

Doctor of Audiology Academic Assessment Plan 2012-13

**College of Public Health and Health Professions
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Doctor of Audiology

College of Public Health and Health Professions

A. 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.

B. Student Learning Outcomes and Assessment Measures

SLO	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge1	Identifies, describes, explains and applies acoustic, anatomical, psychological, developmental and social aspects of normal and disordered hearing.	Students will submit a passing score on the PRAXIS examination in audiology.	Campus
		Students will demonstrate their knowledge by achieving passing scores on exams based on the grading rubrics designed by the instructors of the courses in the program.	Distance
Knowledge2	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.	Students will achieve passing scores on written comprehensive exams in 7 major areas of clinical audiology (including the underlying scientific bases) reviewed by individual faculty members with expertise in the field and scored on a faculty-designed rubric.	Both
Skills 3	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.	Students will achieve passing scores on written comprehensive exams in 7 major areas of clinical audiology reviewed by individual faculty members with expertise in the field and scored on a faculty-designed rubric.	Both
Skills 4	Applies clinical decision making and problem-solving skills in a clinical audiology context.	Students will achieve passing scores on clinical case presentations and discussions which include the steps in their management of these cases, and the evidence base for these management steps in each course. Scoring of these case presentations/discussions is accomplished using rubrics designed by the faculty and published in each course.	Distance
		Students will achieve a passing score according to the faculty-designed rubric scored by at least two audiology academic and clinical faculty for the case-presentation portion of the comprehensive exams.	Campus
Professional Behavior 5	Critically evaluates research relevant to audiologic practice.	Students will attain passing scores on written comprehensive exams in 7 major areas of clinical audiology (including the underlying scientific bases) reviewed by individual faculty members with expertise in the field using a faculty-designed rubric.	Both
		Students will successfully complete and defend an audiology research project in which evidence is generated to support or refute a clinically relevant hypothesis.	Campus
Professional Behavior 6	Communicates critical, clinically relevant information verbally and/or in writing.	Students will achieve passing scores on all written and verbal assignments including on audiologic research and clinical case presentations in nine separate classes which are evaluated by faculty and facilitators using a faculty-designed rubric published in the syllabi.	Distance
		Students will achieve passing scores according to the faculty-designed rubric on the case-presentation portion of the comprehensive exam.	Campus

C. 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 infused into courses throughout the Au.D. curriculum, and education in the research models and statistical analysis is undertaken in the SPA 6805 *Introduction to Graduate Research*, PHC 6050 *Statistics for Health Sciences Research I*, and culminating in the SPA 7833 *Audiology Research Project*.

D. Assessment Timeline

Program Doctor of Audiology

College Public Health and Health Professions

ON CAMPUS

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Knowledge	Praxis Exam	Written Comprehensive Exams	Clinical Case Presentations	Audiology Research Project
#1	Year 3			
#2		Years 2 & 3		
Skills				
#3		Years 2 & 3		
#4			Year3	
Professional Behavior				
#5		Years 2 & 3		Years 2 & 3
#6			Year 3	

DISTANCE

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Knowledge	Examination	Written Comprehensive Examinations	Clinical Case Presentations	Research Presentations
#1	Years 1 & 2			
#2		Year 2		
Skills				
#3		Year 2		
#4			Years 1&2	
Professional Behavior				
#5		Year 2	Years 1&2	
#6			Years 1&2	Years 1&2

E. Assessment Cycle

Assessment Cycle for:

Program Doctor of Audiology College of Public Health and Health Professions

Analysis and Interpretation: May - June

Program Modifications: Completed by December

Dissemination: Completed by January

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X			X		
#2		X			X		
Skills							
#3			X			X	
#4			X			X	
Professional Behavior							
#5				X			X
#6				X			X

F. Measurement Tools

Direct Assessment Measures

American Speech Language Hearing Association has created, in conjunction with Educational Testing Services, has established 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.

Virtual clinics 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. These are assessed using faculty-generated rubrics (for examples, please see attachments).

Student-prepared research papers and case presentations are used to assess the appropriate application of the evidence base to the clinical practice of audiology. These are assessed using faculty-designed rubrics.

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. 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 educational 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 (in written format) by all graduating on-campus students in the final two weeks of the program. In this survey, students are asked to evaluate their experience in the Au.D. program and identify areas that 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. A one-year post-graduation internet surveys are also acquired for the distance learning alumni. 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.

G. 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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Figure 1: University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Figure 1: University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

Figure 2: Virtual Patient Case Questions – Grading Rubric

SPA 7319: Balance Disorders: Evaluation and Treatment

Virtual Patient Case Questions Grading Rubric:

I. On the basis of your case history, do you have a working impression of this patient's condition (what possible disorders are you considering)?

Item	Full credit	Partial credit	Zero credit
Shows reasoning	Provides full rationale for the working impression (4)	Provides some rationale (2)	Provides no rationale (0)
Supported by Pt Answers	Impression is specifically linked to patient responses (2)	Vague link to patient responses (1)	No specific link to patient responses (0)

II. What questions (and responses) provided the most valuable information for you?

Item	Full credit	Partial credit	Zero credit
Relevance to Working Impression (in Question I)	Items mentioned clearly relate to the impression in Q. I (6)	Some of answer relates (2 to 4 pts.)	Items mentioned are unrelated to impression (0)

III. What questions would you most want to ask this patient? Briefly explain why.

Item	Full credit	Partial credit	Zero credit
Fits information provided by patient	Answer augments information already provided (4)	Answer duplicates something already provided (2)	Answer is inappropriate for the case (0)
Fits Working Impression (from Question I).	Answer will help confirm/refute or augment working impression(2)	Link to working impression is vaguely made (1)	Answer does not fit the working impression(0)

Total Possible Points: 20 x 5 cases = 100 pts.

Passing Criterion 80 pts.