

**Degree:**  
2023-2024 Assessment Plan

	<b>Student Learning Outcome #1</b>	Our objective is to evaluate the overall success of our students. In accordance with this, our leadership has decided to closely monitor the employment rates of students nearing graduation and recent alumni (within two years of graduation). By tracking these employment rates, we aim to ensure that our students are achieving positive outcomes in their careers.
<b>PLAN</b>	<b>Assessment Method(s)</b>	<ul style="list-style-type: none"> <li>a. Overall percentage employment as reported by the Externship Coordinator</li> <li>b. Percentage employment by practice site/type: hospital, private practices, etc.</li> </ul>
	<b>Proficiency</b>	Within one year of graduation, alumni will be employed in various settings.
<b>DO</b>	<b>Benchmark</b>	Within one year of graduation, <ul style="list-style-type: none"> <li>a. 80% of alumni will have secured employment.</li> <li>b. in various settings.</li> </ul>
	<b>Results of Assessment</b>	<ul style="list-style-type: none"> <li>a. 100% of alumni will have secured employment; 100% of students nearing graduation with job offers.</li> <li>b. Employment Distribution by Class: Class of 2022: 81% ENT offices, 18% hospital, 1% military. Class of 2023: 40% private practice, 30% ENT offices and 30% hospitals. Class of 2024: 50% ENT offices, 25% private practice and 25% hospital.</li> </ul>

<b>S T U D Y</b>	<b>Analysis of Results</b>	<ul style="list-style-type: none"> <li>a. Achieving a 100% employment rate within one year is an excellent result, indicating that the majority of graduates are finding employment opportunities relatively quickly. Additionally, ensuring that all students nearing graduation have job offers further demonstrates the program's effectiveness in preparing students for the workforce. Although this is a secondary measure of student success, it is no longer a required statistic to be reported by our external accreditor and so it will continue to be documented here.</li> <li>b. Employment Distribution by Class: <ul style="list-style-type: none"> <li>Class of 2022: The majority of alumni from this class secured employment in ENT offices, with a smaller percentage working in hospitals. This distribution suggests a potential trend or preference among graduates for certain types of practice settings.</li> <li>Class of 2023: There is a shift in employment distribution compared to the previous year, with more graduates opting for private practice and a relatively balanced distribution among ENT offices and hospitals.</li> <li>Class of 2024: Similar to the Class of 2022, a significant portion of graduates are employed in ENT offices, but there is a slightly higher representation in private practice compared to hospitals.</li> </ul> </li> </ul> <p>Overall, the analysis indicates positive outcomes in terms of employment rates and distribution among different practice settings. The distribution across practice settings was a qualitative measure taken for the first time this year. It seems beneficial in that allows for the department to detail the specifics across the types of settings in which audiologists can be employed. We will continue monitoring these metrics over time to identify any long-term trends or areas for improvement in preparing students for successful careers.</p>
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<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>Tracking the overall percentage of students who are employed gives a broad perspective on the success of the program in facilitating career opportunities for its graduates. This metric serves as an initial indicator of how well students are transitioning into the workforce.</p> <p>This breakdown provides deeper insights into the specific sectors or types of employment that students are securing. By categorizing employment into various settings such as hospitals, private practices, etc., the institution can assess where its graduates are finding success and identify areas for potential improvement or specialization.</p> <p>Overall, the analysis indicates positive outcomes in terms of employment rates and distribution among different practice settings.</p> <p>The improvement plans for 2024-2025 are continue monitoring these metrics over time to identify any long-term trends or areas for improvement in preparing students for successful careers and implement a systematic process for tracking and reporting employment outcomes for graduates, including regular surveys or data collection efforts. This ongoing monitoring will allow for timely identification of trends and areas for improvement, enabling the institution to adapt its strategies accordingly.</p>
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	<b>Student Learning Outcome #2</b>	Students will pass the Praxis test between September 1, 2023, to August 31, 2024; regardless the number of attempts and according to ASHA CAA policy for ETS score reporting.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Effective advisement regarding the proper timeframe in which to take the exam.  Attendance of a Praxis Webinar provided by CSDCAS.  Successful completion of a Praxis comprehensive evaluation.  Praxis pass Rates.
	<b>Proficiency</b>	Formative assessment methods: <ul style="list-style-type: none"> <li>a. Effective advisement regarding the proper timeframe in which to take the exam.</li> <li>b. Attendance of a Praxis Webinar provided by CSDCAS.</li> <li>c. Successful completion of a Praxis comprehensive evaluation.</li> </ul> Summative assessment method: <ul style="list-style-type: none"> <li>a. Annual Praxis pass Rates which average to a 3-year Praxis pass rate of 80% or higher.</li> </ul>
<b>DO</b>	<b>Benchmark</b>	100% students will be advised about the proper timeframe in which to take the exam – September 1 to August 31 <sup>st</sup> of their fourth year.  100% of students will attend the Praxis Webinar provide by CSDCAS.  100% of students will successfully complete a Praxis comprehensive evaluation with 80% accuracy prior to completion of the Praxis Exam.  80% of test-takers from Lamar University will pass the Praxis exam according to the published CAA definition.

	<b>Results of Assessment</b>	<p>Formative assessment methods:</p> <ul style="list-style-type: none"> <li>a. 100 % received effective advisement regarding the proper timeframe in which to take the exam.</li> <li>b. 100% of students attended Praxis Webinar provided by CSDCAS.</li> <li>c. 100% of students successfully completed a Praxis comprehensive evaluation with 80% accuracy prior to completion of the Praxis Exam.</li> </ul> <p>Summative assessment method:</p> <p>Praxis pass Rates: As of May 23rd, 70% of students have passed the Praxis. This represents a significant increase compared to last year's pass rate of 57%. Students have until the end of August to pass this exam, and we will be evaluating their progress closely.</p>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The formative assessment indicated that all students received appropriate advisement, attended the webinar, and successfully completed the comprehensive evaluation with a high level of accuracy. This implies that students are well-prepared for the Praxis exam based on these measures.</p> <p>The summative assessment, represented by the Praxis pass rates, shows a notable improvement in the current year's pass rate compared to the previous year. This indicates that the efforts made in preparing students for the exam, as evidenced by the formative assessments, have contributed to a higher success rate.</p> <p>Moving forward, we will be continuing monitoring students' progress and providing support as needed to ensure a high overall pass rate by the end of August.</p>

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The plans for improvement are to continue monitoring these metrics over time and create a more comprehensive and supportive environment for students as they prepare for the Praxis exam, ultimately leading to improved results to 100% of praxis rate success.</p> <ol style="list-style-type: none"> <li>1. Enhanced Advisement: Provide even more personalized and detailed advisement to students regarding the proper timeframe for taking the exam. This includes individual meetings with faculty to create tailored study plans and timelines.</li> <li>2. Expanded orientation covering other topics, including test-taking strategies, content review sessions, and tips for managing test anxiety.</li> <li>3. Materials to study: advise about materials to supplement students' preparation for the exam. This includes practice exams, study guides, and online resources covering all relevant content areas.</li> <li>4. Ongoing Formative Assessment: Continuously assess students' progress throughout their preparation for the exam through formative assessment measures. This could involve periodic check-ins, quizzes, or assignments to ensure that students are staying on track and addressing any gaps in their knowledge or skills.</li> <li>5. Early Intervention Strategies: Implement early intervention strategies for students who may be struggling or at risk of not passing the exam. This could include proactive outreach, additional support resources, or targeted interventions to address specific challenges.</li> </ol>
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	<b>Student Learning Outcome #3</b>	Students will demonstrate professional practice competencies.
<b>PLAN</b>	<b>Assessment Method(s)</b>	The software Calipso is utilized to assess and evaluate all the competencies mandated by our accrediting agency, including: <ul style="list-style-type: none"> <li>a. Prevention and Screening (2B)</li> <li>b. Audiologic Evaluation (2C)</li> </ul>
	<b>Proficiency</b>	Students will exhibit competencies required by our accrediting agency within the Calipso records of each individual doctoral student.
<b>DO</b>	<b>Benchmark</b>	90% of students per cohort will exhibit clinical reasoning skills and self-evaluation of effectiveness of practice consistent with their level of study, including: <ul style="list-style-type: none"> <li>a. Prevention and Screening (2B)</li> <li>b. Audiologic Evaluation (2C)</li> </ul>
	<b>Results of Assessment</b>	100% of students per cohort exhibited clinical reasoning skills and self-evaluation of effectiveness of practice consistent with their level of study, including: <ul style="list-style-type: none"> <li>a. Prevention and Screening (2B)</li> <li>b. Audiologic Evaluation (2C)</li> </ul>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The analysis shows that the students have exceeded the benchmark set for clinical reasoning skills and self-evaluation in the specified areas, which demonstrates their proficiency in professional practice competencies as assessed by the Calipso software. The 100% success rate is attributed to several key actions:</p> <ol style="list-style-type: none"> <li>1. The implementation of midterm and final practicums ensures that students have ample opportunities to develop and demonstrate professional practice competencies in prevention, screening, and audiologic evaluation. These practicums likely provide hands-on experience and feedback essential for skill refinement.</li> </ol>

