Carlow University

College of Health & Wellness (CHW)

Speech-Language Pathology Program (SLP)
EXECUTIVE SUMMARY
2022-2025 STRATEGIC PLAN
Academic Years 2022-2023, 2023-2024, 2024-2025

SLP Program Mission

The mission of the Speech-Language Pathology Program is to offer an innovative interprofessional learning environment that empowers new leaders in speech-language pathology to excel as evidence-based, compassionate, and responsible clinicians in creating a just and merciful world.

SLP Program Vision

The Speech-Language Pathology Program seeks to be a leader in innovation and transformational educational opportunities by providing exceptional training within a diverse, interprofessional, collaborative learning environment.

SLP Program Goals

1. Equip students with the knowledge and skills needed for entry-level professional practice in speech-language pathology.
2. Establish an innovative, high technology learner-centered curriculum that promotes the development of critical thinking and evidence-based clinical practices.
3. Provide a strong interprofessional teaching-learning environment whereby students use cross-disciplinary partnerships to guide clinical decision-making.
4. Foster a person-centered professional practice climate of mutual respect, professionalism, ethical accountability, self-reflection, and life-long learning.

Strategic Planning Process

The Speech-Language Pathology Program's Strategic Plan was designed to align with the Strategic Plan of the University and the College of Health and Wellness. The Mission and Goals of the University, College of Health and Wellness, and Program were the guiding documents in formulating the Speech-Language Pathology Program's Strategic Plan. The Strategic Plan will serve as a guiding document for all aspects of the program.

12/1/2022 approved; 11/3/23 revised

Strategic Plan Review & Evaluation

All program faculty and members of higher levels of administration have the opportunity to review the plan and suggest revisions. Evaluation of outcomes pertaining to the strategic plan is conducted annually. To ensure that the strategic plan reflects the role of the program within the community, input from an Ad Hoc Community Advisory Board comprised of area clinical educators and interdisciplinary stakeholders is sought out annually, at minimum.

PROGRAM SPECIFIC REVIEW:

Date Reviewed	Review Year	Review Members	Purpose
11/16/2022	2022-2023	- Samantha Dalessio, CScD, CCC-SLP - Amanda Truitt-Smith, EdD, CCC-SLP - Kelsey Mandak, PhD, CCC-SLP - Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow - Rhonda Maneval, D.Ed., RN, ANEF, FAAN	Initial review and approval of proposed 2022-2025 SLP Program Strategic Plan
10/14/2023	2022-2023	- Samantha Dalessio, CScD, CCC-SLP - Amanda Truitt-Smith, EdD, CCC-SLP - Jacqueline Gartner-Schmidt, PhD, CCC-SLP, ASHA Fellow - Rhonda Maneval, D.Ed., RN, ANEF, FAAN	Review and approval of academic year 2022-2023 outcomes.
	2023-2024		
	2024-2025		

AD HOC COMMUNITY ADVISORY BOARD COMMITTEE REVIEW:

Date Reviewed	Review Year	Review Members	Purpose
12/1/2022	2022-2023	**Carlow University Members:** - Samantha Dalessio (Carlow Founding Program Director) - Amanda Truitt-Smith (Carlow Director of Clinical Education) - Kelsey Mandak (Carlow Academic Professor) - Tracey Thomas (Clinical Adjunct Professor) - Amy Bernett (Clinical Adjunct Professor) - Mona El-Kady (Adjunct Professor) - Quinn Guy (Administrative Assistant)	Initial review and approval of proposed 2022-2025 SLP Program Strategic Plan

