

Audiology (AuD) - Reviewer's Report - Academic Data

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Audiology (AuD)

Doctor of Audiology

Mission:

The mission of the Doctor of Audiology (Au.D.) program is to preserve, promote, and improve the functioning and general well-being of individuals and communities by educating our students in the detection, prevention, diagnosis and management of hearing and balance disorders. The goal of the Doctor of Audiology program is to prepare professionals who are well qualified for employment in a range of education- and health-related settings and who, once employed, are recognized for their competence, leadership, ethics, and commitment to service and life-long learning. The approach of the program is to focus on cutting-edge research, active learning, expert mentoring, and spirited engagement in service activities, so that students are prepared to design and deliver effective, culturally-sensitive, evidenced-based clinical services in audiology which improve the functioning and general well-being of persons with hearing and balance disorders. The mission of the Doctor of Audiology program aligns with the college mission through its focus on preparing graduates to address the multi-faceted needs of the general population in the areas of hearing and balance, and its commitment to the provision of excellent educational programs, the conduct of evidenced-based practice rooted in basic and applied research, and active engagement in service to the university, professional organizations, individuals, and communities. This mission also supports the University mission through its emphasis on excellence within teaching, research and scholarship, and service with a multi-cultural approach to the assessment, diagnosis, and treatment of disabilities that affect hearing and balance, thereby improving the quality of life for the people of Florida and beyond.

Program Type and Level: Professional Doctorate**Start:** 07/01/2021**End:** 06/30/2022**Program:** Audiology (AuD)**Program CIP:** 51.0202**Site Information:** On Campus (Residential)**If Other Site:** :**Responsible Roles:** George Hack (hackg@ufl.edu), Jill Raney (jraney@ufl.edu)

PG 1 Doctor of Audiology - International Recruitment

Goal: To enhance our ability to serve audiologists internationally.**Program:** Audiology (AuD)**Evaluation Method:**

Number of international students enrolled.

Results:

No international students were enrolled for the 2021-2022 academic year from any of the four cohorts.

PG 2 Doctor of Audiology - Independent Audiologist

Goal: To train graduate students who are prepared to be independent audiologists.**Program:** Audiology (AuD)**Evaluation Method:**

As part of our curriculum, we offer an entire course on professionalism and running a clinical practice (SPA 6390). Additionally, students participate in various and varied clinical placements to build their clinical skills and confidence so that they can become independent audiologists. Students within our program typically have close to 2000 clinical hours upon graduation. All of this preparation facilitates their ability to apply for and obtain employment upon graduation.

Evaluation Method: The collection of student employment data. Student data is collected during an "exit interview" conducted two weeks prior to graduation. Should a student indicate that they do not have a place of employment determined at that time, follow-up emails are sent by the program director or representative, monthly, until student/graduate indicates employment has been found or is no longer searching (i.e., will remain unemployed).

Results:

We have 100% employment of our Spring 2022 AuD program graduates.

SLO 1 Knowledge - Normal and Disordered Hearing (PRAXIS)**Outcome:**

Identifies, describes, explains and applies acoustic, anatomical, psychological, developmental and social aspects of normal and disordered hearing.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist:

Third-party examination (e.g. ETS, etc. - requires approval by the Academic Assessment Committee)

Assessment Method Narrative:

Students will earn a passing score on the PRAXIS examination in audiology. ETS, a national testing service, offers the audiology PRAXIS, a national exam. The audiology PRAXIS exam is designed to test the depth and breadth of the student's knowledge as it relates to normal and disordered hearing and clinical practice. The PRAXIS examination is an integral part of the ASHA (national organization) certification process. Additionally, a passing score on the PRAXIS has to be presented to each of the 50 states to obtain a license to practice audiology within that state.

Evaluation Method: PRAXIS results are collected in one of three ways.

- 1) The preferred collection method is to have the results sent directly to the department from ETS (testing services) as requested by the students. Additionally, this allows for the program director to access the results of the Praxis for that student directly from the ETS website.
- 2) Sometimes, however, these results are sent to the university and not the department. When that occurs, the program chair will ask the student for a copy of the results to either be re-sent directly from ETS to the department or for a copy of the results to be sent to the PD from the student.
- 3) Lastly, although the least preferred method, we will accept a verbal and/or written indication of a passing score from the student. Usually, this will be confirmed with evidence of license to practice audiology and/or certification. A passing PRAXIS score is needed to obtain state licensure as well as ASHA or AAA certification - all of which can be confirmed on state licensure board websites or organizational websites. (example: <https://www.asha.org/certification/cert-verify/>)

SLO Not Assessed This Year: true

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?:

Results:

SLO 2 Knowledge - Management of Hearing and Balance (comprehensive exams)**Outcome:**

Identifies, plans, and applies the range of appropriate management steps for persons with hearing and balance disorders and the methods for determining the effectiveness of each.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)
Qualifying/Comprehensive Examination

Assessment Method Narrative:

Students will achieve passing scores (i.e., 75%) on written comprehensive exams in 7 major areas of clinical practice (including the underlying scientific bases) reviewed by individual faculty members with expertise in the field. The exam is comprised of faculty-designed questions based on the materials/topics covered during the academic year for the respective cohort. Questions follow a similar format style as the PRAXIS examination to facilitate preparation of the student for the national examination. Written comprehensive exams are collected at the end of the first academic year (e.g., summer semester year 1) and the second academic year (e.g., summer semester year 2), respectively, for first-year students and second-year students. These exams change slightly each year.

Additionally, third year students complete an oral comprehensive exam. Students are presented with 3 clinical case-based scenarios that they must analyze, critique, and provide a evidence-based treatment plan. An example of the grading rubric is provided.

SLO Not Assessed This Year: true

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?:

Results:

SLO 3 Skills - Accurate Patient Evaluation (comprehensive exams)

Outcome:

Through advanced professional practice obtains accurate information about hearing and balance function, including via case history interview, and through the appropriate selection and completion of behavioral, electrophysiologic and psychosocial assessments.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Faculty developed examination(s)/test(s)
Qualifying/Comprehensive Examination

Assessment Method Narrative:

Students will achieve passing scores (i.e., 75%) on written comprehensive exams in 7 major areas of clinical practice (including the underlying scientific bases) reviewed by individual faculty members with expertise in the field. The exam is comprised of faculty-designed questions based on the materials/topics covered during the academic year for the respective cohort. Questions follow a similar format style as the PRAXIS examination to facilitate preparation of the student for the national examination. Written comprehensive exams are collected at the end of the first academic year (e.g., summer semester year 1) and the second academic year (e.g., summer semester year 2), respectively, for first-year students and second-year students. These exams change slightly each year.

Additionally, third year students complete an oral comprehensive exam. Students are presented with 3 clinical case-based scenarios that they must analyze, critique, and provide a evidence-based treatment plan. An example of the grading rubric is provided.

SLO Not Assessed This Year: true

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?:

Results:

SLO 4 Skills - Clinical Problem-Solving Skills (Comp exams and Preceptor Evals)

Outcome: Applies clinical decision making and problem-solving skills in a clinical audiology context.

SLO Area (select one): Skills (Grad)

Assessment Methods Checklist: Qualifying/Comprehensive Examination

External review by non-UF individuals (e.g., business professionals, industry representatives, etc.)

Other - please describe in the Assessment Method Narrative.

Assessment Method Narrative:

Students will achieve passing scores (i.e., 75%) on written comprehensive exams in 7 major areas of clinical practice (including the underlying scientific bases) reviewed by individual faculty members with expertise in the field. The exam is comprised of faculty-designed questions based on the materials/topics covered during the academic year for the respective cohort. Questions follow a similar format style as the PRAXIS examination to facilitate preparation of the student for the national examination. Written comprehensive exams are collected at the end of the first academic year (e.g., summer semester year 1) and the second academic year (e.g., summer semester year 2), respectively, for first-year students and second-year students. These exams change slightly each year.

Additionally, third year students complete an oral comprehensive exam. Students are presented with 3 clinical case-based scenarios that they must analyze, critique, and provide a evidence-based treatment plan. An example of the grading rubric is provided.

Lastly, students are evaluated by clinical preceptors on their ability to effectively evaluate and treat patients - skills that require critical thinking and problem-solving abilities. These are evaluated by the clinical preceptors for each student at the various sites we have clinicians. An example of the clinician-completed survey regarding the students strengths and weaknesses in key skills outlined by our

professional accrediting body (CAA/ASHA)is provided.

SLO Not Assessed This Year: true

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?:

Results:

SLO 5 Professional Behavior - Research (Projects)

Outcome: Critically evaluates research relevant to audiologic practice.

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Project(s)

Assessment Method Narrative:

As part of the AuD Program of study, students are required to successfully complete and defend an audiology research project in which evidence is generated to support or refute a clinically relevant hypothesis. Over a three-semester period, students conduct a literature review, complete an IRB application, recruit participants, collect data, analyze the data, and draw conclusions based on their findings. Students have a UF faculty as mentor, guiding them throughout this process and have a written agreement as to what will be completed and when prior to starting their project. Students are required to produce a written paper that has to receive approval by the mentor for completion/passing of this portion of the assignment. Additionally, students are required to present their findings, usually as a poster, at minimum to the depart faculty. However, most students present at the state or national level, such as ASHA. Students complete most of the data collection and analysis during their second year in the program and present their findings during the third year of their program.

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 8

How many students met the outcome?: 8

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

All third-year students have successfully complete and passed the data collection and written portions of their research projects by the end of the 2021-2022 academic year.

Strength: Students are doing well collecting and analyzing their data.

Weakness: Students are meeting the minimal requirements, but the department needs to have a stronger focus in encouraging students to present at venues outside of the university, such as state and national conferences. This improves their confidence, promotes the program and the university, and boosts their CV when applying for externships and employment.

SLO 6 Professional Behavior - Communicate Effectively (Oral Comprehensive Exam)

Outcome: Communicates critical, clinically relevant information verbally and/or in writing.

SLO Area (select one): Professional Behavior (Grad)

Assessment Methods Checklist: Qualifying/Comprehensive Examination

Assessment Method Narrative:

Students will achieve passing scores (14 or higher out of 20) on the faculty-designed rubric for the third-year oral comprehensive exam (rubric provided).

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 8

How many students met the outcome?: 8

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

Eight of eight (100%) of students assessed during the oral comprehensive exams in the 2021-2022 academic year, via a faculty-designed rubric, were able to demonstrate the ability to communicate clinically relevant information as demonstrated with a passing score of 14 or higher out of 20.

Overall strengths: Content knowledge and critical thinking abilities demonstrated by students when assessing and making recommendations for the clinical case studies.

Overall weaknesses: Overall presentation abilities were a bit lower than when compared to previous students (e.g., ~average oral communication/presentation whereas in the past it would be above average; lower). Faculty hypothesize that this might be due to limited in-person interactions during the recent pandemic.

Programmatic Use of Results

Improvement Types Checklist: Revised one or more existing Program Goals.

Revised one or more existing Program Goal evaluation methods.

Use of Results for Improvement Narrative - Required:

Sterling Sheffield (interim program director from March 2022 - July 2022) and Hollea Ryan (current program director) collected and reviewed the data.

To better align the University's missions and goals, and to better align the goals to that of our professional organization (ASHA), future evaluations of UF's audiology program will have a new program goal 1.

Previous PG 1 AuD Audiology: To enhance our ability to serve audiologists internationally.

Revised PG 1 Doctor of Audiology: To recruit and enroll a more diverse student population (e.g., males, minorities, non-traditional students, etc.).

Previous PG1 Evaluation Method: Numbers of international students enrolled.

Revised PG1 Evaluation Method: 1) Program can document at least 1 outreach or recruitment event, large or small (e.g., presentation to an UG class, booth at national convention or conference, etc.); 2) Percentage changes in applicant data from the previous year (e.g., % change in # of males applying, minorities applying, etc.); & 3) Changes in percentage of students enrolled in the incoming cohort that represent diversity (male, minority, etc.) and changes in percentage of students enrolled in the entire AuD program that represent diversity.

The American-Speech-language-Hearing Association (ASHA) is the largest US speech and hearing organization representing over 220,000 audiologists and speech-language pathologists. ASHA reported that when evaluating a recent cohort of graduates (e.g., 2017-2021 SLP & AuD graduates; obtained in 5-year increments), approximately 18% of the cohort indicated they identified as being from racially/ethnically minoritized groups. Additionally, ~4% of the 2017-2021 cohort reported being male. These values can be used for comparison when evaluating the diversity of student admissions in the coming academic year.

<https://www.asha.org/news/2022/highlights-of-asha-2021-member-and-affiliate-profile-report/>

Program Results Not Reported This Year:

Program Results Reporting Complete: true

Doctor of Audiology AAP Detail

Providing Department: Audiology (AuD)

Assessment Cycle:

Analysis and Interpretation:

May - June

Program Modifications:

Completed by December

Dissemination:

Completed by January

Year	16-17	17-18	18-19	19-20	20-21	21-22	22-23
SLOs							
Content Knowledge							
#1	X			X			X
#2	X			X			X
Skills							
#3		X			X		
#4		X			X		
Professional Behavior							
#5			X			X	
#6			X			X	

SLO Assessment Rubric:

SLO rubrics, when appropriate, have been provided in the previous sections.

Assessment Oversight:

Faculty members meet twice a semester to discuss student progress and address any concerns. In addition, the faculty hold an annual retreat in May or June to analyze the outcome data and beginning planning for programmatic changes.

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Methods and Procedures - Undergraduate and All Certificate Programs:

n/a - audiology is a graduate degree program.

Curriculum Map - Undergraduate Degree Programs:

n/a - audiology is a graduate degree program.

Research :

While the Au.D. degree is not a research degree, Au.D. students do need to develop the skills to critically evaluate research. To this end, critical reading of original research is infused into courses throughout the Au.D. curriculum. Additionally, education in the research models and statistical analysis is undertaken in the courses SPA 6805 *Introduction to Graduate Research* and PHC 6050 *Statistics for Health Sciences Research I*. Ultimately, this training in research methods culminates in the public presentation and/or written dissemination of their findings during the course SPA 7833 *Audiology Research Project*. As a final part of the SPA 7833 course, students complete a project, write up the findings, and present the findings as a poster at minimum to a UF sponsored event. The Audiology project contract and guidelines are provided in the SLOs.

SLO Measures - Graduate and Professional Programs:

Direct Assessment Measures

American Speech Language Hearing Association has created and established, in conjunction with Educational Testing Services, a national examination in audiology as part of the ETS PRAXIS series of professional exams. Scores on the Praxis exam document acquisition of foundational knowledge related to the practice of the profession, and are used by the faculty to assess areas of programmatic success and/or shortfall.

Clinical practicums are used to assess clinical decision making, as students critically evaluate case history, diagnostic, and other information to derive an audiologic diagnosis and management plan as determined by the clinical preceptor. These skills, as determined important by the Council on Academic Accreditation for Audiology and Speech-Language Pathology (CAA), have been compiled into a rubric by the web-paged academic and clinical education management system CALIPSO. (rubric attached)

The Audiology Research Project is undertaken in the second year of the program and completed in the third year, culminating in a paper and poster presentation to the full faculty (at minimum). Under the guidance of an audiology faculty mentor, students complete data-based research projects related to the detection, prevention, diagnosis or management of hearing and/or balance disorders. The student papers and presentations are assessed using a rubric designed by the audiology faculty.

Indirect Assessment Measures

The specialized accrediting body for education programs in audiology, the Council on Academic Accreditation of the American Speech-Language-Hearing Association requires that we collect periodic feedback on programmatic success from relevant parties. An annual exit survey is completed via interview between the program director and all graduating students in the final two weeks of the program. In this exit survey, students are asked to evaluate their experience in the Au.D. program and identify areas they consider strengths and weaknesses. In addition, externship preceptors are asked to evaluate the preparation of our students and quality of our program annually. Alumni feedback is also acquired in a biennial internet survey. Results of these measures (blinded for source) are presented to the audiology faculty at their annual faculty retreat to help determine and guide needed revisions to the program.

Assessment Timeline - Graduate and Professional Programs:

Assessment	Assessment 1 Praxis Exam	Assessment 2 Written Comprehensive Exams	Assessment 3 Oral Comprehensive Exam	Assessment 4 Audiology Research Project
Knowledge				
#1	Year 3 - Year 4			
#2		Years 2 & 3		
Skills				
#3		Years 2 & 3		
#4			Year 3	
Professional Behavior				
#5		Years 2 & 3		Year 2-3
#6			Year 3	