4: Track the number of community screenings completed*

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

5a) Conduct workshops, seminars, or related educational activities that promote knowledge about communication diversity and multicultural communication

5.a.1) Continue collaboration with the Anne Frank project [ONGOING]

*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/>)*

5b) Revise graduate admissions requirements to include DEI

5.b.1) Include a DEI component in the writing prompt [COMPLETED]

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

5.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. [COMPLETED]

5.e) Increase faculty and student engagement in the SUNY Buffalo State Chapter of the National Black Association for Speech-Language and Hearing [IN PROGRESS]

5.f) Conduct and disseminate research on topics which address DEI [IN PROGRESS]

## 6. Continue to support faculty scholarship

- 6a) Support faculty research sabbaticals
- 6b) Provide mentoring and support for grant preparation and submission
- 6c) Safeguard professional travel and professional development funds within the Department

## 7. Explore the possibility of offering an online pre-requisite program [IN PROGRESS]

- 7a) Review and determine availability, interest, and resources
- 7b) Generate and submit a proposal for approval

## 8. Monitor undergraduate retention and graduation rates

- 8a) Track student GPAs in the major

*KPI: Track the number of SLP majors, undergraduate retention, and graduation rates through Tableau and document in a shared excel file and share with TEU Unit Head*

- 8b) Make efforts to identify the professional outcomes of graduating seniors
  - 8b.1) Identify the number of students who matriculate into SLP or other graduate programs [ONGOING]
  - 8b.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*

- 8c) Support our entering freshmen and sophomore students by creating peer-to-peer tutoring and other peer support opportunities

- 8c.1) Encourage peer support networking through NSSLHA and NBASLH

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

## 9. Continue to evaluate our graduate admissions process to ensure that we are striking a balance between sufficient enrollment numbers and high student quality

9a) Investigate incorporating provisional acceptances into admissions procedures for fall 2026

9a.1) Devise a first semester competency rating system for incoming graduate students [IN PROGRESS]

*KPI: Evaluate 1<sup>st</sup> semester fall academic and clinical grades to determine how well they correlate to graduate admissions scores on the current graduate admissions rubric*

- 9b) Develop an “incentive program” that encourages our top undergraduates to remain at Buffalo State for graduate school [ONGOING]
- Dedicate one Marillo First-Year Fellowship to a Buffalo State undergraduate student who has applied to the graduate program
  - Allow undergraduate students to take 1 - 2 graduate courses to reduce the workload for students entering our graduate program

*KPI: Once the program is developed, determine the number of undergraduate students who were offered acceptance into the graduate program*

9d) Identify funding sources that can increase the number of teaching or research assistantships we can offer to incoming graduate students [ONGOING]

9e) Update graduate admissions rubrics and CSDCAS [ONGOING]

## 10. Increasing our community presence through offering continuing education unit (CEU) opportunities

10a) Explore opportunities to hold a Theilman Conference

10b) Apply for Grant Allocation Committee grant funding to support CEU opportunities