

Undergraduate Academic Assessment Plan 2012-13

**Bachelor of Health
Science –
Communication Sciences
and Disorders major**

**College of Public Health
and Health Professions**

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Table of Contents

Mission Statement	3
Student Learning Outcomes (SLOs)	3
Curriculum Map	5
Assessment Cycle	8
Assessment Cycle Chart	8
Methods and Procedures	9
SLO Assessment Matrix for 2012-13.....	9
Assessment Oversight	10
Figure 1: Senior Research Article Presentation Rubric.....	11

B.H.S. in Communication Sciences and Disorders

College of Public Health and Health Professions

Undergraduate Academic Assessment Plan

Mission Statement

The Bachelor of Health Science Program has two majors – health science and communication sciences and disorders – that are ideal for students who want to work in health care. The mission of the Bachelor of Health Science degree program is to provide an academic foundation in health science for students planning on entering a health profession and/or working in a health care setting. The courses are designed to provide strong core skills in preparation for advanced education in a variety of health careers. The Communication Sciences and Disorders program is designed to provide students a solid foundation for graduate and/or professional programs in speech language pathology, audiology, or other fields. The program prepares students for advanced study in speech-language pathology and audiology, emphasizing the principles and applications of substantive knowledge in both normal and disordered communication from both the natural and social science perspectives.

The mission of the University of Florida has as its defining and distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. The mission statement of the Bachelor of Health Science programs is aligned with this by its goals to prepare undergraduate students for post-baccalaureate graduate and professional health programs. This unit clearly supports the University mission by educating students in health related research, the scientific bases of health care, and the art and science of professional health care.

Student Learning Outcomes (SLOs)

Health Science/Communication Sciences and Disorders:

<https://catalog.ufl.edu/ugrad/current/publichealth/ALC/communication-sciences-and-disorders.aspx>

Content Knowledge:

1. Explain fundamental theories and principles of basic acoustics, psychoacoustics, (neuro)anatomy, and (neuro)physiology as they pertain to the normal development of speech, language, and hearing.
2. Explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders.

3. Describe basic concepts that pertain to the assessment and treatment of speech, language and auditory disorders.
4. Explain fundamental concepts that pertain to professional practice patterns and ethical standards.
5. Explain fundamental concepts that pertain to the relationship between aging and communication, the effect of culture on communication, and modalities of communication.
6. Transcribe normal and disordered speech phonetically.
7. Explain the impact of disease and disability on the health of populations.

Critical Thinking:

1. Apply clinical problem-solving skills to defend assessment and treatment choices.

Communication:

1. Present information accurately and effectively during an oral presentation on a topic related to communication sciences or disorders.
2. Write a coherent analytical essay on a topic related to communication sciences or disorders.

Curriculum Map

Program: Communication Science and Disorders College of Public Health and Health Professions

Key: Introduced Reinforced Assessed

Courses SLOs	LIN 2210	SPA 3011	SPA 3101	SPA 3032	SPA 4004	SPA 4104	SPA 4250	SPA 4400	SPA 4050	SPA 4302	SPA 4321	Additional Assessments
Content Knowledge												Summative assessment in final semester; UG Alumni survey.
#1	I	I,R	I	I	I	I	R, Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research	R, Assessed via periodic tests including factual recall and case- based problem- solving		R, Assessed in factual recall and case- based exams.	R	
#2				I		I	I,R, Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research	I,R, Assessed via periodic tests including factual recall and case- based problem- solving	R	I,R, Assessed in case- based exams.	R, Assessed in exam on impact of auditory disorder on persons and significant others.	
#3							I, Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research, and a written paper on contemporary treatments	I, Assessed via periodic tests including factual recall, and case- based problem- solving on tests and team-based activities	R	I	R, Assessed in exam covering tools for assessing impact of hearing loss and success of management strategies	
#4							I	R, Assessed via periodic tests including factual recall, and case- based problem- solving on tests and team-based activities	R, Assessed via scenario based written test of application of the professions' code of ethics.	I	R	

Courses SLOs	LIN 2210	SPA 3011	SPA 3101	SPA 3032	SPA 4004	SPA 4104	SPA 4250	SPA 4400	SPA 4050	SPA 4302	SPA 4321	Additional Assessments
#5	I	I,R	R		R	R	R, Assessed in written exams, and critical evaluation of published research	R, Assessed via periodic tests including factual recall, and case-based problem-solving on tests and team-based activities	R	R	R, Assessed in exams employing cases varying in age, social and cultural backgrounds and communicative demands.	
#6	I				R, Assessed in written exams using typical speech		R, Assessed in assignments involving analysis of clinical data					
#7							R	I,R, Assessed via periodic tests including factual recall, and case-based problem-solving on tests and team-based activities				

