

UNIT REPORT

**Communication Sciences &
Disorders (BHS) - Reviewer's
Report - Academic Data**

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Communication Sciences & Disorders (BHS)

BHS Communication Sciences and Disorders

Mission:

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.

Start: 07/01/2017

End: 06/30/2018

PG 1 Communication Sciences & Disorders (BHS)

Goal: To graduate students who are prepared to perform successfully in Master's (speech-language pathology) and AuD (audiology) programs.

Evaluation Method:

Percentage of BHS graduates who gain acceptance into accredited graduate programs in either speech-language pathology or audiology.

Results:

Results of the program goal were reviewed by the program directors and program chair.

During the 2017-2018 academic year, 94% of BHS-CMS program graduates applied for admission to graduate school. Of these, 87% applied for admission in the area of speech-language pathology, 10% applied for admission in the area of audiology, and 3% applied to other types of graduate programs.

Among BHS-CMS program graduates who applied for admission to a graduate program in either speech-language pathology or audiology, 92% received an offer of admission from at least one graduate program and 65% of BHS-CMS graduates received offers of admission at 3 or more programs. Among the 8% of students who applied but did not receive an offer of admission, 70% received placements of a waitlist.

XOn Campus: true

XProgram CIP:
XOnline: true

XOther Site: false

XIf Other Site:

SLO 1 Knowledge

Outcome:

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.

SLO Area (select one): Content (UG)

Assessment Method:

Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving

SLO Not Assessed This Year: true

Results:
Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

SLO 2 Knowledge

Outcome: Explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders.

SLO Area (select one): Content (UG)

Assessment Method:

Written exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based problem-solving

SLO Not Assessed This Year: true

Results:

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

SLO 6 Knowledge

Outcome: Transcribe normal and disordered speech phonetically.

SLO Area (select one): Content (UG)

Assessment Method:

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

SLO Not Assessed This Year: false

Results:

The criteria for success is 90% of students from both the campus and online BHS-CMS programs are able to transcribe normal and disordered speech phonetically.

78/80 campus and online students (or 98%) were able to transcribe normal and disordered speech phonetically.

66 of 66 campus students (or 100%) were able to transcribe normal and disordered speech phonetically. The campus students met this learning objective.

12 of 14 online students (or 86%) were able to transcribe normal and disordered speech phonetically. The online students did not meet this learning objective.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 80

How many students met the outcome?: 78

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

SLO 9 Communication

Outcome: Present information accurately and effectively during an oral presentation on a topic related to communication sciences or disorders.

SLO Area (select one): Communication (UG)

Assessment Method:

Oral presentation of biographical accounts or published research on speech, language, hearing, or swallowing impairments, to include information about the disorder characteristics and clinical practice.

SLO Not Assessed This Year: false

Results:

The criterion for success is 90% of students from both the campus and online BHS-CMS programs are able to orally present on topics in CMS.

171/174 campus and online students (or 98%) were able to orally present on topics in CMS.

141/142 campus students (or 99%) were able to orally present on topics in CMS.

30/32 online students (or 94%) were able to orally present on topics in CMS.

Taking all students into consideration, this learning objective has been met. Both of the campus and online students were able to meet this objective.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 174

How many students met the outcome?: 171

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

SLO_10 Communication

Outcome: Write a coherent analytical essay on a topic related to communication sciences or disorders.

SLO Area (select one): Communication (UG)

Assessment Method:

Written papers on published research and/or biographical accounts of speech, language, and swallowing impairments.

SLO Not Assessed This Year: false

Results:

The criterion for success is 90% of students from both the campus and online BHS-CMS programs are able to write a coherent analytical essay in topics in CMS.

181/181 campus and online students (100%) were able to write a coherent analytical essay in topics in CMS.

147/147 of the campus student (or 100%) were able to do this.

34/34 online students (or 100%) were able to do this.

Taking all students into consideration, this learning objects has been met. Both of the campus and online students were able to meet this learning objective.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 181

How many students met the outcome?: 181

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

SLO 3 Knowledge

Outcome: Describe basic concepts that pertain to the assessment and treatment of speech, language and auditory disorders.

SLO Area (select one): Content (UG)

Assessment Method:

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.

SLO Not Assessed This Year: true

Results:

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

SLO 4 Knowledge

Outcome: Explain fundamental concepts that pertain to professional practice patterns and ethical standards.

SLO Area (select one): Content (UG)

Assessment Method:

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

SLO Not Assessed This Year: true

Results:

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

SLO 5 Knowledge

Outcome:

Explain fundamental concepts that pertain to the relationship between aging and communication, the effect of culture on communication, and modalities of communication.

SLO Area (select one): Content (UG)

Assessment Method:

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

SLO Not Assessed This Year: true

Results:

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability:

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

SLO 7 Knowledge

Outcome: Explain the impact of disease and disability on the health of populations.

SLO Area (select one): Content (UG)

Assessment Method:

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.

SLO Not Assessed This Year: false

Results:

The criterion for success is 90% of students from both the campus and on-line BHS-CMS programs are able to explain the impact of disability and disease on the health of populations.

116/116 campus and online students (or 100%) were able to explain this impact.

86/86 campus students (or 100%) were able to explain this impact.

30/30 online students (or 100%) were able to explain this impact.

Taking all students into consideration, this learning objective has been met. Both the campus and online students meet this objective.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 116

How many students met the outcome?: 116

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

SLO 8 Critical Thinking

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

SLO Area (select one): Critical Thinking (UG)

Assessment Method:

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

SLO Not Assessed This Year: false

Results:

The criterion for success is 90% of students from both the campus and online BHS-CMS programs are able to apply clinical problem solving to defend assessment and therapy choices.

196/199 campus and online students (or 98%) met were able to apply clinical problem solving to defend assessment and therapy choices.

163/164 campus students (or 99%) were able to do this.

33/35 online students (or 94%) were able to do this.

Taking all students into consideration, this learning objective has been met. Both of the campus and online students meet this objective.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 90

How many students did you assess for this outcome?: 199

How many students met the outcome?: 196

What percentage of students met the outcome?: 98

Does this meet your threshold of acceptability?: Yes

Programmatic Use of Results

Program: Communication Sciences & Disorders (BHS)

Programmatic Use of Results:

Results of the program goal and SLOs were reviewed by the program directors and program chair. It was agreed that analysis of results for the 2017-2018 academic year program goals and associated learning outcomes indicated that nearly all of the students in the BHS-CMS degree program (both on campus and online) were meeting the individual program goals.

Gaining admission to a graduate program is the primary goal of the BHS-CMS program as the entry level degree for speech-language pathologists and audiologists is a graduate degree. 92% of our students who sought admission to a graduate program were successful. We felt this demonstrates that our department was successful in preparing our students to be competitive and successful in the application process.

The data from the learning objectives focused on in 2017-2018 indicated that more than 90% of our students demonstrated the ability to phonetically transcribe normal and disordered speech, explain the impact of disability and disease on the health of populations, apply clinical problem-solving to defend assessment and therapy choices, orally present on topics in CMS and write coherent analytical essays in topics in CMS. These skills among others are critical to success at the graduate level. Students in our campus program, as well as those in our online program, demonstrated comparable outcomes in terms of meeting these learning objectives. The one area that the on campus students out-performed our online students was in the area of phonetic transcription. Although the difference in terms of number of students was small (two students in our online program earned a C, while no student in the campus program earned below a B-), we agreed to continue to evaluate this area. It was decided that the program director for the BHS-CMS program will work more closely with faculty and students to identify possible causes and to develop corresponding adjustments in areas such as instructional methods and tutorial support. It was agreed also to plan to evaluate our admission process to make sure that we identify those students who are more likely to be successful in all aspects of our program. We acknowledged that as we transition to UF Online, the make up of the students applying for admission may change so we will continue to monitor performance in all areas to note any changes.

Program Results Not Reported This Year:

BHS Communication Sciences and Disorders AAP Detail

End: 06/30/2018

Start: 07/01/2017

Providing Department: Communication Sciences & Disorders (BHS)

Assessment Cycle (All AAPs):

Analysis and Interpretation:

June - August

Improvement Actions:

September - October

Dissemination:

Completed by October 30th

Year SLOs	16-17	17-18	18-19	19-20	20-21	21-22
Content Knowledge						
#1	X		X		X	
#2	X		X		X	
#3	X		X		X	
#4	X		X		X	
#5	X		X		X	
#6		X		X		X
#7		X		X		X
Critical Thinking						
#8		X		X		X
#9		X		X		X
Communication						
#10		X		X		X

SLO Assessment Rubric (All AAPs):

Methods and Procedures (UG and Certificate AAPs):

2013-14 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.

Curriculum Map (UG AAPs only):

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	LIN 2210	SPA 3011	SPA 3101	SPA 3032	SPA 4004	SPA 4104	SPA 4250	SPA 4400	SPA 4050	SPA 4302	SPA 4321	Additional Assessments
SLOs												
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	