

STRATEGIC PLAN TRACKING

Goal 1 Statement: Promote faculty and students' engagement in research in Communication Sciences and Disorders. This goal aligns with Teachers College Institutional Goal 1: Engage in research on central issues facing education broadly defined.

Goal 1 Outcomes: Faculty and students will continue to engage in research in Communication Sciences and Disorders as evidenced in publications, presentations, and internal and external research grants. Students will demonstrate mastery of research skills and evidence-based practices.

Goal 1 Indicators for Success: 10% increase in presentations and publications of faculty/student research and in funded research. 20% increase in applications for research grants. 100% of graduates demonstrate adequate research knowledge and skills.

Strategies:

Activities	Actions and Initiatives	Outcome Indicators (see below)	People Responsible
Enhance laboratory facilities and research support services to promote faculty and student research.	<ul style="list-style-type: none"> -Have recruited and retained high caliber research academic faculty -Have improved and expanded laboratory spaces -Have improved post-award grant administration with dedicated post-award support to our department 	<ul style="list-style-type: none"> Presentations Publications Grant funds 	Provost and Department Chair together with Research Faculty
Promote masters and doctoral student participation in ongoing faculty research projects.	<ul style="list-style-type: none"> -All labs have multiple masters students in paid and/or volunteer positions each semester -All labs have increased funding to students through College provided work study or grant funds -Faculty include students in presentations and publications 	Presentations and publications with student co-authors	Research faculty
Increase support for faculty and student presentations at national and professional conferences.	<ul style="list-style-type: none"> -Increased department funds for support of student and faculty presentations. -Increased program funds for support of student presentations through endowed funds and grant funds 	National and international presentations	Provost and Department Chair together with Research Faculty
Attract highly qualified and motivated students to the PhD program in Speech and Language Pathology	<ul style="list-style-type: none"> -annual Open Houses at ASHA -Recruitment through international and national meetings 	PhD Student Awards/Honors	Research Faculty

Forge collaborative relationships with researchers across the College to support the varied interests of PhD students.	-VD for Research began collaborative listservs, trainings, and workshops -Research faculty have collaborative relationships within and outside of the Teachers College, Columbia University npo-0etwork	Publications Presentations PhD Student Awards/Honors	Vice Dean for Research, Provost, Chair and Research Faculty
Initiate an interdisciplinary research colloquium for doctoral and masters students.	-Began Grand Rounds - which was not well attended -Replaced with Brown Bag meetings hosted by student NSSLHA organization and TownHalls hosted by the faculty -Reinstate CSD Program-wide colloquium in Fall 2022	Number and topics for Brown Bags and Town Halls	Academic and Clinical Faculty together with students
Develop a mechanism to systematically collect information regarding faculty and student research activity.	-Academic faculty complete annual reports to the Provost's Office with data regarding research activity -Each individual research mentor monitors their students' research activity -PhD committee has rubrics used to assess research activity metrics at key points in the PhD program	Publications Presentation Research funds	Provost, Chair, Academic Faculty

Progress toward Goals:

Indicator	2018	2019	2020	2021	2022	2023
Number of Program (Faculty) Peer-Reviewed Publications	10	36	39	41	38	33
Number of Program National or International Presentations	18	30	52	33	65 (includes 11 invited presentations)	71 (includes 22 invited presentations)
Number of research applications for extramural funding	10	7	10	11	17	12
Passing Rate for Praxis	100%	100%	100%	100%	100%	97.96%
PhD Student Awards/Honors			3 honors/ grants/ awards 22 publications	3 honors/ grants/ awards 24 publications	3 honors/grants/awards 10 publications 17 presentations	2 honors/grants/awards 1 publication 6 presentations

Goal 2 Statement: Prepare highly qualified speech-language pathologists. This goal aligns with Teachers College Institutional Goal 2: Educate the current and next generation of leaders in education practice and policy.