12/1/2022 approved; 11/3/23 revised

		Community Members Present for Review: • Christie Conrad (Crossroads) • Eileen Cirelli (AIU) • Christine Lagamba (AGH Hospital) • Nancy Hill (PPS) • Suzan Kuperman (Carlow Alumni) • Michelle Parfitt (DePaul School)	
11/2/23	2022-2023	**Carlow University Members Present:** • Samantha Dalessio (Carlow Founding Program Director & Chair, Department of SLP) • Amanda Truitt-Smith (Carlow Director of Clinical Education) • Jacqueline Gartner-Schmidt (Carlow Academic Professor) • Allegra Cornaglia (Carlow Academic Professor) • Jerald Moon (Adjunct Professor) • Amy Bernett (Adjunct Clinical Professor) • Megan Nanna (Adjunct Clinical Professor) • Tracey Thomas (Adjunct Clinical Professor) • Lauren McDonald (Administrative Assistant) **Community Members Present for Review** • Suzan Kupperman (Carlow Alumni) • Michelle Parfitt (DePaul School) • Kim Arata (Geneva College) • Kristin Stackiewicz (Children's Institute) • Lindsay Perko (AHN-Wexford Hospital) • Libby Smith (UPMC)	Review and approval of academic year 2022-2023 outcomes.
	2023-2024		
	2024-2025		

SPEECH-LANGUAGE PATHOLOGY PROGRAM
2022-2025 STRATEGIC PLAN
Academic Years 2022-2023, 2023-2024, 2024-2025

1. UNIVERSITY PILLAR 1: Accelerate Growth

    1.1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1: Increase awareness of Carlow University Across the Region.

        1.1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To successfully create a collaborative admissions/marketing strategic plan that will recruit high caliber students.

        METRIC 1. Track the demographic profile of the incoming cohort.

- **2022-2023 OUTCOME**: The demographic profile of the Fall 2023 cohort comprised of the following trends:
- 67% of students were in-state Pennsylvania residents, and 33% of students were out-of-state or international residents.
- 100% of students were female.
- 83% of students were Non-International White, 12.5% of students were Non-International Racial/Ethnic Minority, and 4% of students were International.
- Cumulative GPA ranged from 3.027-4.0
- 83% of students majored in Communication Sciences and Disorders/Speech Hearing Sciences. 8% of students majored in Linguistics, 4% majored in Special Education, and 4% of students majored in Communication.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

    METRIC 2. Track enrollment trends for Fall 2023, Fall 2024, and Fall 2025.

- **2022-2023 OUTCOME**: Enrollment for Fall 2023 was 24 students.
- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

    METRIC 3. Increase on-campus tours by 10%.

- **2022-2023 OUTCOME:** Carlow's Department of Speech-Language Pathology observed a significant increase in campus tours. There was a 600% increase in tours from the 2021-2022 academic year to the 2022-2023 academic year.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 4. Track overall student recruitment methods.

- **2022-2023 OUTCOME:** Student recruitment methods for the 22-23 admission cycle included open houses (virtual and face to face), virtual lunch and learn drop-in events, on-campus tours, website/social media presence, CSDCAS, graduate fairs, on-campus college visits, and meet and greets.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

1.1.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2: To successfully expand regional and out-of-state partnerships with high-quality off-campus clinical educators demonstrating evidence of contemporary professional practices.

METRIC 1. Increase healthcare externship partnerships by 10%.

- **2022-2023 OUTCOME:** During the 2022-2023 academic year, the program established a 70% increase in healthcare externship partnerships.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Maintain 10% or greater cohort participation in externships out of the western Pennsylvania region.

- **2022-2023 OUTCOME:** 22% of the cohort completed externships from out of the western Pennsylvania region in the spring 2023 semester. These out-of-state externships were in Georgia, Ohio, New Jersey, and North Carolina.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

12/1/2022 approved; 11/3/23 revised

METRIC 3. Track the total number of special elective externship partnerships.

- **2022-2023 OUTCOME:** 50% of the cohort completed special elective externships in the spring semester of 2023.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

1.1.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3: To increase faculty participation in scholarship and service activities at the regional, national, and international levels.

METRIC 1. Each full-time faculty member will participate in at least one scholarly activity per year.

- **2022-2023 OUTCOME:** 100% of full-time faculty members participated in at least one scholarly activity for the 2022-2023 academic year, and 100% of full-time faculty participated in more than one scholarly activity for the 2022-2023 academic year. Scholarship among full-time faculty members included publications, invited and peer-reviewed presentations at the state, national, and international levels, editorships and editorial board memberships, national scholarly committee work, and student-mentored research projects. Scholarships ranged in the areas of voice/voice disorders, scholarship of teaching and learning, supervision and administration, language/literacy, and augmentative and alternative communication.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Each faculty member will participate in at least one professional service activity annually.

