

**Ph.D. in Communication
Sciences and Disorders
Academic Assessment Plan
2012-13**

**College of Public Health and Health Professions
Lori J. Altmann
laltmann@ufl.edu**

Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

Academic Assessment Plan for Ph.D. in Communication Sciences and Disorders	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures	4
C. Research.....	5
D. Assessment Timeline.....	6
E. Assessment Cycle	7
F. Measurement Tools.....	7
G. Assessment Oversight.....	7
Figure 1: Qualifying Examination Assessment Rubric	8
Figure 2: Dissertation Proposal Evaluation Rubric.....	9

Academic Assessment Plan for Ph.D. in Communication Sciences and Disorders

College of Public Health and Health Professions

A. Mission

The mission of the Ph.D. program in Communication Sciences and Disorders is to educate future academic researchers in the fields of speech pathology and audiology, while building their leadership skills and requiring a high standard of performance in a mutually respectful environment. The goals of the Ph.D. program in Communication Sciences and Disorders are to foster intellectual curiosity and integrity in research and education, while preparing our doctoral students to advance scholarship and the pursuit and dissemination of knowledge in their specialty areas. The approach of the Ph.D. program in Communication Sciences and Disorders is highly interdisciplinary, encouraging the integration of research from collateral fields and embracing interdisciplinary collaboration in research and education.

This mission aligns with the department mission by its goal to educate future professionals in speech pathology and audiology while fostering intellectual curiosity, building leadership skills and requiring high levels of performance. It also supports the college mission to promote collaborative, interdisciplinary research and to produce and disseminate new knowledge in health-related fields. It supports the University mission in that it focuses on educating future researchers to expand understanding in our field, communication sciences and disorders, and, thereby, improve quality of life in people with these disorders.

B. Student Learning Outcomes and Assessment Measures

SLO	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge 1	Students develop appropriate research designs and methods to answer questions derived from theory based aims.	Students will fulfill all requirements in their lab rotation contracts as assessed by the faculty mentor overseeing the project.	Campus
		Students will achieve passing grades in the final exam of each of their statistics and research design courses as assessed by faculty assigned to teach these courses.	Campus
Knowledge 2	Students communicate theoretical understandings and the evidence for them to audiences which may include members with varying degrees of experience and/or expertise.	Students will make at least two presentations based on their research in local, state, national, or international venues.	Campus
Skills 3	Students critically evaluate research design and discuss impact of research findings on relevant theory.	Students will achieve passing grades on written and oral qualifying exams administered by the student's supervisory committee.	Campus
		Students will compose and successfully defend a dissertation based on original research, as evaluated by the student's dissertation committee.	Campus
Skills 4	Students take full responsibility for teaching an undergraduate class.	Students receive a mean score >3.5 on the Supervised Teaching Evaluation form in the final assessment of their Supervised Teaching, and student evaluations for the course are within 1 SD of department mean.	Campus
Professional Behavior 5	Students understand the grant mechanisms available to our field and how to write proposals to secure grant funding.	Students receive a passing grade on a grant proposal as assessed by faculty assigned to teach these courses.	Campus
Professional Behavior 6	Students produce original data-based research papers suitable for publication in top-tier peer-reviewed journals.	Students will submit at least two articles for publication in peer-reviewed journals during their graduate program.	Campus

C. Research

The Ph.D. is inherently a research degree, and our Ph.D. program reflects this emphasis. To this end our Ph.D. students are assigned to a mentor in their area of research interest at admission. Students become involved in the mentor's research from their first semester in the program. Via their involvement in the mentor's lab and research projects, students acquire the specialized methodology and technology used in their particular subfields (e.g., tinnitus, otoprotection, swallowing, or language). Additionally, students are required to complete a lab rotation in another research lab to broaden their understanding of a collateral field or to learn new methodologies. These rotations usually involve designing and implementing an experiment in the lab rotation mentor's area of expertise, although other outcomes for the lab rotation are permitted. As a matter of course, students write their own IRB applications for their studies. All students are expected to present their research at national or international conferences and PPHP Research Day starting in their second year and continuing throughout their program.

Research in our field is experimental and hypothesis driven. Thus, in addition to content area courses to provide theoretical background, students take at least 15 credits of Research Tools courses. At least six of these credits must be in statistics. Other courses falling into the category include research design courses, clinical trials design courses, and specialized methodology courses (e.g., fMRI analysis). In addition, all students are required to take a grant writing course, as this is a crucial skill in today's research environment. Research competence is assessed with the qualifying examination in year three, the dissertation proposal and the dissertation itself. Rubrics for assessing these milestones are found in the Appendix.

D. Assessment Timeline

Program Ph.D. in Communication Sciences and Disorders - College Public Health and Health Professions

Assessment SLOs	Fulfill lab rotation contract	Pass final exam in statistics classes	Make 2 research presentations at conferences	Pass Qualifying Exam	Compose and defend dissertation	Achieve an acceptable evaluation on Supervised Teaching	Receive a passing grade on a grant proposal	Submit 2 articles for publication
Knowledge								
#1 Develop research designs appropriate to theory-based questions	Years 2 & 3	Years 1 & 2						
#2 Communicate understanding of data and theory to diverse audiences			Years 2-4					
Skills								
#3 Evaluate and discuss research				Year 3	Year 4			
#4 Teach an undergraduate class						Years 2 & 3		
Professional Behavior								
#5 Know how to write grant proposals							Years 2 & 3	
#6 Produce an original research paper								Years 2-4

E. Assessment Cycle

Assessment Cycle for:

Program Ph.D. in Communication Sciences and Disorders

College of Public Health and Health Professions

Analysis and Interpretation:

Lori J. Altmann, Associate Chair for Ph.D. Education

Scott Griffiths, Interim Chair

Program Modifications:

Completed by Lori J. Altmann

Dissemination:

Completed by Scott Griffiths

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1			x	x	x		
#2			x	x	x		
Skills							
#3			x	x		x	
#4			x	x		x	
Professional Behavior							
#5			x	x			x
#6			x	x			x

Note that the entire Ph.D. program was reviewed in Academic year 2011-2012 and in 2012-2013 as part of the preparation of this document.

F. Measurement Tools

Student progress through their program, including the successful completion of all Research Tools courses are tracked using the Program Plan form, Part 1 (attached; SLO 1). This form is updated yearly and reviewed by the student's Academic Advisement Committee, which is formed at the end of the first year of enrollment, and the Associate Chair for Ph.D. Education., who keeps the students' program plans on file. Part 2 of the Program plan contains a running list of presentations, manuscripts submitted, and publications (SLO 2 and 5).

Performance on the Qualifying Exam and the Dissertation (SLO 3) are assessed using the Qualifying Examination Rubric (Attached) and the Dissertation Assessment Rubric (Attached). Placement of the student in appropriate academic or professional careers is addressed via an exit interview with the Associate Chair of Ph.D. Education and a follow-up communication one year post-graduation.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Lori J. Altmann	SLHS	laltmann@ufl.edu	352-273-3730
Scott Griffiths	SLHS	Sgriff@ufl.edu	352-273-3725

Figure 1: Qualifying Examination Assessment Rubric

Ph.D. in Communication Sciences and Disorders Qualifying Examination Assessment Rubric

Candidate: _____ Date: _____

Scoring: Excellent, Satisfactory, Needs Improvement, Fail

Criteria	Paper 1	Paper 2	Paper 3	Paper 4
1. Content: Demonstrates a deep and broad knowledge of the literature.				
2. Analysis: Demonstrates insightful analysis and integration of information.				
3. Oral Communication: Oral discussion of ideas is clear and professional.				
4. Written Communication: Written discussion of ideas is clear and professional.				
5. Independence: Demonstrates the capacity to carry out independent research.				
6. Responds clearly and professionally to questions and challenges.				
OUTCOME	<input type="checkbox"/> PASS	<input type="checkbox"/> No Pass-Retry	<input type="checkbox"/> No Pass-Final	

Passing is by approval of the supervisory committee and requires that at least 4 of 6 criteria are scored as excellent or satisfactory for each paper. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Figure 2: Dissertation Proposal Evaluation Rubric

Ph.D. in Communication Sciences and Disorders Dissertation Proposal Evaluation Rubric

Candidate: _____ Date: _____

Project: _____

Scoring: Excellent, Satisfactory with minor revisions, Needs Major Revisions, Fail

Criteria	Dissertation
1. Content: Demonstrates a deep and broad knowledge of the literature.	
2. Analysis: Demonstrates insightful analysis and integration of information.	
3. Oral Communication: Oral discussion of ideas is clear and professional.	
4. Written Communication: Written discussion of ideas is clear and professional.	
5. Independence: Demonstrates the capacity to carry out independent research.	
6. Responds clearly and professionally to questions and challenges.	
<input type="checkbox"/> PASS	<input type="checkbox"/> No Pass-Retry <input type="checkbox"/> No Pass-Final

Comments:

Passing is by approval of the supervisory committee and requires that at least 4 of 6 criteria are scored as excellent or satisfactory for each paper. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____