Goal 2 Outcomes: Program curriculum and clinical practice will effectively respond to the changing landscape of professional practice and provide students with a variety of opportunities to learn, practice, and demonstrate their achievement of essential learning outcomes. All students will demonstrate that they meet program expectations prior to graduation. Program graduates will be able to secure positions in the field and demonstrate effective practice.

Goal 2 Indicators for Success: Curriculum and clinical practice alignment with program learning outcomes and professional standards. 100% of graduates demonstrate mastery of learning outcomes. 95% to 100% of graduates find jobs in the field within a year. 100% of respondents evaluate the Program's training as relevant and effective.

Strategies:

Activities	Actions and Initiatives	Outcome Indicators (see below)	People Responsible
Review, revise, and reorganize program curriculum and program requirements in light of program learning outcomes and professional standards.	<ul style="list-style-type: none"> -Implemented lock step sequence of courses -Divided students into two cohorts -Required pre-requisite courses prior to starting Masters Program 	KASA and learning outcomes reviewed at annual retreat and at curriculum committee meetings	Curriculum Committee
Review and revise key program assessments (particularly, the Comprehensive Exam) based on assessment results, faculty and student feedback, and technological developments	<ul style="list-style-type: none"> -Questions modified to support current curriculum -Electronic assessment implemented -Modified to include all case-based questions -Pool of questions submitted by faculty on rotation -Modified to require cases across disciplines/content areas 	Comps performance by students	Curriculum Committee Program Faculty who review comprehensive examinations and discuss trends during program meetings
Review and revise clinical training opportunities within the Mysak clinic and increase oversight of off-campus practicum assignments.	<ul style="list-style-type: none"> -Increased opportunities for specialty clinics and programs, including: 1) Development of Pediatric Feeding Clinic (2016-2022) 2) CommuniCamp/CommuniClub (2013-2018) 3) Aphasia Clinic (2005-2022) 4) Intensive Aphasia Reading and Writing Program (2019-2021) -Development of Placement Procedures Manual -Continued and expanded frequent communication with off-site supervisors 	Review of Policy and Procedure Manuals (can all be found on CSD Advising Canvas site)	Placement Coordinator Clinic Director Clinic Staff

	<ul style="list-style-type: none"> -Semester review of student surveys re: placement experiences. -Increased telehealth services, specifically during pandemic transitions more that 75% of current clients to telehealth services. 		
Develop a mechanism for faculty and clinical staff to collectively review student learning outcome assessment data and, consequently, make program improvements as needed.	<ul style="list-style-type: none"> -Annual review of comprehensive exams -Discussion of student performance during annual retreat -Generated changes to course syllabi, curriculum to address learning gaps -Brown Bag and Town Hall meetings with students to discuss concerns and solutions -Revised communication methods with students to be streamlined to mainly use CSD Canvas Advising Site -Completed major revision of Program Handbook to clarify and specify Program policies and procedures related to both academic and clinical aspects of the program 	Review of Policy and Procedure Manuals including Program Handbook (can all be found on CSD Advising Canvas site)	Academic and Clinical Faculty

Progress toward Goals:

Indicator	2018	2019	2020	2021	2022	2023
Curriculum and clinical practice alignment with program learning outcomes and professional standards	See KASA/learning objectives review	See KASA/learning objectives review	See KASA/learning objectives review	See KASA/learning objectives review	See KASA/learning objectives review	See KASA/learning objectives review
Passing Rate for Praxis	100%	100%	100%	100%	100%	97.96%
% of graduates find jobs in the field within a year	100%	100%	97%	100%	100%	The CAA has removed employment rates as a required student outcome.

Goal 3 Statement: Increase the Program’s research, teaching, and service visibility locally, nationally, and internationally. This goal aligns with Teachers College Institutional Goal 3: Increase TC’s impact—locally, nationally, and internationally.

Goal 3 Outcomes: The Program will present a unified profile (research, training, and service) through its website, publications, and other public relations mechanisms. Internal and external audiences will be made aware of Program accomplishments and its vision for the future. This will attract more qualified prospective students and future faculty.

