

**Planned Measures**

**Department: Communicative Disorders**  
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**Program Name & CIP Code: 51.0204 Level: MS-Communicative Disorders**

Example of Linkage between Expanded Statement of Institutional Purpose,  
 Departmental/Program Intended Outcomes/Objectives, Assessment Criteria and Procedures,  
 Results, and Use of Results at our University

Expanded Statement of Institutional Purpose	Departmental/Program Intended Outcomes/objectives	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>1. UCF is a metropolitan university committed to providing the finest undergraduate education in Florida, achieving international prominence in key graduate educational and research programs, promoting a global perspective, fostering inclusiveness and diversity, and becoming America's leading partnership university.</p> <p style="text-align: center;"><u>Mission</u></p> <p>2. The Department of Communicative Disorders exists to provide an environment for the dissemination of knowledge and research as well as a forum for clinical education and practice. The Department pursues a metropolitan agenda, embracing multiculturalism, partnerships and the highest ethical standards to enhance the quality of life for our students and our community.</p> <p>3. The graduate program serves to advance the state of knowledge of the profession in relation to the theoretical and scientific bases of normal and disordered communication and their clinical applications. In this context, the graduate program prepares practitioners who are qualified to serve in a variety of clinical, research, and educational settings. In addition, the clinical program supports the acquisition and development of fundamental skills that are required to the provision of high quality service.</p>	<p>1. After completing 36 credit hours of course work in SPA 5404 Adv Studies in Language Disorders: Preschool, SPA 6410 Language Problems in Adults: Aphasia and Other Symbolic Disorders, SPA 5236: Speech Problems in Adults: Motor Speech Disorders, SPA 6204 Adv Studies in Communicative Disorders: Articulation, SPA 6403 Adv Studies in Language Disorders: School-Age, SPA 5225 Fluency Disorders, SPA 6132 Measurements in Speech Science, SPA 6211 Voice Disorders, SPA 5327 Aural Habilitation and Rehabilitation, SPA 653C Differential Diagnosis in Speech and Language, SPA 6407 Seminar in Language, SPA 6526 Seminar in Speech Pathology, master's level graduates will demonstrate advanced knowledge (i. e., analysis, synthesis, and evaluation as described by Bloom's taxonomy) of:</p> <ul style="list-style-type: none"> <li>• The nature of speech, language, swallowing, hearing, and communication differences and disorders</li> <li>• The principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders</li> <li>• Ethical standards</li> </ul>	<p>1a. After completing 36 credit hours of course work in communication sciences and disorders during a two-year graduate program, 75 percent of the graduate students will pass the departmental comprehensive examination administered during the last semester of graduate studies. Areas included on the examination are:</p> <ul style="list-style-type: none"> <li>• Speech, language and hearing science</li> <li>• Phonological/ Articulation Disorders</li> <li>• Voice Disorders</li> <li>• Fluency Disorders</li> <li>• Preschool Language Disorders</li> <li>• School-Aged Language Disorders</li> <li>• Adult Neurogenic Communication Disorders</li> <li>• Aural Rehabilitation</li> </ul>	<p>1a. Of the 73 students taking the comprehensive examinations during the 2000 spring semester, 97% passed the exams. Pass rates for the first administration of each section of the exams were as follows:</p> <ul style="list-style-type: none"> <li>• 45% Speech, Language and Hearing Science</li> <li>• 93% Phonological/ Articulation Disorders</li> <li>• 97% Voice Disorders</li> <li>• 84% Fluency Disorders</li> <li>• 92% Preschool Language Disorders</li> <li>• 79% School-Aged Language Disorders</li> <li>• 97% Adult Neurogenic Communication Disorders</li> <li>• 82% Aural Rehabilitation</li> </ul>	<p>1a. In future administrations of the comprehensive examinations, records will be kept of performance on both first and second administrations of the exams. This information will permit the faculty to determine strengths and weaknesses in the curriculum and to make modifications accordingly.</p> <p>Additionally, the faculty is considering replacing the comprehensive examinations with the Speech-Language Pathology area examination of the PRAXIS, the national examination for certification in Communication Sciences and Disorders published by ETS. Currently, subscores for specific areas of the examination are not reported by ETS, making the usefulness of the examination questionable for curriculum revision.</p>

	<p>1b. After completing 36 credit hours of course work in communication disorders during a two-year graduate program, 85% of graduate students will indicate "agree" or "strongly agree" on a departmental survey administered annually during the last semester of the graduate program that course work in speech, language, and hearing disorders prepared them for performance in clinical practicum.</p> <p>1c. After completing a two-year graduate program in Communicative Disorders, 75 percent of alumni who graduated within the two previous years will indicate on a departmental survey administered annually that the academic program provided them with the advanced knowledge (i.e., analysis, synthesis, and evaluation as described by Bloom's taxonomy) in communication disorders needed to perform as a professional in their work setting.</p> <p>2a. After completion of all academic course work and clinical practica during the graduate program in Communicative Disorders, 85% of the graduate students will achieve a rating of 3 or higher (1=low, 5=high) on a scale of clinical proficiency as completed by their externship supervisors. Areas evaluated are:</p> <ul style="list-style-type: none"> <li>• Management of the Client</li> <li>• Assessment</li> <li>• Treatment</li> <li>• Report Writing</li> <li>• Clinical Manner</li> <li>• Supervisory Interactions</li> </ul> <p>2b. After completing a two-year graduate program in Communicative Disorders, 75 percent of alumni who graduated within the previous two years will indicate "agree" or "strongly agree" on a departmental survey administered annually that the academic program provided them with clinical experiences sufficient in breadth and depth to achieve the following skills:</p>	<p>1b. Of the 73 students responding to the survey, 74% indicated "agree" or "strongly agree" that course work in speech, language, and hearing disorders prepared them for performance in clinical practicum.</p> <p>1c. Of the 33 alumni completing the survey, 88% indicated that the academic program provided them with advanced knowledge in communication disorders needed to perform as professionals in their work settings.</p> <p>2a. Assessment protocol under development.</p> <p>2b. Of the 33 alumni responding to the survey, 79% indicated that they received average or better knowledge to provide clinical services in their work setting, while, only 64% indicated that the clinical education they received provided basic diagnostic and intervention skills to function in their work setting.</p>	<p>1b. The departmental survey will be redesigned to allow students to self-assess advanced knowledge of speech, language, and hearing disorders.</p> <p>1c. Alumni will be surveyed one year out of their graduate programs so that they may evaluate more accurately the adequacy of information provided in coursework.</p> <p>2a. The clinical proficiency scale will be completed and implemented by Fall 2001.</p> <p>2b. Survey questions will be redesigned to reflect the development of the new certification standards in speech-language pathology.</p>
<p>2. After completion of all academic course work and clinical practica during the graduate program in Communicative Disorders, graduate students and/or alumni will demonstrate the necessary evaluation, intervention, and interpersonal skills for clinical practice.</p>			

**Evaluation**

- 1) Administer screening procedures
- 2) Collect and integrate case history information
- 3) Select and administer appropriate evaluation procedures
- 4) Adapt evaluation procedures to meet client needs
- 5) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- 6) Complete administrative and reporting functions necessary to support evaluation
- 7) Refer clients for appropriate services

**Intervention**

- 1) Develop intervention plans with measurable and achievable goals that meet client needs, involving relevant individuals in the planning process
- 2) Implement intervention plans
- 3) Measure and evaluate clients' performance and progress
- 4) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients
- 5) Complete administrative and reporting functions necessary to support intervention
- 6) Identify and refer clients for services as appropriate

**Interaction and Personal Qualities**

- 1) Communicate effectively, recognizing the needs, values, and cultural/linguistic background of the client and relevant individuals
- 2) Collaborate with other professionals in case management
- 3) Provide counseling regarding communication and swallowing disorders to clients and relevant others
- 4) Behave professionally and

	<p>3. After completing STA 2023 Statistics I, STA 4163 Statistics II, SPA 5802 Research in Communication Disorders, SPA 6826 Seminar in Research, and SPA 6918 Directed Research or SPA 6971 Thesis, graduate students will demonstrate basic knowledge of:</p> <ul style="list-style-type: none"> <li>• Common principles of research and research design used in human communication sciences and disorders</li> <li>• Sources of research information and how to access them</li> <li>• The evaluation and incorporation of research relevant to clinical practice</li> </ul>	<p>adhere to the ASHA Code of Ethics</p> <p>2c. After completing all academic course work and clinical practica during the graduate program in Communicative Disorders, 80% of alumni who graduated during the previous two years will be rated by their employers as demonstrating "good" to "excellent" knowledge and clinical skills appropriate for the work setting as measured annually by a departmental employer survey.</p> <p>3a. After completing 9 to 17 semester hours of course work in statistics, research design and directed research during the undergraduate and graduate programs in Communicative Disorders, 75 percent of the graduate students will pass the research section of the departmental comprehensive examination, administered during the last semester of graduate studies.</p> <p>3b. After completing 9 to 17 semester hours of coursework in statistics, research design and directed research during the undergraduate and graduate programs, 85% of graduate students will indicate "agree" or "strongly agree" on a departmental survey administered annually during the last semester of the graduate program that the course work prepared them for use of research in clinical practice.</p> <p>3c. After completing a two-year graduate program in Communicative Disorders, 75 percent of alumni who graduated within the two previous years will indicate "agree" or "strongly agree" on a departmental survey administered annually that the academic program provided them with the basic knowledge of research and research design in human communication sciences and disorders needed to perform as a professional in their work setting.</p>	<p>2c. Of the 14 employers responding to the survey, 73% rated alumni of UCF's Department of Communicative Disorders to "excellent" knowledge and clinical skills.</p> <p>3a. Of the 73 graduate students taking the comprehensive examinations, 64% passed the research section on the first administration; 78% passed on the second administration; and 97% passed overall (1<sup>st</sup> and 2<sup>nd</sup> administrations).</p> <p>3b. Of the 19 graduate students who responded to the survey, 34% indicated "agree" or "strongly agree" that course work prepared them for use of research in clinical practice.</p> <p>3c. Of the 33 alumni who responded to the survey, 97% indicated "agree" or "strongly agree" that they understand and can apply knowledge of research and research design in their work.</p>	<p>2c. The employer survey will be redesigned to capture better perceptions about alumni knowledge and skills. In addition, an alternative method of measuring perceptions will be implemented during the 2001 Fall Semester. A focus group of selected employers will be brought together in conjunction with the UCF Job Fair and a series of questions and probes will be developed to gather their impressions of the knowledge and skills of program graduates</p> <p>3a., 3b., 3c. A disparity between these results exists; therefore, alternative methods will be developed to gather information on graduate students' alumni knowledge of statistics, research design, and their application to clinical work.</p>
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	<p>4. After completing 3 credit hours of coursework in SPA 5570 Administration and Management of Communication Disorders, master's level graduates will demonstrate basic knowledge (i.e., comprehension as described by Bloom's taxonomy) of:</p> <ul style="list-style-type: none"> <li>• Contemporary professional issues</li> <li>• Certification, licensure, and other relevant professional credentials</li> </ul>	<p>4a. After completing 3 credit hours of coursework in SPA 5570 Administration and Management of Communication Disorders, 85% of master's graduates will indicate "agree" or "strongly agree" on a departmental survey administered annually during the last semester of the graduate program that adequate information on contemporary professional issues, certification and licensure was presented in the course work.</p> <p>4b. After completing a two-year graduate program in Communicative Disorders, 75 percent of alumni who graduated within the two previous years will indicate "agree" or "strongly agree" on a departmental survey administered annually that the academic program provided them with adequate knowledge of contemporary professional issues, certification, and licensure.</p>	<p>4. Information is being added to current assessment protocols.</p>	<p>4. No information gathered to date</p>
	<p>5. After completing all academic course work and clinical practica during a two-year graduate program in Communicative Disorders, graduate students will demonstrate skill in performing a variety of oral and written tasks necessary for entry into professional practice, including:</p> <ul style="list-style-type: none"> <li>• Use of English speech and language skills that are, at a minimum, consistent with ASHA's position statement "Students and Professionals Who Speak English With Accents and Nonstandard Dialects"</li> <li>• Speaking and listening ability necessary for effective interaction with clients and relevant others</li> <li>• Writing of acceptable form and content for scientific and technical reports, evaluation and treatment reports, treatment plans, and professional correspondence.</li> </ul>	<p>5. After completing a two-year graduate program in Communicative Disorders, graduate students will demonstrate at least adequate performance (a rating of 3 or better) on written essays in response to comprehensive examination questions relative to the categories of organization, grammar, vocabulary use, mechanics of writing, and proofing.</p>	<p>5. Other assessment protocols are under development.</p>	<p>5. The method of measuring of oral and written language proficiency will be changed to a portfolio assessment. Students will be expected to collect samples that represent their best clinical work relative to the skills delineated in column 2. A random selection of portfolios submitted by seniors in their final semester will be evaluated. Selection of portfolios for evaluation will be stratified by students' grade point average for purposes of comparison.</p>

NOTE: Complete one set of forms for each degree program offered by your department. (Consult the degree inventory)