

UNIT REPORT

Audiology (AuD) - 01.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: 07/01/2022

End: 06/30/2023

Program: Audiology (AuD)

Program CIP: 51.0202

Site Information: On Campus (Residential)

If Other Site: :

Responsible Roles: Hollea Ryan (hollea.ryan@ufl.edu), Stephanie Hanson (shanson@ufl.edu)

PG1 Doctor of Audiology - International Recruitment

Goal: To enhance our ability to serve audiologists internationally.

Program: Audiology (AuD)

Evaluation Method:

Number of international students enrolled.

International status is indicated as part of the CSDCAS application process (a system that allows a centralized application process) under the "Citizenship and Residency" category of the application. This data can be accessed via the academic program coordinator or the program director.

Additionally, the academic program coordinator can access UF student records should it be necessary to verify a student's status.

Data is collected after enrollment and start of the fall semester, usually late August of each academic year (i.e., August 2022).

Results:

Of the nine (9) first-year students enrolled in the Audiology program for the 2022-2023 academic year, all were US citizens, thus none (0) were international students. When considering the entire audiology program (i.e., 40 students from 4 cohorts), we had a zero (0) international students for the academic year 2022-2023.

Data methods are sufficient for assessing this goal.

Based on these findings, we are not meeting our goal to serve audiologist internationally.

PG2 Doctor of Audiology - Independent Audiologist

Goal: To train graduate students who are prepared to be independent audiologists.

Program: Audiology (AuD)

Evaluation Method:

The success of our training graduate students who are prepared to be independent audiologist is evaluated by the number of graduates employed as audiologists upon graduation (i.e., employment data). Student data is collected during an "exit interview" conducted by the program director, two weeks prior to graduation (~late April to early May) and includes employment data. 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) for up to one year post graduation. A sample template of the exit interview is provided.

Attached Files

Results:

We had eight (8) students graduate during the 2022-2023 academic year. All eight students had received and accepted job offers prior to graduation. Four (4) of the students have remained in Florida while four (4) students have moved to other states. All are practicing as audiologist. This data was collected during the exit interview for 6 of the 8 students. Two (2) students declined to completed the exit interview, but provided details about where they were working to our Clinical Coordinator. A copy of the 2023 graduating cohort's exit data is provided below.

Attached Files

SLO1 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:**Assessment Method Narrative:**

Students will earn a passing score on the PRAXIS examination in audiology (i.e., 162 or better). 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. PRAXIS exams are developed and administered by ETS and passing scores (162 or better) are determined by ETS. Scores are distributed to indicated recipients as requested by the test taker (i.e., student). Students also have access to copies of the results that can be shared with the department should the student fail to request the test results be sent directly to the department.

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 student. 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 director will ask the student for a copy of the results to either be resent directly from ETS to the department or for a copy of the results to be sent to the program director 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:

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:

We had eight (8) out of eight students pass the PRAXIS from the graduating cohort during the 2022-2023 academic year.

Five (5) of eight students confirmed they passed PRAXIS either by having the results sent directly to the department from ETS or by supplying the department with a copy of the PRAXIS results. One (1) student verified passing during the exit interview, and indicated upcoming employment in Florida. Two (2) students declined to complete the exit interview. However, they did confirm with the clinical coordinator that they had received and accepted job offers. Both employment and state licensure was verified for each of these three individuals through web-based searches. A passed PRAXIS is needed for licensure to practice in all 50 states. Thus, a valid license provides evidence that the students passed the PRAXIS.

The 2023 graduating cohort exit interview is provided. On this exit interview, details regarding PRAXIS scores are recorded.

Attached Files

SLO2 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:

Overall SLO 2 Competency: Determined by the total number of students passing (from all cohorts, 1-3 years) divided by the total number of students from these three cohorts to determine the percent passing. In total, that should be 70% of the students from three cohorts (years 1, 2 and 3).

Determination of Passing for 1st and 2nd Year Students: Students in their first or second year 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. The program director monitors the exam and reviews the grades.

Canvas, the LMS used by UF, grades the exam based on the indicated answers provided when the exam questions are created. All questions are multiple-choice style questions, following the PRAXIS design, and thus able to be automatically graded by Canvas.

As the exams are comprehensive, and for consistency with ASHA/CAA guidelines, students not passing on their first attempt are provided remediation and an opportunity to take the exam again to demonstrate competency of the material.

Determination of Passing for 3rd Year Students:

For third year students, an oral comprehensive exam is completed. Students are presented with 2-3 clinical case-based scenarios that they must analyze, critique, and provide an evidence-based treatment plan. Examples of the case studies and the grading rubric are provided. Three (3) audiology faculty members present and evaluate the case-studies. Students must obtain a passing score of 14 (out of 20) from all faculty members to receive a "pass" for this oral competency exam.

Attached Files

SLO Not Assessed This Year:

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 32

How many students met the outcome?: 20

What percentage of students met the outcome?: 63

Does this meet your threshold of acceptability?: No

Results:

Outcomes: Overall, we did not meet our criteria. However, our methods of measurement are appropriate for assessing student knowledge in meeting this SLO.

Third Year Comps (oral comprehensive exams) were completed in March 2023. We had 12/12 (100%) students passed the oral competency exam as rated by three faculty members. Students were provided with two case studies that they had to review and discuss to faculty satisfaction regarding details know, unknown, recommendations, etc. Two questions were typically provided. A third question would be used as a remediation should a student not have passed. A sample student's rated rubric is provided.

Results for third year students (i.e., 100% pass of oral comprehension exams) demonstrate that students, by their third year, have acquired the skills and knowledge needed to successfully identify, plan, and apply appropriate treatment management for patients with hearing and/or balance disorders as presented to them in the case studies. Additionally, it was noted that students were able to explain their thought process and critical thinking skills to successfully pass their oral competencies.

Second and First year comprehensive exams ("computer-based") were completed in August 2023 via a Canvas Quiz. For the first-year cohort, four out nine (44%) of students passed on their first attempt. For the second-year cohort, four out of eleven (36%) passed on their first attempt. The Canvas statistical report is provided for both cohorts. It is apparent that the current 1st and 2nd year students are not as prepared for these competencies as expected. Potential contributing factors are indicated below.

Potential Factors Contributing Not Meeting Criteria: Due to various issues (i.e., inconsistencies during and since COVID in the administration of the exam, expressed student expectations, limited faculty, etc.) the exams were postponed from early summer to late summer. As a result, students have in the process of remediating the material/questions missed on the exam. Students will complete a second exam following remediation in Oct. Had we completed on time, we might have had better performance on the exam after the completing of the second/repeat exam (comprised of different questions; test bank of over 120 questions with Canvas selecting 50 random questions per student). It is anticipated that issues resulting in the delay of the exam this year will be correct for future administrations and that we will return to a more consistent evaluation schedule (i.e., early June). Additionally, since COVID, the second-year cohort has not been evaluated via the competency exam as they should have been. Therefore, students did not study/prepare for the exam as well as they should have.

Due to a shortage of faculty and/or possible faculty dissatisfaction (prior to leaving program), it has become apparent that some materials have not been covered as well as they should have been. In just over a one-year period (early spring 2022-summer 2023), we've had four audiology faculty leave. The students reported being discouraged with the frequent change in faculty. It is apparent that the frequent change in faculty, as well as the lingering impact of COVID/virtual attendance, has impact the material taught to the students and/or has influence their effort in learning the material.

Attached Files

SLO3 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. The assessment is completed in Canvas and is proctored by the program director.

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. Three (3) faculty members present the case-based studies to the students and rate the students using the provided rubric on their ability to critically think and accurately plan appropriate patient care.

Attached Files

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:

SLO4 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 2-3 clinical case-based scenarios that they must analyze, critique, and provide a evidence-based treatment plan. An example of the grading rubric is provided. Three AuD faculty members present the case-based studies to the students and use the oral rubric to rate each student on their ability to critically think and accurately plan management for each case presented. Students need to obtain a score of 14 from each of the three (3) faculty members to receive a "pass" score.

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.

Attached Files

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:

SLO5 Professional Behavior - Research (Projects)

Outcome: Critically evaluates research relevant to audiologic practice.

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

Assessment Methods Checklist: Paper(s) - includes reports, plans, other documents

Project(s)

Presentation(s)

Capstone

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.

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:

SLO6 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).

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:

Programmatic Use of Results

Improvement Types Checklist: Modified one or more SLO assessment methods.

Revised one or more existing Program Goals.

Revised one or more existing Program Goal evaluation methods.

Modified one or more courses.

Other changes (please describe in your narrative)

Use of Results for Improvement Narrative - Required:

Student Learning Outcomes

For SLO 1, for the academic year 2022-2023, we had 100% pass rate of the PRAXIS as reviewed by the program director. This is consistent with past performance. Overall, we have no need to make changes to address PRAXIS performance at this time.

For SLO 2, we had a 62.5% pass-rate on their first attempt as reviewed by the audiology faculty. Due to various factors, the examinations were conducted much later than typical; therefore, students are current completing remediation plans and have not had the opportunity to re-take a 2nd comprehensive exam. It is anticipated that when afforded the opportunity to retake their comprehensive exam, students will perform better and we should meet the expected 70% of students passing. However, we do have areas in which we can improve performance.

What we are doing to improve learning: First, we (AuD faculty) are setting appropriate expectations. Students are told about the exam for both years 1 and 2 early and often during their program of study in the attempt to have students continuously prepare for the exam.

Additionally, the department is in the process of hiring additional faculty. We currently have a new faculty hire under contract as she finishes her PhD program. We also have a faculty member that was 25% FTE in our program move to 50% FTE starting in Fall 2023. Having more faculty will reduce our dependency on adjunct faculty. Although most of adjunct faculty have been good instructors who care about what the students learn, they often have limited access to the students and equipment that they are training the students to use because they often are instructing remotely. Having more faculty on campus will also allow us to "spread the load" across the entire faculty instead of 2 or 3 faculty members. This allows faculty to prepare more fully for each course they teach, ensuring that they are providing excellent instruction and experiences for our students. Additionally, having more faculty allows instructors the opportunity to spend more time outside of the classroom helping students to master clinical procedures. **[other: hired faculty]**

Due to several changes in the program director over the last few years, record keeping/data storage has been inconsistent or stored in personal drives that are not available to subsequent program directors. Therefore, items such as test materials have not been easily located, resulting in the need for development of new tests/questions (and part contributed to the delayed initial test

date). These questions have been placed in a test bank with Canvas that we plan to add to annually, allowing for a more varied and "Praxis-like" exam for each student. This also allows for access by all faculty members who participate in the comprehensive exam process. **[other: storage bank of test questions]**

The AuD faculty has analyzed the results of the comprehensive exams to determine which categories (i.e., 7 major areas of clinical practice) students struggled with. This allows us to more effectively address the areas of weakness within the curriculum and/or within the associated courses for course modifications and/or curriculum modification as needed. These details have been provided to the students to better assist/direct their remediation for the 2nd exam. **[modified course]**

Additionally, as a way to promote and review materials covered over the duration of the program, we are providing the 3rd-year students with a Praxis-like review during the SPA 6581 - Advance Topics course. This allows us to review with the students topics covered within the program, further learn what areas are their strength/weaknesses, and provide them with methods for taking exams (i.e., strategies for taking multiple-choice tests and tests in general). This course also allows students to self-select topics areas to be covered in class. Several of the students recognized areas of weakness and have asked for some of the course topics covered during the semester be on these topics in which they feel they could use more review/discussion. **[modified course]**

Lastly, when reviewing all SLO and assessment methods, it is felt by the AuD faculty that the use of comprehensive exams for 1st and 2nd year students should not be used as an evaluation method for the SLO 4 (clinical problem-solving skill). It is believed that this is a developing skill for both 1st and 2nd year students, and would be inappropriate to expect students to demonstrate competency in critical-thinking skills (as it relates to the diagnosis and treatment of audiological conditions) so early in their program of study. It would be most appropriate to assess during the students' third year as part of the oral competency exam and through clinical preceptor reviews. Therefore, the removal of written competency exams as an assessment tool for SLO 4 will be removed. The oral competency exam (3rd year) and the preceptor evaluations will remain the methods of assessment of clinical problem-solving skills and should be sufficient to demonstrate critical thinking skills (i.e., competency in clinical problem-solving skills). **[modified SLO]**

Program Goal Modification:

Consistently, the program has struggled to meet the Program Goal 1, "To enhance our ability to serve audiologists internationally". Therefore, we will be proposing a new program goal to "Admit cohorts that have diverse backgrounds." These diverse backgrounds may include race/ethnic groups, groups with disabilities, those with citizenship/nationality outside the US, and/or marginalized groups. This will allow us to better align with UF's initiatives and stance on diversity and inclusion as well as ASHA's (national organization) stance which reads, *"We [ASHA] commit to fostering an equitable, accessible, and inclusive professional home for an increasingly diverse ASHA membership; actively seeking to identify, reduce, and (where possible) eliminate barriers and discrimination; and purposefully advancing and integrating principles of belonging in our processes and systems."* **[revised program goal]**

Evaluation method of this new goal will be through documentation of number of students entering the program that self-identify and/or report at least one of the indicated groups (i.e., race/ethnic minority, disabled, international/nationality outside US, and/or other marginalized group as indicated in their application to the program. This data is collected through CSDCAS (a service that allows centralized application for audiology and/or speech-pathology programs). The goal is for each cohort to have between 20-40% of students self-identifying in one of these groups. **[revised program goal evaluation method]**

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: | <u>May - June</u> |
| Program Modifications: | Completed by <u>December</u> |
| Dissemination: | Completed by <u>January</u> |

| SLOs | Year | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|------------------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | | | |
| #1 | | X | | | X | | | X | |
| #2 | | X | | | X | | | X | |
| Skills | | | | | | | | | |
| #3 | | | X | | | X | | | X |
| #4 | | | X | | | 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/meeting in May or June to analyze the outcome data and beginning planning for programmatic changes.

| Name | Department Affiliation | Email Address | Phone Number |
|---------------------------|-------------------------------------|---------------------|--------------|
| Hollea Ryan, Au.D., Ph.D. | Speech, Language & Hearing Sciences | jraney@php.ufl.edu | 352 273-9716 |
| Charles Ellis, Ph.D. | Speech, Language & Hearing Sciences | ellisch@php.ufl.edu | 352 273-5293 |
| | | | |

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.

Attached Files

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 | Years 3 - 4 | | | |
| #2 | | Years 1 & 2 | | |
| Skills | | | | |
| #3 | | Years 1 & 2 | | |
| #4 | | | Year 3 | |
| Professional Behavior | | | | |
| #5 | | Years 1 & 2 | | Years 2-3 |
| #6 | | | Year 3 | |