

UNIT REPORT

**Communication Sciences &
Disorders (BHS) - 01.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.

Program Type and Level: Bachelor (includes all bachelors level degrees)

Start: 07/01/2022

End: 06/30/2023

Program: Communication Sciences & Disorders (BHS)

Program CIP: 51.0201

Site Information: Online & Residential

If Other Site: :

Responsible Roles: George Hack (hackg@ufl.edu)

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.

Program: Communication Sciences & Disorders (BHS)

Evaluation Method:

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

Results:

Campus- We had 40 students graduate from the BHS-CSD program. Only 62% percent completed the exit survey upon completion of the program. Out of the 40 students; 25 were accepted into a graduate program in SLP; 1 was accepted into an AUD program. 3 students were accepted into a graduate SLP program but deferred their admission until 2024.

UFO-We had 18 UFO students graduate Spring 2023/Summer 2023. We have data on 12 students. 10 of them were accepted into a graduate SLP programs. 2 of them are working as an SLPA.

Our threshold was to have 70% of our campus and UFO students combined to be accepted to a graduate programs. This number might not be a true reflection of how many of our students are enrolled in graduate programs as many of them might have been accepted to a graduate program post graduation for UF.

Attached Files

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 Methods Checklist: Faculty developed quiz(zes)
Faculty developed examination(s)/test(s)
Paper(s) - includes reports, plans, other documents

Assessment Method Narrative:

SLO Not Assessed This Year:

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 115

How many students met the outcome?: 109

What percentage of students met the outcome?: 95

Does this meet your threshold of acceptability?: Yes

Results:

Campus - 100% (72/72) of our campus students were able to explain the 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 on quizzes, exams, and papers. Specifically, 64/72 students received grades of As and Bs in the course that measured these areas (SPA 3032: Fundamentals of Hearing). The remaining 8 students earned grades of Cs.

UFO - 84% (23/25) of the UFO students were able to 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 on quizzes, exams, and papers. 13/25 students received grades of As and Bs in courses that measured these areas (Phonetics, Acoustics and Neural Bases). Of the remaining 12 students, 8 students earned Cs and 3 students earned a D and 1 student received an E.

I believe our assessment measures of functioning well. These topics are covered in this course are covered in two additional courses.

It is noted that the UFO students performed slightly below the campus students in these areas. The review team noted that course design for this course might need to be modified to ensure online students perform at a similar level as the campus students.

Attached Files

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 Methods Checklist: Faculty developed examination(s)/test(s)
Presentation(s)

Assessment Method Narrative:

Faculty Developed Exam-This test is comprised of true or false, matching, essay, and multiple choice. Students are expected to complete this test **independently**. The test is out of a possible 100 points.

Assignment: Presentation: Evidence-based Practice Presentation: In groups of 3, select an article comparing two intervention techniques from a peer-reviewed journal. Prepare a PowerPoint summary of your article with voice overs to submit. Evaluate the study using evidence-based practice guidelines that we discussed in class. Include information on how you would use this information in developing an intervention plan. Presentation should be 10-15 minutes in length and each group member must present.

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 92

How many students met the outcome?: 83

What percentage of students met the outcome?: 90

Does this meet your threshold of acceptability?: Yes

Results:

Campus - 100% (55/55) of our campus students passed the exam and presentations which assessed if students were able to explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders. Our assessment methods are functioning well. This outcome is assessed in Language Development and 55 students earned As and Bs in this course.

UFO - 81% (30/37) of our UFO students passed the exam and presentation which assessed if students were able to explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders. Our assessment methods are functioning well.

This outcome is assessed in Language Development. However, this material is also covered in Speech Disorders, Language Disorders and Hearing Disorders. Our campus and UFO students are performing well at meeting this goal. However, our undergraduate UFO students are performing lower than our campus sections.

Attached Files

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 Methods Checklist: Faculty developed quiz(zes)

Faculty developed examination(s)/test(s)
Paper(s) - includes reports, plans, other documents
Project(s)
Presentation(s)

Assessment Method Narrative:

SLPA 4321 Assessment Method Description

Faculty Developed Exam-This test is comprised of two parts: true or false and multiple choice. Please be aware that several MC items ask 'what is NOT' a possible answer. Students are expected to complete this test **independently**, but are allowed to use the books/notes (open-book test). The test is out of a possible 100 points.