Courses SLOs	LIN 2210	SPA 3011	SPA 3101	SPA 3032	SPA 4004	SPA 4104	SPA 4250	SPA 4400	SPA 4050	SPA 4302	SPA 4321	Additional Assessments
Critical Thinking												Summative assessment in final semester; UG Alumni survey.
#8		I		I			R, Assessed in a written paper on contemporary treatments	R, I, Assessed via periodic tests including factual recall and case-based problem-solving on tests and team-based activities	R, Assessed in paper reviewing observed case management	R	R, Assessed critical paper on approaches to management of hearing impairment	
Communi- cation												Summative assessment in final semester; UG Alumni survey.
#9				I	I	I	R	R, Assessed via oral presentation of biographical accounts of language impairments with a critical review of the relevant literature on diagnosis and treatment.	R	R	R	
#10				I	I	I	R	R, Assessed via written papers on biographical accounts of language impairments with a critical review of the relevant literature on diagnosis and treatment	R	R	R, Assessed critical paper on approaches to management of hearing impairment	

Assessment Cycle

Program: Communication Science and Disorders College of Public Health and Health Professions

Analysis and Interpretation: June - August
 Improvement Actions: September - October
 Dissemination: Completed by October 30th

Assessment Cycle Chart

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1		X		X		
#2		X		X		
#3		X		X		
#4		X		X		
#5		X			X	
#6			X		X	
#7			X		X	
Critical Thinking						
#8			X			X
#9			X			X
Communication						
#10			X			X

Methods and Procedures

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure*
Explain fundamental theories and principles of basic acoustics, psychoacoustics, (neuro)anatomy, and (neuro)physiology as they pertain to the normal development of speech, language, and hearing.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Describe basic concepts that pertain to the assessment and treatment of speech, language and auditory disorders.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving; exam on impact of auditory disorder on persons and significant others.	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Explain fundamental concepts that pertain to professional practice patterns and ethical standards.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving; team-based activities; exam covering tools for assessing impact of hearing loss and success or management strategies	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Explain fundamental concepts that pertain to the relationship between aging and communication, the effect of culture on communication, and modalities of communication.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving; scenario based written test of application of the professions' code of ethics	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Transcribe normal and disordered speech phonetically.	Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving; team-based activities; exam employing cases varying in age, social and cultural backgrounds and communicative demands	Undergraduate Learning Outcome Exam
Explain the impact of disease and disability on the health of populations.	Periodic tests including factual recall and case-based problem-solving; team-based activities involving critical analysis on research dealing with quality of life in people with speech, language, or hearing disorders	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Apply clinical problem-solving skills to defend assessment and treatment choices.	Written paper on contemporary treatments for speech disorders; periodic tests including factual recall and case-based problem-solving; team-based activities; paper reviewing observed case management; critical paper on approaches to management of hearing impairment	Undergraduate Learning Outcome Exam; Senior Research Paper (or Senior Honor's Thesis) & Presentation
Present information accurately and effectively during an oral presentation on a topic related to communication sciences or disorders.	Oral presentation of biographical accounts of language impairments with a critical review of the relevant literature on diagnosis and treatment	Senior Honor's Thesis defense and/or Senior Research Presentation
Write a coherent analytical essay on a topic related to communication sciences or disorders.	Written papers on biographical accounts of speech and language impairments; critical paper on approaches to management	Senior Research Paper and/or Senior Honor's Thesis

**Note: Measurement Procedure* evaluation criteria are presented below.

- The Undergraduate Learning Outcome Exam is administered during spring semester of the senior year and assesses long-term retention of key concepts. The exam is divided into 10 subsections that capture core content areas from the undergraduate curriculum. Content area subsections are assessed individually with the expectation that at least half of the items will be answered correctly.
- The alumni survey is distributed to recently graduated students, following the spring semester of senior year. Among other things, students are asked to provide their perceptions of their readiness for graduate study, as well as the depth and breadth of the knowledge they have developed during undergraduate study in our program.
- The Research Paper, Research Presentation, and work associated with the Senior Honor's thesis are completed during senior year. Performance on these measures is determined using faculty-developed rubrics. The criterion for passing is based on total points earned and tiered in terms of low pass, pass, and high pass. To pass, students must earn a minimum of the following: a rating of "acceptable" on at least half of the criteria plus no ratings of "poor/unacceptable" on the remaining criteria.
- Integrating assessment and measurement data: Analysis and interpretation of data from the assessments and measurements takes place during the summer semesters. Results of the analysis are applied to the Student Learning Outcomes (SLOs) on a biennial basis, so that the SLOs can be modified if necessary. The development of an action plan relative to any revised SLOs is completed in the fall semester (by end of October) for implementation during the following spring or subsequent fall (one year from now) semesters. This allows us to analyze the data and have sufficient time to plan and adjust, depending upon what the issue is.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Christine Sapienza	Chair	sapienza@ufl.edu	352-273-3712
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Figure 1: Senior Research Article Presentation Rubric

**Bachelor of Health Science in Communication Sciences and Disorders
Senior Research Article Presentation Rubric**

Student _____ Topic _____ Date _____

Criteria	Poor – Unacceptable (0)	Fair – Needs Improvement (1)	Acceptable (2)	Excellent (3)	Comments
1. Content: depth, breadth					
2. Accuracy of information					
3. Oral presentation: clarity, organization, delivery					
4. Written/visual presentation: clarity, organization, style					
5. Independence: amount and type of instructor support needed					
6. Responsiveness: depth, breadth, accuracy of replies to audience questions					
COLUMN SUMS →					Total Points: __/18
OUTCOME →	Fail Total = <9	Low Pass Total = 9-12	Pass Total = 12-15	High Pass Total = 16-18	Comments: