

**Universidad del Turabo
Speech Language Pathology Program
Strategic Plan 2005-2010**

RESULTS AND OUTCOMES EVALUATION

Vision

UT VISION	MSLP PROGRAM VISION
The vision of Universidad del Turabo is to become a high quality learning community committed to enhance education among the student body, promote advanced technology and project its academic offerings internationally.	To be the first academic choice for students wanting to become Speech Language Pathologist, by providing the best academic and clinical education sustained by the latest technology, materials and knowledge based on evidence.

Mission

UT MISSION	MSLP PROGRAM MISSION
<p>The mission of Universidad del Turabo is to enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs.</p> <p>The University is committed to graduate well educated, professionally competent students, who can think critically and are technologically literate. The institution promotes the development of ethical</p>	<p>To prepare well trained professionals in the Speech-Language Pathology field who can deliver excellent clinical services to a variety of populations with ethical and professional practice standards.</p> <p>The Program is committed to graduate well educated Speech-Language Pathology professionals by promoting in our faculty the development of outstanding academic credentials and innovative</p>

UT MISSION	MSLP PROGRAM MISSION
<p>principles and values that allow students to contribute to the wellbeing of the community through their knowledge of social systems and their role as responsible citizens.</p>	<p>teaching strategies. The Program also fosters the development of research in our faculty and in our students.</p>

Envisioned future in 2010

The master program of Speech Language Pathology of the Universidad del Turabo will be the first option for the graduate students wanting to continue studies in Speech Language Pathology. An academic environment characterized by high quality of instruction based on evidence based practice, significant clinical experience embraced on a collaborative atmosphere and the best physical facilities in the Caribbean. Our graduate students are employed in different settings and in areas in which Speech Pathologist services were scarce. In addition, many recruiters from the states look our students as the first choice for delivering services to Spanish speakers living in the states.

Aligned with the strategic mission of the Ana G. Mendez System, faculty members are encouraged to continue their doctoral studies. Partnerships collaboration with other Communications and Sciences Disorders programs for providing a model of distance program for overcome the shortage of PhD faculty members and increase research studies on Speech Language Pathologists in the local area are part of the initiative to reach that endeavor. As a Spanish speaker community, our program is excellent for research collaboration among universities from the states to investigate issues related to diversity and second language learners. Faculty members demonstrate leadership skills by actively participating and presenting in local and national professional organizations.

Core Values

UT CORE VALUES	MSLP PROGRAM CORE VALUES
<p>Universidad del Turabo is committed to:</p> <ul style="list-style-type: none"> • freedom of thought and expression • recognize and respect diversity • respect the dignity of the individual • excellence in teaching and the generation, dissemination and application of knowledge • promote ethical, social, and cultural values • excellence in planning, operations and services • respect nature and the environment • promote human and esthetic sensibility 	<p>Every health professional must develop values that characterized their discipline. We envisioned a set of values that will characterized our administration, faculty members, staff, clinical supervisors, ex-alumni and current students. These core values are:</p> <ul style="list-style-type: none"> • Leadership • Patience • Sensitivity • Commitment • Respect • Integrity • Excellence • Cultural Competence

Focus Areas

Our MSLP Program has seven Focus Areas to include:

1. Admission Process
2. Faculty Development
3. Research
4. Curriculum
5. Clinical Component
6. Community Impact
7. Program Administration

For each of these areas specific measurable indicators of success will be developed. Strategies to accomplish each expected outcome is clearly stated in the Plan. Each area has one or more expected outcomes. Each Focus area is revised at the end of each academic year. Strengths, limitations, opportunities, and new outcomes will be identified and developed accordingly if needed. The whole Strategic Plan will be revised every five years. Program Focus Areas will be modified or changed as needed to respond to the Program's needs and stage of development at the time of the Plan being revised.