Projects-Hearing Screening: Students are to schedule a time to participate in a hearing screening conducted by the first-year audiology students (see time sign-up sheet below). Time slots are for 10 minutes. Students obtain a copy (paper or digital image) of the screening results and submit that copy, with the screener's signature, as evidence that the hearing screen was completed. Students submit an electronic copy of the hearing screening results via Canvas.

Simulated Hearing Loss Experience

Part 1: Prior to completing the simulated hearing loss experience, students will conduct a literature and/or resource search regarding the impact of hearing loss on adults. After completing the search, students will compose a brief, 1-page, double-spaced, Word document summary of some of the issues or impacts hearing loss has on adults. Students should be explicit in detailing how these issues/impacts affect the person's daily life. Students should also indicate at least three strategies that can be used to facilitate effective communication with someone who has hearing loss. As I have not indicated that citations should be used, references are NOT required, but they are encouraged. It is good practice for graduate school.

Part 2: Students are to wear bilateral ear protection for a minimum of **16 hours (up to 24 hours)** to gain a slight understanding of the everyday 'experiences' that a person with hearing loss deals with daily. During the use of ear protection, students are to ensure that they have at least one other person with them unless they are in the privacy of their own home. Please be particularly aware when crossing streets and while driving. Students are also required to have at least one meal out of their room/home, such as at a restaurant or the school cafeteria. Students are also required to complete at least one phone call during the 16 hours. Students will create a 'communication strategy' handout for communication partners (e.g., friends, family members of an individual with hearing loss) to use when conversing with that person to facilitate better communication and understanding. In reference to the blue highlight "communication strategy: This can be a script or some ideas that you'll use and suggest for people you're interacting or talking with during this time. You can scan or take an image, but I'm not asking you to submit. Rather, as indicated below at the bullet points for the journal, you'll indicate what "strategies" you used. This is what I'm looking for. However, strategies are best implemented if outlined *before* you start communicating with others, hence the encouragement to write it out (i.e., handout).

Purpose: To expose students to the daily life-experiences of a person with hearing loss.

Application: By researching and experiencing hearing-loss in a temporary fashion, students will be able to better understand and serve the individuals with which they will be working with as professionals (either as an audiologist or a speech-language pathologist). Students will have a greater appreciation of the difficulties experienced by a person with hearing loss and the frustrations that occur when attempting to communicate with others.

Learning outcomes: 1) Students will research and summarize issues frequency experienced by individuals with hearing loss. 2) Students will identify at least three issues in **communicating** that arise when a person is experiencing hearing loss (e.g., reflections from HL experience). 3) Students will demonstrate knowledge of various communication strategies that might be used by individuals conversing with a person who has hearing loss.

Requirements: Students will wear bilateral ear protection for an uninterrupted **16 hours (up to 24hours)**; most of the time should be while the student is awake. Students are free to select the day/time they use the protection. However, keep in mind that you will get more out of this experience if you wear it during a time frame in which you know you will be having more interactions with others (i.e., day with classes) than on a day you plan to stay home most of the day.

Handout

Purpose: Students will create a one-page handout on a self-selected topic that students would be willing to hand-out to future patients on the selected topic.

Task: Students will produce a brochure or handout that provides details on the effects and/or treatment of conditions related to hearing loss. Plan this brochure/handout as though you intend on using this informational material in your clinical placements. Therefore, it should be relevant to the hearing-impaired population and/or those that serve this population. Students have the liberty to design the brochure however they feel best accommodates the message they want to communicate. Brochure or handout will be graded on the design as well as the relevant & accurate information provided.

-See provided links for sample brochure designs or useful information/statistics. Remember, students must do their own work and **plagiarism will not be tolerated**. Please provide references where appropriate.

[ASHA - Client and Patient Handouts \(example brochures\)](#)

[\(https://www.asha.org/Practice-Portal/Handouts/\)](https://www.asha.org/Practice-Portal/Handouts/)

[CDC - Free Materials About HL \(example brochures\)](#)

[\(http://www.cdc.gov/ncbddd/hearingloss/families.html\)](http://www.cdc.gov/ncbddd/hearingloss/families.html)

-Ideas for Brochure or Handouts (Suggested, but students may select own; need to receive teacher approval if self-selected/not listed below.)

1. Newborn hearing screening
2. Minimal hearing loss/unilateral hearing loss
3. Noise induced hearing loss
4. Amplification options
5. Communication options
6. Communication strategies
7. Strategies for hearing in noise
8. Strategies for communicating with individuals with hearing loss
9. Assistive listening devices

SPA 4004 Semester Paper

Purpose: to observe a child two and three years of age and determine if he/she is functioning at levels expected for his/her age (meeting milestones) in the following areas: **cognitive development, gross motor, gestures, social-emotional, semantics, morphology and syntax, and phonology**. Use your book and power points for milestone information.

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 139

How many students met the outcome?: 137

What percentage of students met the outcome?: 99

Does this meet your threshold of acceptability?: Yes

Results:

Campus -99% (137/139) of our campus students were able to basic concepts that pertain to the assessment and treatment of speech, language and auditory disorders. Our assessment methods are functioning well. These skills are assessed in two courses (Language Disorders and Hearing Disorders).

UFO - 100% (37/37) of our UFO students were able to explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders. Our assessment methods are functioning well. These skills are assessed in two courses (Language Disorders and Hearing Disorders)

Our campus and UFO students are performing equally well at meeting this goal

SPA 4321 Assessment Measures:

Test 1 (100% meet 70% criteria passing)

Quiz 1 (46/47 or 97.8% meet the 70% criteria passing)

Paper [simulated Hearing Loss or Closed Captioning] (100% meet the 70% criteria)

Assignment [Hearing screen] (46/47 or 97.8% meet criteria of 70% passing)

SPA 4004 Assessment Measures:

Evidenced Based Practice Presentation

Threshold of Acceptability: 80%

How many students did you assess for this outcome: Campus – 55 / Online – 30

How many students met the outcome: Campus – 55 / Online – 37

What percentage of students met the outcome: Campus – 100 / Online – 95

Does this meet your threshold of acceptability? Campus – yes / Online – yes

Attached Files

SLO 4 Knowledge

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

SLO Area (select one): Content (UG)

Assessment Methods Checklist: Non-exam Course assignment(s)

Assessment Method Narrative:

Students complete a career scavenger hunt in which one tasks requires they locate the ASHA Code of Ethics and Scope of Practice. The instructor uses this activity as an opportunity to discuss both documents and what they mean for the CSD students as future graduate students and CSD professionals. This is a required activity in the course.

SLO	Not	Assessed	This	Year:
Threshold	of		Acceptability:	70

How many students did you assess for this outcome?: 66

How many students met the outcome?: 66

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

Campus - Our assessment methods are working optimally. 100% (42/42) students are able to explain fundamental concepts that pertain to professional practice patterns and ethical standards.

UFO - Our assessment methods are working optimally. 100% 26/26 students are able to explain fundamental concepts that pertain to professional practice patterns and ethical standards.

Both the campus and UFO students are performing equally strong in these areas.

Attached Files

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 Methods Checklist: Faculty developed quiz(zes)

Faculty developed examination(s)/test(s)

Paper(s) - includes reports, plans, other documents
Project(s)

Assessment Method Narrative:**SLO Not Assessed This Year:****Threshold of Acceptability:** 70**How many students did you assess for this outcome?:** 78**How many students met the outcome?:** 78**What percentage of students met the outcome?:** 100**Does this meet your threshold of acceptability?:** Yes**Results:**

Our assessment methods are working optimally. The campus and UFO students demonstrated the ability to explain fundamental concepts that pertain to the relationship between aging and communication, the effect of culture on communication, and modalities of communication. These topics were covered in SPA 4321 and the following assignments were used to assess the outcome.

Campus:

Quiz 3 (36/40) or 90.0% of class had a score of 70% or higher)

Exam Mid-term: (35/38) or 92.1 % of class had a score of 70% or higher)

Final Project: 100% of class

Paper/Written response: 100% of class

Assignment: 100% of class

UFO

Quiz 3 (32/38 or 94.1% of class had a score of 70% or higher)

Exam Mid-term: (33/38 or 86.8 % of class had a score of 70% or higher)

Final Project: 100% of class

Paper/Written response: 100% of class

Assignment: 100% of class

Students scoring less than 70% on assignments were provided with feedback and improved; therefore 100% reached this goal based on their success on the final project.

Attached Files

SLO 6 Knowledge**Outcome:** Transcribe normal and disordered speech phonetically.**SLO Area (select one):** Content (UG)**Assessment Methods Checklist:** Faculty developed quiz(zes)

Faculty developed examination(s)/test(s)

Assessment Method Narrative:

Transcription practice from recorded and live language samples of normal and disordered speech in class; Assessment using recorded 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

Attached Files

SLO Not Assessed This Year: true**Threshold of Acceptability:** 80**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?:****Results:****SLO 7 Knowledge****Outcome:** Explain the impact of disease and disability on the health of populations.**SLO Area (select one):** Content (UG)**Assessment Methods Checklist:** Faculty developed quiz(zes)

Non-exam Course assignment(s)

Project(s)

Assessment Method Narrative:**SLO Not Assessed This Year:** true**Threshold of Acceptability:** 90**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?:****Results:****SLO 8 Critical Thinking****Outcome:** Apply clinical problem-solving skills to defend assessment and treatment choices.**SLO Area (select one):** Critical Thinking (UG)**Assessment Methods Checklist:** Project(s)
Capstone**Assessment Method Narrative:**

Attached Files

SLO Not Assessed This Year: true**Threshold of Acceptability:** 90**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?:****Results:****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 Methods Checklist:** Project(s)
Presentation(s)**Assessment Method Narrative:**

Ex. Rubric used for anatomy and physiology of the speech and hearing mechanism course.

Attached Files

SLO Not Assessed This Year: true**Threshold of Acceptability:** 90**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?:****Results:****SLO10 Communication****Outcome:** Write a coherent analytical essay on a topic related to communication sciences or disorders.**SLO Area (select one):** Communication (UG)**Assessment Methods Checklist:** Paper(s) - includes reports, plans, other documents**Assessment Method Narrative:**

Example:

Students will write a short paper critiquing an experimental article that deals with speech articulation and/or perception. The topic of the paper should emerge from a phenomenon discussed in the course readings/lectures or a finding in a lab exercise. It's also possible that you're interested in a particular theoretical issue or a particular type of speech impairment (e.g., stuttering) and want to read and critique a research paper (or two) on this topic. The overall goal of this assignment is for students to hone their deep reading, data analysis, and writing skills by working in more depth on a topic of particular interest. Guidelines for selecting a topic and writing the paper will be provided in a separate document.

You should think about and structure the paper in the following way:

- o Motivation/hypothesis: Briefly state the relevant background so that the reader understands the motivation for the study. Why is this study being conducted; what question does the author want to answer and why is this an important question?
- o Method: What methods are used to address the hypothesis?
- o Results and the authors' interpretation: The main aspects of the results should be described, especially in light of the study's goal / hypothesis (e.g., was the hypothesis supported and how do the results show—or fail to show—

evidence of this?).

o If there is more than one experiment in the study you are critiquing, it is usually best to first describe the hypothesis/method/results and interpretation for Experiment 1, then do the same for Experiment 2, etc.

The paper (in the layout and format4 of a commentary or review article for the Journal of Speech, Language, and Hearing Sciences).

SLO Not Assessed This Year: true

Threshold of Acceptability: 80

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?:

Results:

Programmatic Use of Results

Improvement Types Checklist: Removed one or more SLOs.
Modified the program curriculum or curriculum sequence.

Use of Results for Improvement Narrative - Required:

Dr. Adams-Mitchell, Director of the Bachelor of Health Science in Communication Sciences and Disorders, conducted the initial review of Program Goals and Student Learning Outcomes for accuracy and clarity. This data was then reviewed and discussed with the AUD, and MA program directors as well as the department chair. The results of the 2022-2023 academic year program goals and associated learning outcomes indicated that we were successful in meeting the goals and objectives for the students in the BHS-CSD campus and online degree programs but there was room for improvement with ensuring students enrolled in the UFO program were meeting SLOs for each course .

The primary goal of our program is to prepare students to gain admission into graduate school for speech-language pathology or audiology and be successful. We met this goal. The majority of our students who applied for admission to a graduate program in either speech-language pathology or audiology were offered admission. We also have 14 students employed as an SLPA. Our students continue to be competitive and successful in the application process.

Students in our campus program, as well as those in our online program, demonstrated comparable outcomes in terms of meeting these learning objectives. The data this year show that we were able to improve in our assessment of our UFO students.

One area that needs to be addressed based on the 2022-2023 data relates to the sequence of the courses in the BHS-CSD undergraduate curriculum. Based on student feedback regarding the course content, the undergraduate faculty met and continues to restructure the course sequence in the plan of study to aid in students gaining a better breadth and depth of the information presented in courses as well as ensure students had the necessary foundational knowledge to complete course assignments.

As stated previously, the program director plans to work closely with the undergraduate faculty to review our current curriculum to make sure we our meeting the needs of our students and keeping up with current trends in the professions. In doing this, we plan to focus on instructional methods as well as assessment procedures. We continue to make changes to our faculty teaching our undergraduate courses to ensure that faculty teaching courses are teaching courses that align with their expertise.

With the implementation of the UF Online program, the importance of faculty working together to make sure all of our students are benefitting from high quality instruction is our primary concern. We continue to monitor our UF Online students to track their success in our courses and identify changes that could be made in the admissions process as well as our online presentation of courses. It is a priority that the program for these students continues to run smoothly and that we are able to provide them with the consistent, high quality instruction that our campus students receive.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

BHS Communication Sciences and Disorders AAP Detail

Providing Department: Communication Sciences & Disorders (BHS)

Assessment Cycle:

Analysis and Interpretation:

June - August

Improvement Actions:

September - October

Dissemination:

Completed by October 30th

Year	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
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SLOs

Content Knowledge

#1	X		X		X		X	
#2	X		X		X		X	
#3	X		X		X		X	
#4	X		X		X		X	

#5	X		X		X		X
#6		X		X		X	X
#7		X		X		X	X
Critical Thinking							
#8		X		X		X	X
#9		X		X		X	X
Communication							

#10		X		X		X		X
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SLO Assessment Rubric:

Please refer to Rubric attached in SLO2 results

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Candice Adams-Mitchell	Program Director	c.adamsmitchell@php.ufl.edu	352-294-5716

Methods and Procedures - Undergraduate and All Certificate Programs:

Student Learning Outcome	Assessment Method	Measurement Procedure*
SLO: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.	Written quizzes and exams; assignments involving analysis of clinical data; critical evaluation of published through writing reports	Faculty developed quizzes and exams, and written reports
SLO:2 Explain key concepts that pertain to the etiology and characteristics of speech, language and auditory disorders.	Written quizzes and exams; assignments involving analysis of clinical data through oral presentations	Written exams and presentations
SLO:3 Describe basic concepts that pertain to the assessment and treatment of speech, language and auditory disorders.	Written quizzes and exams; assignments involving analysis of clinical data; critical evaluation of published research; periodic tests including factual recall and case-based reports, problem-solving; exam on impact of auditory disorder on persons and significant others.	Undergraduate Learning Outcome Exam; quizzes, paper, case reports, projects
SLO:4 Explain fundamental concepts that pertain to professional practice patterns and ethical standards.	Non Exam, assignments	Discussion of ASHA Code of Ethics and Scope of Practice
SLO:5 Explain fundamental concepts that pertain to the relationship between aging and communication, the effect of culture on communication, and modalities of communication.	Written exams and quizzes; 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	None Exam course assignments, faculty developed quizzes and exams, reports, plans and other documents, projects
SLO:6 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
SLO:7 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;
SLO:8 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;
SLO:9 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 Research Presentation
SLO:10 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	Student Learning Outcome

*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 - Undergraduate Degree Programs:

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												
Content Knowledge												Summative assessment in final semester; UG Alumni survey.
#1	I	I,R	I	Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research	I	I	R	R		R	R	
#2				I	I	R	R,	R,	R	I,R, Assessed in case-based exams.	Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research	
#3			I	R	Assessed in written exams, assignments involving analysis of clinical data, and critical evaluation of published research		R	R,	R	R	Assessed in exam covering tools for assessing impact of hearing loss and success of management strategies	
#4							I	R	R, Assessed via scenario based written test of application of the professions' code of ethics.	I	R	
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												

#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	
Communication		I		R			R					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	

Research :

Students are not required to complete research while in the CSD program. However, students are strongly encouraged to seek research opportunities with faculty. Several students participate in the independent study research and the University Scholars Program. We had 4 students matriculate through the PPHP Honors Thesis Program. Students develop a research project or work with PPHP faculty or health science faculty on an existing project.

SLO Measures - Graduate and Professional Programs:

Assessment Timeline - Graduate and Professional Programs: