

Doctor of Audiology (DAUD)

Department of Speech and Hearing Sciences (SPHS) at Lamar University

Annual Program Report

Year:	2021-2022
Program:	Doctor of Audiology
Contact Person (include email & phone#)	Ashley Dockens (Audiology Director – audiology@lamar.edu) or Johanna Boulton (SPHS Chair – jweddleboulton@lamar.edu) 409-880-8338

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The Doctor of Audiology (DAUD) program works to continuously use data reported here and to our national accreditation board (Council on Academic Accreditation [CAA] in Audiology and Speech-Language Pathology) to make improvements rooted in evidence. In the last two years, the program has experienced changes in faculty leadership and composition of members of faculty. For this reason, both data and required adjustments to change have led program improvement decisions. Examples of how assessment results have informed our changes include:

- Student outcomes in on-time successful graduation rates are consistently high. The program has determined to evaluate other metrics as this does not provide enough data for needed change to make improvements.
- Student outcomes in passing national examinations that are professionally accepted as a measure of overall student success have been consistently high when evaluating final pass rates (I.e., regardless of number of attempts). The program has determined to tighten this evaluation to first time attempt passing with a focus on evaluation of areas of difficulty (I.e., poorer scores on subsections of the examination) to further improve the program in upcoming evaluations.
- Student outcomes in professional practice competencies are consistently high. The program has determined in faculty program meetings to continue monitoring this metric and to look for ways to evaluate anecdotal evidence of variance across cohorts in the DAUD program.
- Student outcomes in evidence-based practice integration are consistently high. The program has determined, however, that due to data of internal changes to faculty and leadership, this metric needs to be further evaluated as curriculum and faculty composition are changed in this offering.
- Not reported here, but to our national communication sciences and disorders application systems, our program has both collected, assessed, and made changes based on data on admissions, to improve student diversity in the DAUD program. As diversity has been shown to improve student experience and outcomes, this data was prioritized to make significant adjustments in our admissions evaluations (I.e., weighting of components of admissions evaluations, addition of holistic evaluation components, etc.). DAUD data outcomes based on these changes has placed us nationally among the most diverse program cohorts.

- Not reported here, but to our national accreditor in our field, data on need for student adaptations in policy and procedures, led to programmatic adjustments in improved support for hard of hearing students.
- Annual data is reported regarding our curriculum (Standard 3, Council on Academic Accreditation in Audiology and Speech-language Pathology) and courses meeting national student learning outcomes (knowledge and standards). Program faculty determined final “capstone” courses for each standard and removed duplication of course content across multiple courses unless the duplication was intentional for student success.
- Other examples of improvements can be provided upon request with documentation as needed.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g., new courses, course changes, SLO changes, course deletions).

Respond here:

Changes in faculty leadership and composition have occurred since the last report. Our endowed professor of research left January 2022 and has been replaced with a new faculty member in September 2022. Our Department Chair was an interim for the 2021-2022 year. A new Department Chair is joining us in August 2022. Our staff audiologist had been temporarily working to assist in teaching requirements of the program due to other faculty being in overload. However, following shifts to our in-house working clinic during Covid pandemic increased our need for her to be back in her primary role to ensure that the patient load in-house was supporting student needs and requirements for clinical experiences. Our staff audiologist is no longer participating in a teaching role but is now back to her primary duties. This has, however, placed faculty back into overload and solutions for additional faculty growth are being pursued with College and University leadership.

Changes were made to application and admission processes to improve diversity of our cohorts based on multiple years of internal data as well as national data from our centralized application system. These have proven successful with the program now having some of the highest national averages of diversity according to national data.

Improvements were made to assist student success for our hard of hearing students in the program based on data submitted to our national accreditor.

Improvements were made to formalizing our DAUD advising procedures based on data submitted to our national accreditor.

Improvements were made to remove redundancy in DAUD courses, following data assessment submitted to our national accreditor.

Other examples of improvements can be provided upon request with documentation as needed.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
<p>The Department of Speech and Hearing Sciences engages and empowers a diverse student population in the acquisition of knowledge and skills through innovative and interactive curriculum design, faculty mentored research, exceptional clinical service delivery, and dedicated outreach to the community. Through these transformative activities the Department of Speech and Hearing Sciences provides interdisciplinary collaboration regionally and globally.</p>	<p>The following goal is tied to a Standard of the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology.</p> <p>5.5 Program Completion Rate - The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold.</p>	Graduation Records	The number of students entering a given cohort and graduating within the 4-year published time frame will be kept on record. This data will be shared annually with the program accrediting board.	Greater than 80% of students (~8/10 students per cohort per year) will complete the Doctor of Audiology program within a 4 year timeframe as published, barring health or related complications.	100% completed within the 4 year published timeframe.	For over 5 years, our program has successfully met and exceeded this program student learning outcome goal. For this reason, moving forward we will shift to another goal to assess overall student success. Leadership has determined to monitor employment rates of students near graduation and recent alumni (within 2 years of graduation) with benchmarks of 80% employed (previous level of expectation from external accreditor – Council on Academic Accreditation [CAA] in Audiology and Speech-Language Pathology) within the first two years following graduation.
	<p>This goal is tied to a Standard of the Council on Academic Accreditation in Audiology and Speech-Language Pathology.</p> <p>5.6 PRAXIS Examination Pass Rate</p>	Praxis Pass Records	The number of students taking and passing the National Examination (Praxis) before entering the professional workforce will	Greater than 80% of students (~8/10 students per cohort per year) will successfully pass the National Examination (Praxis) before	100% of those taking the national examination passed in 2020-2021.	Since we have met and exceeded our goal of 100% final pass rate on Praxis, our program now seeks to improve first time Praxis examination pass rates to 80% (the national expectation based on annual scoring) of students reporting scoring. For this reason, we will

	- The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established threshold.		be evaluated from Praxis records from Educational Testing Service (ETS). This data will be shared annually with the program accrediting board.	entering the professional workforce.		maintain records of not only final passing but now first time attempts that are reported as well.
	Students will demonstrate professional practice competencies.	Using the software Calipso, all competencies required by our accrediting agency are evaluated.	Students will exhibit competencies required by our accrediting agency within the Calipso records of each individual doctoral student.	90% of students per cohort will exhibit clinical reasoning skills and self-evaluation of effectiveness of practice consistent with their level of study.	100% of students per cohort met this target.	While we have met and exceeded this goal in recent years, because of noted variance across cohorts we want to continue evaluation of this metric while we work to determine cause of variance.
	Students will exhibit the base of necessary knowledge for integration of evidence-based practice (EBP) into actual clinical professional performance.	Successful completion of SPHS 6319 and 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.	Students will exhibit the base of necessary knowledge for integration of EBP into actual clinical professional performance through completion of specific coursework.	90% of students or greater in their first year of doctoral study will demonstrate the basis of the knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	100% successfully completed these courses and met this target for 2020-2021.	While we have met and exceeded this goal in recent years, we will continue to monitor this metric, as program changes were required regarding the capstone course for this learning outcome. Faculty insufficiencies led to creative assignment of the staff position audiologist assigned and approved by Graduate Studies for "special graduate faculty status." Due to other needs for clinical experiences for Doctor of Audiology students, this staff member was needed to return to her

						original job description. The program is working to find best ways to offer this course with the most recent offering (Fall 2022) to be team-taught by all faculty. Other mechanisms for teaching this material are being explored as this solution increases workload of faculty already in overload for their assigned teaching loads.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
<p>The following goal is tied to a Standard of the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology.</p> <p>5.5 Program Completion Rate - The percentage of students who are enrolled on the first census date of the program and complete the program within the program's published academic terms meets or exceeds the CAA's established threshold.</p> <p>Due to continuously meeting or exceeding this goal, the program is looking for new metrics to evaluate student overall success.</p>	C	<p>For over 5 years, our program has successfully met and exceeded this program student learning outcome goal. For this reason, moving forward we will shift to another goal to assess overall student success. Leadership has determined to monitor employment rates of students near graduation and recent alumni (within 2 years of graduation) with benchmarks of 80% employed (previous level of expectation from external accreditor – Council on Academic Accreditation [CAA] in Audiology and Speech-Language Pathology) within the first two years following graduation.</p>
<p>This goal is tied to a Standard of the Council on Academic Accreditation in Audiology and Speech-Language Pathology.</p> <p>5.6 PRAXIS Examination Pass Rate - The percentage of test-takers who pass the Praxis® Subject Assessments in audiology or speech-language pathology meets or exceeds the CAA's established threshold.</p> <p>Due to continuously meeting or exceeding this goal, the program is looking for new metrics to evaluate preparedness for national examination.</p>	C	<p>Since we have met and exceeded our goal of 100% final pass rate on Praxis, our program now seeks to improve first time Praxis examination pass rates to 80% (the national expectation based on annual scoring) of students reporting scoring. For this reason, we will maintain records of not only final passing but now first time attempts that are reported as well.</p>
<p>Students will demonstrate professional practice competencies.</p>	P	<p>While we have met and exceeded this goal in recent years, because of noted variance across</p>

<p>While we have met or exceeded this goal, faculty have noted variance across cohorts, we are uncertain of why such variance exists. For this reason, the program will determine best ways to continue monitoring.</p>		<p>cohorts we want to continue evaluation of this metric while we work to determine cause of variance.</p>
<p>Students will exhibit the base of necessary knowledge for integration of EBP into actual clinical professional performance.</p> <p>While we have met or exceeded this goal, faculty insufficiencies are leading to needed curriculum changes and faculty composition growth. The program is working to request additional faculty and to determine best ways to offer needed courses in the meantime.</p>	<p>P</p>	<p>While we have met and exceeded this goal in recent years, we will continue to monitor this metric, as program changes were required regarding the capstone course for this learning outcome. Faculty insufficiencies led to creative assignment of the staff position audiologist assigned and approved by Graduate Studies for “special graduate faculty status.” Due to other needs for clinical experiences for Doctor of Audiology students, this staff member was needed to return to her original job description. The program is working to find best ways to offer this course with the most recent offering (Fall 2022) to be team-taught by all faculty. Other mechanisms for teaching this material are being explored as this solution increases workload of faculty already in overload for their assigned teaching loads.</p>