Goal 3 Indicators for Success: Highly qualified new faculty member; up-to-date and consistent Program profile on website and in print; record of Program research and service activities; prospective students’ and public awareness of the Program’s characteristics, Program’s standing in professional ratings.

Strategies:

Activities	Actions and Initiatives	Outcome Indicators (see below)	People Responsible
Hire a highly qualified tenured/tenure-track faculty member.	<ul style="list-style-type: none"> -1 - TT faculty search failed after candidate was identified because of hiring freeze -1 - search for Lecturer opened Summer 2021 - position was successfully filled -2 - TT faculty searches are currently open 	Number of approved and successful permissions to recruit and faculty searches	Provost, Chair, Program Faculty
Revise and update information on the program’s website to include accomplishments, outcomes, and directions for the future.	<ul style="list-style-type: none"> -Developed process for semester/yearly assessment of website -Department hired work study student dedicated to website updates -Program hired work study student whose responsibilities include website edits/updates 	Website Updates	Program Director, Faculty/Staff
Promote visibility of clinical services, both within Teachers College and a larger community.	<ul style="list-style-type: none"> -Published brochures for prospective students and colleagues -Offered free hearing/cognitive screenings to TC community -Collaboration with Rita Gold Center -Research collaborations and dissemination of findings at support groups, grand rounds, and research meetings -In-services provided to Rita Gold Center hearing, SP/L and feeding screenings at RGC 	Website updates Number of Publications, Presentations, and Grants	Academic and Clinical Faculty

Record of Program research and service activities - recorded yearly in CAA report	See CAA/CAPCSD report	See CAA/CAPCSD report	See CAA/CAPCSD report	See CAA/CAPCSD report	See CAA/CAPCSD report	See CAA/CAPCSD report
Number of Program Peer-Reviewed Publications	10	36	39	41	38	33
Number of Program National or International Presentations	18	30	52	33	65 (includes 11 invited presentations)	71 (includes 22 invited presentations)
Number of research applications for extramural funding	10	7	10	11	17	12
Prospective students' and public awareness of the Program's characteristics	Updated CSD Program, TC admission, and TC Course Catalog Websites	Updated CSD Program, TC admission, and TC Course Catalog Websites	Updated CSD Program, TC admission, and TC Course Catalog Websites	Updated CSD Program, TC admission, and TC Course Catalog Websites	Updated CSD Program, TC admission, and TC Course Catalog Websites	Updated CSD Program, TC admission, and TC Course Catalog Websites
Program's standing in professional ratings			#25 US News and World Report			#21 US News and World Report

Goal 4 Statement: Promote diversity, global engagement and culture of inclusion. This goal aligns with Teachers College Institutional Goal 4: Develop a diverse community with a shared mission.

Goal 4 Outcomes: The program will maintain student, faculty, and supervisory staff diversity. It will continue to focus on bilingualism and multiculturalism in faculty research, program curriculum, and other program activities. All students will continue to be provided opportunities to learn and demonstrate mastery in working with diverse client populations.

Goal 4 Indicators for Success: Student, faculty, and supervisory staff demographics; evidence of bilingual and multicultural emphases in program offerings; students’ performance on diversity-related learning outcomes; alumni feedback on diversity-related training.

Strategies:

Activities	Actions and Initiatives	Outcome Indicators (see below)	People Responsible
Recruit and retain diverse students, especially from underrepresented and underserved groups	<ul style="list-style-type: none"> -Provide opportunities for open dialogue around issues of multiculturalism, race/ethnicity, gender, and other DEI-related issues surrounding CSD -Have worked to improve funding and transparency of funding to support students of all backgrounds -Developed admissions rubrics which value multicultural and diverse backgrounds and experiences 	<ul style="list-style-type: none"> Student demographics Student attrition rates 	Program Director
Recruit and retain diverse faculty and staff.	<ul style="list-style-type: none"> -Continue to advocate for more tenure track faculty lines -Job details posted with the ASHA Minority Faculty Search and with various multi-cultural SIGs 	Faculty demographics data and attrition rates	College administration Chair Program Director
Promote inquiry about issues related to bilingualism, multiculturalism, and global perspectives in faculty research and students’ projects, dissertations, and scholarly work.	<ul style="list-style-type: none"> -Continually supporting development of faculty-student posters and presentations related to bilingualism, multiculturalism, and global perspectives -Virtually all courses infuse inquiry about these issues including ensuring that the content of readings have this and the authors of many readings are BIPOC. -Continually expand opportunities to promote inquiry and peer-peer discussions through assignments that ask students to think about articles related to these areas and post their 	<ul style="list-style-type: none"> Curriculum review Number of presentations and publications (also related to bilingualism, multiculturalism, and global perspectives) 	Bilingual/Multicultural Program Focus Coordinator

	reflections, often with peers providing replies thereby deepening the connection and communications on these important issues.		
Ensure that program courses adequately address issues of bilingualism and multiculturalism.	<ul style="list-style-type: none"> -Virtually all courses address issues related to bilingualism and multiculturalism by infusing that content and considering this intrinsic to the acquisition of the knowledge and skills related to a particular content area including pediatric and adult language and language disorders courses, articulation/phonology and motor speech disorders, aural rehabilitation, cleft palate speech, voice and dysphagia - Continually engaging with ASHA SIGs related to these areas including SIG 5, 14, 16, and 17 meaning that faculty is engaged in current discussions and content as the areas grow and develop in the field. -Continually expand required content around bilingualism and multiculturalism including updated readings and required online courses focused on knowledge and skills related to culturally and linguistically responsive assessment and treatment goals. -Continually expanding ways for students to engage in bilingual and multicultural learning by offering a cleft palate course taught completely in Spanish, cleft palate course with Spanish-speaking clients in the cleft practicum from Spain, Latin America, and the U.S. 	Curriculum review	Bilingual/Multicultural Program Focus Coordinator Curriculum Committee
Select external practicum sites to include a greater variety of diverse clinical settings and populations.	<ul style="list-style-type: none"> -Continually expanding and improving clinical placement opportunities -Continually assessing the quality of student clinical experiences at selected clinical settings -Conducting a pre-placement study survey to increase equity and transparency in the assignment of externship opportunities 	Supervisor and Clinical Site Demographics	Placement Coordinator Clinic Director

	-Continually expanding opportunities for bilingual clients using HIPAA-protected online technology allowing international assessment and treatment.		
Expand international practice opportunities for students.	<ul style="list-style-type: none"> -Continually offering students the opportunity of two international seminar and service trips in Latin America and in Ghana, except during COVID -Continually expanding international opportunities for students including during COVID by providing students with opportunities to work directly with international Smile Train Comprehensive Cleft Care working directly with Smile Train country managers and local SLTs developing materials and assessment screeners currently in Russia and Indonesia -Continually offering students opportunities to participate in international cleft palate speech trainings such as live trainings in Nigeria, Ghana, and Zimbabwe (pre-pandemic) and live zoom webinars in Guatemala, Colombia, Indonesia and Nigeria (during the pandemic) - Providing opportunities for students to provide assessment and treatment to patients with hearing loss around the world via telepractice 	Number of International Opportunities for Students	Bilingual/Multicultural Program Focus Coordinator Curriculum Committee

Progress toward Goals:

Indicator	2018	2019	2020	2021	2022	2023
Student demographics	See below	See below	See below	See below	See below	See below
Faculty demographics	Hispanic: 1 White: 6	Hispanic: 1 White: 6	Hispanic: 1 White: 6	Hispanic: 1 White: 6	Hispanic: 1 White: 6	Hispanic: 2 White: 5
Supervisor demographics	Full-time: Hispanic: 1 White: 4	Full-time: Hispanic: 1 White: 4	Full-time: Hispanic: 1 White: 4	Full-time: Hispanic: 1 Multiracial: 1 White: 1	Full-time: Hispanic: 1 Multiracial: 1 White: 1	Full-time: Hispanic: 1 Multiracial: 1 White: 2

Bilingual/multicultural emphases in program offerings	See DEI review by course document	See DEI review by course document	See DEI review by course document	See DEI review by course document	See DEI review by course document	See DEI review by course document
Student performance on diversity-related learning outcomes				100% passing rate on diversity-related Comps questions	100% passing rate on diversity-related Comps questions	100% passing rate on diversity-related Comps questions
Alumni feedback on diversity-related training	100% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."	100% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."	92% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."	100% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."	100% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."	95% of respondents indicated they were 'sufficiently or very competent' in "Working with diverse individuals, families, or communities."