- **2022-2023 OUTCOME:** 100% of full-time faculty members participated in at least one professional service activity and 100% of full-time faculty participated in more than one service activity for the 22-23 academic year. Service among full-time faculty members included community outreach, state and national committee work, and health fairs.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 3. Track the total number of grants, publications, and professional seminars annually among full-time faculty members.

- **2022-2023 OUTCOME:** For the 22-23 academic year, the total number of grants, publications, and professional seminars across full-time faculty were as follows:
- Three external grants (One grant was funded through ASHFoundation, and the other two grants had our faculty member serving as an outside consultant)
- Five publications
- Nine seminars, keynote speaking events, and posters

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

1.1.4. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 4: To expand undergraduate and post-baccalaureate speech-language pathology program offerings.

METRIC 1. Track need for undergraduate and post-baccalaureate pre-requisite coursework.

- **2022-2023 OUTCOME:** No data was collected for the 22-23 academic year; however, anecdotally, several prospective students made inquiries about online options to complete speech-language pathology pre-requisite coursework. A needs assessment will continue to be reviewed.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

1.1.5. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 5: To progress to the next accreditation phase.

METRIC 1. In the academic year 2022-2023, submit 2nd annual comprehensive accreditation report.

- **2022-2023 OUTCOME:** The 2nd annual accreditation report was submitted on February 1, 2023. In July 2023, the program received notification from the CAA that Carlow's SLP program will maintain its status as an Accreditation Candidate and is eligible to begin the application process for the next accreditation phase.

METRIC 2. In the academic year 2023-2024, submit the application for the next accreditation phase.

- **2022-2023 OUTCOME:** The program has begun preliminary preparation to submit the application for the next accreditation phase on February 1, 2024.

- **2023-2024 OUTCOME:**

1.1.6. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 6: To expand accessibility to clinical services through the University SLP Clinic

METRIC 1. Develop at least one unique clinical program within the SLP Clinic that will provide greater community access to services.

- **2022-2023 OUTCOME:** The program developed a unique clinical program within the SLP Clinic, significantly enhancing community access to services. The expansion efforts primarily focused on the voice community, and as a result, the program has provided vital services, including gender-affirming voice therapy, to transgender individuals. Furthermore, two specialized areas, SPEAK OUT and LOUD Crowd, have been successfully established, creating a supportive and inclusive environment for individuals seeking voice-related services, including those with Parkinson's Disease. Loud Crowd and Speak Out are specialized programs focused on speech and voice rehabilitation, helping individuals regain and maintain their vocal strength and clarity. These initiatives mark a substantial milestone in our commitment to community engagement and inclusivity within our clinical services, ultimately reinforcing our program's dedication to improving the lives of those served.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Track the total number of clients served within the on-campus SLP Clinic and the total number of clinic referrals.

- **2022-2023 OUTCOME:** In the past year, the SLP Clinic served a total of 77 clients across the lifespan with a variety of communication needs, including pediatric speech, language and literacy, augmentative and alternative communication, adult

language, motor-speech, voice and gender-affirming therapy, accent modification, and stuttering.

In the past year, the clinic has received 18 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, and pediatric speech and language. Additionally, the SLP Clinic at Carlow University provided speech-language services to bilingual individuals. We are committed to serving diverse populations and addressing various communication needs within our community.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

2. UNIVERSITY PILLAR 2: Optimize Learning

2.1. **COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1:** Create an academic experience that prepares students to meet the needs of the 21st Century and contributes to a just and merciful world.

2.1.1. **SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1:** To advance interprofessional collaborative education and interprofessional collaborative practice programs

METRIC 1. Expand interprofessional collaborative activities to include at least one interprofessional grand round experience annually.