FOCUS AREA: MSLP PROGRAM ADMISSION		
<p>Issue: The decision making process during admissions of prospect student is crucial for selecting those who highly qualified to enter in the program. The program will increase the number of highly qualify candidates accepted.</p>		
Outcome	Indicator(s) of Success	Strategies
<p>The whole admission process revised and approved by faculty.</p> <p>A second revision of the admission process, including the interview guide and rubrics for both the oral and written interview.</p>	<p>Steps to follow during the admissions process, the interview guide and the rubrics to assess the candidates.</p> <p>Process reviewed and approved.</p>	<p>By 2008 the MSLP Program admission committee will explore different methods to create an effective admission process.</p> <p>By December 2009 the Admission Committee will make recommendations based on previous experiences to conduct a revision of the admission process.</p>
RESULTS-OUTCOMES		
<p>A fully revised admission process was implemented for the August 2010 admissions (APPENDIX A). The process was developed with the intake of faculty members. The process was approved by the faculty on February 19, 2010 and it was implemented on March 2010 during the candidate's admission processes. A statistic formula was established for each of the admission criteria (40% value for the EXADEP, 40% value for the student's grade point average, and 20% value for the interview results - APPENDIX B).</p>		
FOCUS AREA: FACULTY DEVELOPMENT		
<p>Issue: Aligned with Ana G. Mendez University System 2015 strategic plan, the faculty members from the Speech and Language Pathology Program will pursuit the highest competencies on their specialty areas.</p>		
Outcome	Indicator(s) of Success	Strategies
<p>MSLP Program faculty will become ASHA Certified.</p>	<p>Clinical Competence Certificates received by faculty members.</p>	<p>By 2006 an orientation to faculty members on the process of acquiring the Clinical Competence Certification Process will be coordinated by the</p>

		Program's clinical coordinator. By June 2008 all MSLP Program faculty members will become ASHA Certified.
Three faculty members will be admitted to a doctoral degree program from an accredited university.	Admission to doctoral studies granted by an accredited university.	Search of different possibilities to continue doctoral studies on SLP or related area. Explore the possibilities of completing doctoral studies through distance education programs.
RESULTS-OUTCOMES		
<p>As established in the Plan, all MSLP Program Faculty Members are now ASHA Certified (APPENDIX C). The process of certification was completed between 2007 and 2008. Currently we have three of our faculty members enrolled in doctoral programs: Luz P. García, Maribel González and Vilma E. Reyes. They are at different stages of their plan of study from the beginning courses all the way through the process of submitting their proposed dissertation plan to the IRB.</p>		
FOCUS AREA: RESEARCH		
<p>Issue: The amount of research in Speech Language pathology is very limited in Puerto Rico. Our program will contribute to gain understanding of the communication disorders issues by increasing research studies and promoting its dissemination locally and nationally.</p>		
Outcome	Indicator(s) of Success	Strategies
Every MSLP Program student will complete a research project, a poster presentation on their research and submit a publishable research paper.	Student participation at the annual poster presentation. Binded copies of student research available in the UT Library.	By 2010 at least 60 research studies will be conducted by the MSLP Program students in collaboration with faculty members.
Increased number of faculty members engaged in research activities.	Two faculty members engaged in active research activities.	By 2010 two MSLP Program faculty members will have submitted their research to the Institutional Review Board (IRB) and will be actively

		conducting research activities.
Research collaboration and professional presentations along with colleagues from other universities.	Researchers from other universities visiting and completing research in coordination with faculty member of our program.	By 2008 the MSLP Program faculty will conduct research on the writing skills of preschool children in collaboration with the University of Cincinnati. By 2010 the MSLP Program faculty will conduct research on monolingual language development milestones in collaboration with Texas Christian University.
RESULTS - OUTCOMES		
<p>As proposed in the Plan, each of our MSLP Program graduates has completed a research project. During March 2010 Dr. Nydia Bou received approval from SUAGM IRB to conduct a research in collaboration with Dr. Raul Prezas from Texas Christian University. During 2008 María A. Centeno from the University of Cincinnati conducted her research on the writing skills of preschool children in collaboration with Universidad del Turabo summer project PRoLIEG (Programa de Lenguaje y Lectoescritura en Grupo).</p>		
FOCUS AREA: CURRICULUM		
Issue: Our community is in need of highly qualified professionals who are committed to provide excellent clinical services based on evidence.		
Outcome	Indicator(s) of Success	Strategies
A fully revised curricular sequence including courses syllabus and the development of new specialty elective courses.	Revised curricular sequence, courses syllabus, and new courses developed as well. Approval by the appropriate Institutional committees.	By August 2009 the new curricular sequence will be submitted for approval by the MSLP Program Director. By December 2009 the MSLP Program faculty will complete the revision of the entire Program's course syllabus. New courses will be

		submitted by faculty members at this time.
RESULTS - OUTCOMES		
<p>A comprehensive curricular content and sequence was completed as of December 2009. A new curricular sequence tailored to current ASHA Knowledge and Skills content areas, was implemented for student's starting the Program as of August 2010.</p>		
FOCUS AREA: CLINICAL COMPONENT		
<p>Issue: Our program need to develop a clinical practicum program that provides the students the experiences needed to acquire the clinical competencies required in the Speech and Language Pathology field.</p>		
Outcome	Indicator(s) of Success	Strategies
An increased amount of clinical supervisors and sites.	Affirmative feedback from ASHA Certified SLP's eager to supervise students resulting in an increase of clinical sites.	Continuously the MSLP Program Clinical Coordinator will conduct personal contacts at meetings and conventions and will send formal invitations to participate in our program as clinical supervisors.
Three adult clinical formally contracted during 2007-2008 academic year.	Signed collaborative agreements for the clinical practicum of students.	By August 2007 the MSLP Program Clinical Coordinator will establish communication with home care and hospitals to provide experience with adult population. Signed collaborative agreements for the clinical practicum of students will be obtained by May 2008.
A Language and Literacy Enrichment program (ProLLeG for its Spanish acronym) offered during summer sessions, serving as an in-house	Student's enrollment in MSLP 595 course to participate in ProLLeG.	By summer 2010 80% of the MSLP Program students have participated in the in-house practicum experience provided through ProLLeG.

experience to 80% of the students beginning their clinical practicum experience.		
RESULTS - OUTCOMES		
As of May 2010 a total of 25 clinical settings have collaborative agreements for the clinical practicum of our students. Twenty five (25) supervisors are actively participating in the supervision of our MSLP Program interns. As of May 2010 69% (n=48/70) of our Program graduates have participated in the in-house practicum experience provided through ProLleG.		
FOCUS AREA: COMMUNITY IMPACT		
Issue: The student must be aware of their role within their community and lead initiatives gear to prevent and identify speech –language and hearing disorders.		
Outcome	Indicator(s) of Success	Strategies
Screening results and referral made for the corresponding evaluation and consultation services.	Public participation in community screening activities.	Continuously (monthly) the MSLP Program in-house Speech and Language Clinic (CSIUT) Director will program free of charge Speech-Language and Hearing screenings open to the community. Screenings will be conducted by the MSLP Program interns.
RESULTS - OUTCOMES		
The MSLP Program in-house Speech and Language Clinic (CSIUT) Director has conducted along with the MSLP Program interns a total of 2,201 screenings as part of our MSLP Program community service (760 on 2007; 643 on 2008; 597 on 2009; and 201 on 2010). These activities were conducted free of charge and have included speech, language, swallowing, and Hearing screenings. Several referrals for additional services were generated as a result of community screenings.		
FOCUS: PROGRAM ADMINISTRATION		
Issue: The Programs administration efficiency in operations, funding, and governance is crucial to meet		

the Institutional administration, students, community and accreditation agency expectations.		
Outcome	Indicator(s) of Success	Strategies
An increased number of full-time faculty and external clinical supervisors.	One additional faculty member hired for the MSLP Program.	By May 2010 the Institution will provide the MSLP Program with four (4) full-time faculty members, one (1) clinical coordinator and two (2) external clinical practicum supervisors.
Specialized equipment and clinical materials available to enhance academic, teaching, and clinical experiences	Equipment purchased and installed.	By May 2010 the MSLP Program Director along with the CSIUT Director will have a identified and submitted for purchase a complete inventory of equipment and materials. These will include among other equipment for audiologic and swallowing evaluations.
RESULTS - OUTCOMES		
<p>As of May 2010 our Program has 3 full time faculty members; one clinical coordinator and one external supervisor. There will be three new recruitments that will begin on August 2010 (one doctoral level full time faculty member; one PhD(c) adjunct professor and one external supervisor). As of may 2010 a full size audiometric room including sound booth, Maico audiometer with Sound Field system, middle ear analyzer (Maico tympanometer) with reflexes and reflex decay and an ERO - SCAN standard otoacoustic emissions system equipment was acquired by the Institution.</p>		