Student Demographics

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
N=	209	100%	104	100%	112	100%	133	100%	126	100%	119	100%
Asian	37	18%	14	13%	17	15%	30	23%	33	26%	29	24%
Black	7	3%	5	5%	3	3%	3	2%	7	6%	9	8%
Hispanic	37	18%	18	17%	23	21%	26	20%	23	18%	17	14%
Not Resident Alien	7	3%	6	6%	3	3%	3	2%	5	5%	12	10%
Not Indicated	5	2%	4	4%	9	8%	6	5%	4	3%	2	2%
Two or More	4	2%	5	5%	3	3%	1	1%	2	1%	5	4%

White	112	54%	52	50%	54	48%	64	48%	52	41%	45	38%
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REVIEW OF STRATEGIC PLAN (Summer 2024):

We have achieved the majority of the ‘indicators for success’ which we originally developed as a Program when this Strategic Plan was drafted. No specific areas of concern were elucidated by the faculty during the Annual CSD Program Summer Retreat (2024). Based on discussions at the 2023 Summer retreat, and in an effort to continually advance the quality of our Program, we begin to track the data (below) to ensure we continue to make progress with our strategic goals. This year we have also revised our strategic plan to reflect changes in our faculty, students, and the field over the last several years - and these data have been included as indicators for success in the updated Strategic Plan.

1. To ensure growth in how we promote masters and doctoral student participation in ongoing faculty research projects we will track the *number of total students participating in faculty research labs*.
 - a. 9/2022-8/2023 Academic Year Update: The total number of students participating in faculty research labs were: 10 PhD students, 24 Master students, and 2 Post-Doc researchers.
 - b. 9/2023-8/2024 Academic Year Update: The total number of students participating in faculty research labs was: 13 PhD students, 19 Master students, and 3 Post-Doc researchers.

2. To more accurately assess the increases in support for faculty and student presentations at national and professional conferences we will track the *number of students* and the *amount of funding* we provide students to support presentations and conferences.
 - a. 28 Students (Masters and PhD) have received funding support since January 2022 for conferences and workshop-related projects.
 - b. 9/2022-8/2023 Academic Year Update:
The total number of students that received funding for conferences and presentations was: 24 students (Masters and PhDs) totaling: \$17,130 in funding.
 - c. 9/2023-8/2024 Academic Year Update:
The total number of students that received funding for conferences and presentations was: 19 students (Masters and PhDs) totaling: \$16,798.47 in funding.

3. To ensure we are forging collaborative relationships with researchers across the College to support the varied interests of PhD students we will track the *proportion of faculty that have active collaborations*.
 - a. 9/2022-8/2024 Academic Year Update: All academic faculty continue to be actively engaged in active research within and outside The College.

4. To ensure we are promoting inquiry about issues related to bilingualism, multiculturalism, and global perspectives in faculty research and students’ projects, dissertations, and scholarly work we will track the *number of presentations and publications by our faculty and students that are DEI-related*.
 - a. 9/2022-8/2023 Academic Year Update: 40 presentations/publications were DEI-related.

5. To ensure we are properly tracking student performance on diversity-related learning outcomes we will begin to track *passing rate on DEI-related Comps questions*.
 - a. 9/2022-8/2023 Academic Year Update: The passing rate on DEI-related comp questions is 100%.
 - b. 9/2023-8/2024 Academic Year Update: The passing rate on DEI-related comp questions is 100%.