- **2022-2023 OUTCOME:** A College of Health and Wellness Interprofessional Collaborative Education Steering Committee was formed during the 22-23 academic year. Speech-language pathology faculty members participated in the committee's work. The committee was responsible for organizing a monthly interprofessional collaborative education speaker series. The speaker series was integrated within the Interprofessional Collaborative Education course series for graduate students from speech-language pathology, occupational therapy, and physician assistant programs.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Track the total number of interprofessional simulation activities annually.

12/1/2022 approved; 11/3/23 revised

- **2022-2023 OUTCOME:** For the 22-23 academic year, one interprofessional simulation was completed within the Voice and Resonance Disorders Clinical Lab SLP 7431. This simulation was planned in collaboration with the Respiratory Care Therapy program. Additionally, SLP students in the IPE course series all participated in weekly simulations with physical therapy, occupational therapy, and physician assistant students and faculty.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 3. Track changes implemented to IPE course series as the other new health sciences programs (PA, PT, and OT) begin full participation in the course series.

- **2022-2023 OUTCOME:** The course design for the IPE course series has developed into both whole class discussion and case-based break-out groups. Simulation activities have been incorporated into the course design. Occupational therapy and physician assistant students completed the course series with the SLP students for the 22-23 academic year. The total number of students participating in this course series increased from 22 students in the 21-22 academic year to 75 students in the 22-23 academic year.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

2.1.2. **SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2:** To develop medical transitional preparatory opportunities to better equip students interested in medical speech-language pathology.

METRIC 1. Track the total number of summer healthcare transitional experiences.

- **2022-2023 OUTCOME:** After thorough evaluation and careful consideration, the program decided not to utilize healthcare placements during the summer. The program acknowledged the importance of exploring this option, but further planning is needed to coordinate the experiences. The program will continue to assess and refine its approach to healthcare transitional experiences.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Track annual advanced study experiences in medical speech-language pathology (e.g., FEES training, respiratory care workshops etc.).

- **2022-2023 OUTCOME:** Students completed a FEES training workshop with hands-on simulation experience using a manikin and flexible endoscopy equipment. Students also participated in a respiratory care workshop with hands-on training in ventilators and oxygen equipment. Students also study head, neck, and thorax anatomy and physiology through our dissection lab. Students engaged in experiential learning of flexible endoscopy using a manikin, as well as learning acoustics and aerodynamics with Pentax Medical equipment.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

2.1.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3: To expand opportunities for students to participate in specialty areas of study.

METRIC 1. 25% of the cohort will participate in the special elective externship experience.

- **2022-2023 OUTCOME:** 50% of the cohort completed special elective externships in the spring 2023 semester.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

2.2. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 2: Enhance the student experience inside and outside the classroom.

2.2.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To develop opportunities to provide clinical education resources to externship supervisors.

METRIC 1. Provide at least one opportunity for our externship partners to develop knowledge and skills in clinical education.

- **2022-2023 OUTCOME:** 100% of externship partners were offered the opportunity to earn CEUs in clinical education and feedback

methods through the program's affiliation with CAPCSD. In addition, in the Fall 2022 semester, as a part of the orientation process, externship supervisors were provided additional informational packets with external evidence pertaining to clinical education.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

2.2.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2: To collect and analyze feedback from all available sources (e.g., student, supervisor, faculty, clients, etc.) and use that feedback as a means for program modification and development.

METRIC 1. Track Carlow Clinic modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Based on feedback from clients and community needs, small group sessions (pediatric and adult) were provided as an option for some clients attending the clinic. Feedback from students and faculty indicated that clinical teams helped sequence and scaffold the learning process. As such, peer-assisted learning (partner pairs) for the first clinical practicum experience was maintained.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Track academic modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Course sequencing, modality, and length were evaluated for effectiveness based on feedback from externship supervisors, students, and faculty. For example, Swallowing I and II coursework/labs were sequentially adjusted to ensure students completed the entire course series prior to Semester 4. Course modality for some courses was changed from (1) online to face-to-face (e.g., AAC and Voice Disorders) and (2) asynchronous online to synchronous online (e.g., Motor Speech Disorders). Course length was also adjusted for some courses. For example, Voice & Resonance Disorders course/lab will be changed from an 8-week course to a full-16-week course in the 23-24 academic year, and AAC was changed from an 8-week course to a 16-week course in the 22-23 academic year. Last, all syllabi were

updated to reflect the new accreditation standards. Greater emphasis was placed on the application of concepts pertaining to cultural and linguistic humility and responsiveness (e.g., self-reflections, workshops).

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 3. Track clinical education modifications made based on feedback from all sources.

- **2022-2023 OUTCOME:** Preparations for transitioning to the Exxat system were completed throughout the 22-23 academic year. Additionally, performance rubrics and ratings were reviewed and modified based on input/feedback from clinical supervisors. Additionally, greater emphasis was placed on reflecting cultural and linguistic variables that may impact clinical service delivery. Students engage in more self-reflective and discussion opportunities to foster growth in this area.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

3. UNIVERSITY PILLAR 3: Create Collaborative Environments

3.1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1: Build on our institutional heritage and become recognized for ethical leadership that promotes and executes a social justice agenda.

3.1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To ensure that the academic and clinical curricula incorporate contemporary social justice issues and support the principles of cultural humility and responsiveness.

METRIC 1. Track student training opportunities to enhance knowledge and practice of cultural humility and responsiveness.

- **2022-2023 OUTCOME:** 100% of students completed an implicit bias workshop in the fall semester of 2023. Cultural and linguistic variables pertaining to diversity, equity, inclusion, and belonging were also incorporated into the interprofessional collaborative education series coursework (IPE 710, 711, and 712) through lectures, discussions, and cases. Concepts pertaining to cultural

and linguistic diversity, equity, inclusion, and belonging were further enhanced across all course coursework.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Continue to participate in developing a Pittsburgh student chapter of the National Black Association of Speech-Language Hearing (NBASLH).

- **2022-2023 OUTCOME:** Carlow's Department of Speech-Language Pathology continued to participate in developing a Pittsburgh student chapter of the National Black Association of Speech-Language Hearing (NBASLH). Two primary outcomes included (1) the official naming of the student chapter as Steel City NBASLH (2) the creation of an executive board responsible for overseeing the Steel City Chapter's activities and initiatives, and (3) an established schedule for chapter meetings for the 2023-24 academic year.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 3. 100% of core courses will address issues pertaining to cultural humility and responsiveness.

- **2022-2023 OUTCOME:** All syllabi were updated to reflect the new accreditation standards. Emphasis shifted to providing more opportunities to apply concepts pertaining to cultural humility and responsiveness. Considerable thought was placed on reflecting, evaluating, and modifying content represented within slide decks (e.g., images chosen) across courses and labs.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 4. 100% of full-time faculty will engage in at least one annual professional development activity surrounding cultural humility and responsiveness.

- **2022-2023 OUTCOME:** 100% of full-time faculty participated in university and departmental level professional development focusing on cultural humility and responsiveness. The university level professional development opportunity included topics

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pertaining to anti-racism, bias, diversity, equity, inclusion, and belonging. The departmental level lunch and learn presentation was provided by the Disabilities Service Office. Topics included strategies for ensuring an inclusive learning environment, guidelines and implementation of accommodations, and correct name and pronoun use. Adjunct faculty members also participated in the departmental level professional development opportunity.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

3.1.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2: To expand access to speech and language services to underrepresented groups.

METRIC 1. Provide at least one annual community service event or health fair.

- **2022-2023 OUTCOME:** The program successfully hosted two community hearing screenings and health fair events in the past year. The first event occurred during the fall semester of 2022 and was solely organized and executed by the Speech-Language Pathology (SLP) program. Building on the first event's success, the program collaborated with the Disability Services Office (DSO) in the spring of 2023 to co-host another impactful event. Additionally, Dr. Gartner-Schmidt has conducted two vocal outreach events in the local community. These events raise awareness about the importance of vocal hygiene, vocal health, and strategies for preserving and maintaining a healthy voice.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Develop at least one unique clinical program within the SLP Clinic that will provide greater community access to services.

- **2022-2023 OUTCOME:** The program developed a unique clinical program within the SLP Clinic, significantly enhancing community access to services. The expansion efforts primarily focused on the voice community, and as a result, the program has provided vital services, including gender-affirming voice therapy, to transgender individuals. Furthermore, two specialized areas, SPEAK OUT and LOUD Crowd, have been successfully established, creating a supportive and inclusive environment for individuals seeking

12/1/2022 approved; 11/3/23 revised

voice-related services, including those with Parkinson's Disease. Loud Crowd and Speak Out are specialized programs focused on speech and voice rehabilitation, helping individuals regain and maintain their vocal strength and clarity. These initiatives mark a substantial milestone in our commitment to community engagement and inclusivity within our clinical services, ultimately reinforcing our program's dedication to improving the lives of those served.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 3. Track clinic referrals in type and number.

- **2022-2023 OUTCOME:** In the past year, the clinic has received 18 total referrals for a wide range of services addressing the following needs: adult cognition, voice, adult language, adult motor-speech, and pediatric speech and language. Additionally, the SLP Clinic at Carlow University provides speech-language services to bilingual individuals. We are committed to serving diverse populations and addressing various communication needs within our community.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

4. UNIVERSITY PILLAR 4: Build Financial Health

4.1. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 1: Increase operational efficiencies.

4.1.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To increase efficiencies pertaining to clinical coordination.

METRIC 1. Transition clinical education coordination to EXXAT by 2023-2024.

- **2022-2023 OUTCOME:** The program began the transition in clinical education coordination to fully implement the EXXAT system by the 2023-2024 academic year (transitioning out of CALIPSO). In preparation for this transition, the incoming Fall 2023 cohort was successfully onboarded during the summer of 2023. Faculty were also onboarded during the summer of 2023. The transitioning process required the program to review current

12/1/2022 approved; 11/3/23 revised

clinical templates and rubrics and update processes for efficiency and effectiveness.   Clearance tracking, externship site integration, and curriculum mapping (including mapping to accreditation, certification, and teaching certification standards) were all updated in the new Exxat system.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

METRIC 2. Transition to a more automated process for clearance documentation by 2023-2024.

- **2022-2023 OUTCOME:** During the summer of 2023, 100% of the incoming Fall 2023 cohort students were onboarded to the Exxat Approve system (clearance documentation).

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

4.2. COLLEGE OF HEALTH & WELLNESS/INSTITUTIONAL INITIATIVE 2: Increase revenue streams

4.2.1. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 1: To pursue and secure internal and external grant funding opportunities.

METRIC 1. Secure at least one grant by 2025.

- **2022-2023 OUTCOME:** The SLP Department is currently exploring grant options.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

4.2.2. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 2: To expand speech-language pathology program offerings.

METRIC 1. Develop at least one new SLP Program offering by 2025.

- **2022-2023 OUTCOME:** Full-time faculty are currently brainstorming opportunities to develop undergraduate programs and graduate certificate programs.

- **2023-2024 OUTCOME:**

12/1/2022 approved; 11/3/23 revised

- **2024-2025 OUTCOME:**

METRIC 2. Track enrollment trends for any new SLP program offerings.

- **2022-2023 OUTCOME**: No new SLP program offerings were available for the 22-23 academic year. Faculty are brainstorming new program offerings for the upcoming years. Anecdotally, several prospective students made inquiries about online options to complete undergraduate speech-language pathology pre-requisite coursework. A needs assessment will continue to be reviewed.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**

4.2.3. SPEECH-LANGUAGE PATHOLOGY INITIATIVE 3: To strengthen collaborative efforts with University Advancement and build partnerships with Carlow alumni.

METRIC 1. Develop a comprehensive plan with Carlow Advancement to engage with Carlow alumni by 2023-2024.

- **2022-2023 OUTCOME:** Alumni engagement for the 22-23 year included virtual meetings, newsletters, and participation in on-campus alumni events.

- **2023-2024 OUTCOME:**
- **2024-2025 OUTCOME:**