		<ol style="list-style-type: none"> <li>2. All students receive training and certification by the state of Texas to conduct hearing screenings. This certification ensures that students are equipped with the necessary knowledge and skills to perform screenings effectively, contributing to their competency in prevention and screening practices.</li> <li>3. Clinic supervision of faculty AuD play a crucial role in ensuring that patients receive comprehensive information about prevention of hearing loss and strategies for hearing protection. These consultations likely provide students with practical experience in patient education and reinforce their understanding of preventive measures.</li> <li>4. At the end of the semester, students are competent in administering diagnostic tests such as audiometry, imitanciometry, and acoustic reflexes. This competency indicates a thorough understanding of audiologic evaluation practices and contributes to their overall proficiency in this area.</li> </ol>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	We will be continuing in evaluating this student learning outcome to ensure its consistency over time. This is crucial as the professional practice competencies in audiology are indispensable in securing their success as future professionals.



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	<b>Student Learning Outcome #4</b>	Students will demonstrate a solid foundation of knowledge necessary for effectively integrating evidence-based practice (EBP) into their clinical professional performance.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Successful completion of clinical components of SPHS 6319 and SPHS 6311 with a grade of B or better which indicates EBP integration into clinical practice meets or exceeds expectations in the first year first semester of study.
	<b>Proficiency</b>	Through the successful completion of designated coursework, students will demonstrate the fundamental knowledge required to effectively integrate evidence-based practice (EBP) into their clinical professional performance.
<b>DO</b>	<b>Benchmark</b>	90% of students or greater in their first year of doctoral study will demonstrate the integration of research principles into evidence-based clinical practice via: <ul style="list-style-type: none"> <li>a. Successfully completing all clinical competencies within SPHS 6319 and</li> <li>b. A score of 80% or higher on the lab component of SPHS 6311</li> </ul>
	<b>Results of Assessment</b>	100% of students in their first year of doctoral study demonstrated the integration of research principles into evidence-based clinical practice via: <ul style="list-style-type: none"> <li>a. Successfully completing all clinical competencies within SPHS 6319 and</li> <li>b. A score of 100% on the lab component of SPHS 6311</li> </ul>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The analysis shows that we exceeded the benchmark set and this are the contributing factors for it:</p> <ul style="list-style-type: none"> <li>1. Course Structure and Content:</li> </ul> <p>SPHS 6319 and SPHS 6311 provide students with essential knowledge and skills required for integrating evidence-based practice into clinical performance.</p>

		<p>The inclusion of case studies in these courses provides practical examples and scenarios for students to apply research principles to clinical practice, enhancing their understanding and proficiency in evidence-based practice.</p> <p>2. Research Project:</p> <p>The research project assigned to students involves investigating techniques related to various clinical tests, such as pure tone and speech audiometry, tympanometry, masking, and acoustic reflexes. This project requires students to conduct in-depth research, analyze relevant literature, and synthesize findings into a comprehensive clinic guide, which contributes to their understanding and application of evidence-based practice principles.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>We will be continuing in evaluating this student learning outcome to ensure its consistency over time. The plans for Improvement are:</p> <p>1. Enhanced Case Studies:</p> <p>Continuously update and diversify case studies to encompass a broader range of clinical scenarios and patient populations, ensuring that students are exposed to a variety of real-world challenges and complexities in evidence-based clinical practice.</p> <p>2. Integration of Practical Exercises:</p> <p>Incorporate practical exercises or simulations for each test that allow students to apply research principles and evidence-based practice concepts in a simulated clinical environment, providing hands-on experience and reinforcing learning outcome and access this skill after each laboratory.</p>