

## Doctor of Audiology (DAUD)

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

#### Annual Program Report

Year:	2022-2023
Program:	Doctor of Audiology
Contact Person (include email & phone#)	Lilian Felipe ( <a href="mailto:audiology@lamar.edu">audiology@lamar.edu</a> / <a href="mailto:lfelipe@lamar.edu">lfelipe@lamar.edu</a> ) 409-880-7900

#### 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 utilizes data from various sources, including the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, to drive evidence-based improvements. Over the past two years, the program has undergone changes in faculty leadership and composition, prompting the need for adjustments based on collected data. Here are some examples of how assessment results have influenced our decision-making:

- Graduation rates have consistently been on time and successful. However, the program acknowledges that this metric alone does not provide sufficient data for necessary improvements. Therefore, additional metrics are being evaluated to further improve the program.
- The program has observed consistently high pass rates in national examinations, which are widely accepted as a measure of overall student success. However, the evaluation process will now focus on first-time attempt passing and explore into specific areas of difficulty to identify enhancement for the program.
- Student performance in professional practice competencies has consistently been commendable. The program intends to continue monitoring this metric and explore potential variations across cohorts in the DAUD program, considering anecdotal evidence.
- The integration of evidence-based practice in student outcomes has consistently yielded positive results. However, due to internal changes in faculty and leadership, the program recognizes the need for further evaluation as curriculum and faculty composition undergo modifications.
- While not mentioned in this report, the program has also collected and assessed data on admissions through national communication sciences and disorders application systems. Changes have been made to improve student diversity in the DAUD program, recognizing its positive impact on student experience and outcomes. These adjustments include weighing components of admissions evaluations differently and incorporating holistic evaluation components. As a result, the DAUD program continues to rank among the most diverse program cohorts nationwide, according to data from the Communication Sciences and Disorders Centralized Application Service (CSDCAS).
- Although not mentioned in this report, we have provided data to our national accreditor in our field regarding the need for student adaptations in our policies and procedures. This has resulted in programmatic adjustments aimed at enhancing support for hard of hearing students in conjunction with the Accessibility Resource Center at Lamar University.

- We regularly report annual data concerning our curriculum, specifically in relation to Standard 3 of the Council on Academic Accreditation in Audiology and Speech-Language Pathology. This includes ensuring that our courses align with national student learning outcomes, knowledge, and standards. To streamline the learning experience for our students, program faculty have identified final "capstone" courses for each standard and eliminated any unnecessary duplication of course content across multiple courses, except in cases where such duplication is intentionally beneficial for student success.
- We can provide additional examples of improvements made to the program upon request, along with supporting documentation as necessary, 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:

- Since the last report, the DAUD program has witnessed changes in its faculty leadership. Currently, Dr. Lilian Felipe serves as the program director, bringing her expertise and vision to guide the program effectively. Furthermore, Dr. Ashley Dockens has been promoted to the role of Associate Dean of Policy and Procedure for the College of Graduate Studies. Her former position has been posted, initiating a national search process that commenced in June 2023.
- Dealing with faculty overload has been an ongoing concern for the program. To tackle this issue, we are actively collaborating with College and University leadership to explore solutions for additional faculty growth. By engaging in these discussions, we aim to alleviate the burden on existing faculty members while maintaining the quality of education provided by the program.
- Ensuring diversity within our cohorts has been a priority for the DAUD program. Through careful analysis of internal and national data obtained from our centralized application system, we have implemented modifications in the application and admission processes. These changes have yielded positive results, as evidenced by the program now boasting some of the highest national averages of diversity, as indicated by national data from CSDCAS.
- Based on the data submitted to our national accreditor, we have recognized the need to enhance our DAUD advising procedures. As a result, we have introduced a structured "semester check-in" meeting for our 1st and 2nd year Doctor of Audiology students. This meeting occurs at the end of the Fall and Spring semesters and involves all program faculty. During these meetings, faculty members provide feedback to students, encompassing both positive remarks and constructive criticism. The program director creates an individualized feedback document for each student. To ensure a comprehensive review, students are required to attend the "check-in" meeting with at least three faculty members present. In cases where improvement is necessary, written plans for enhancement are provided. Failure to meet improvement plan recommendations may result in a progression meeting hearing to determine the student's status in the program, such as probation or dismissal. As we move forward, we remain dedicated to advancing the program's excellence and meeting the evolving needs of our students.
- If desired, we can provide additional examples of improvements made to the program upon request, accompanied by relevant documentation.

**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?
The Department of Speech and Hearing Sciences fosters the engagement and empowerment of a diverse student body by utilizing innovative and interactive curriculum design, facilitating faculty mentored research, delivering exceptional clinical services, and actively engaging with the community. These transformative activities enable the department to promote interdisciplinary collaboration on both regional and global scales.	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. Of note, this year, our external accreditor, the Council on Academic Accreditation (CAA) has eliminated employment rates as a required student outcome measure along with the related	Externship Coordinator Data	Employment rates of students near graduation and recent alumni (2 years post graduation).	80% of students near graduation and graduates who graduated two years ago will be employed after graduation; 80% was the benchmark set by CAA in Audiology and Speech-Language Pathology.	The most recent graduating class (2023) achieved a 100% employment rate, and recent alumni also boast a 100% employment rate: i.e., both the classes of 2022 and 2021 has an employment rate of 100%.	While we have met and exceeded this goal this year, we will continue to monitor this metric, since it can be a useful indicator of current labor market conditions.

	CAA-established threshold (Standard 5.7).					
	Having achieved and surpassed our goal of a 100% final pass rate on the Praxis examination (Standard 5.6), our program is now focused on enhancing the first-time pass rates of our students. To track our progress in this area, we will maintain records of both final passing rates and the results of first-time attempts reported by our students. By doing so, we aim to continually improve the performance of our students on the Praxis examination.	Praxis Pass Records (ETS)	The number of students taking the National Examination (Praxis) and passing during first-time attempt professional workforce will be evaluated from Praxis records from Educational Testing Service (ETS). The national expectation, based on annual scoring, is set at 73% for first-time attempts. <a href="https://www.asha.org/siteassets/certification/national-summary-report-for-praxis-data-in-audiology-2021.pdf">https://www.asha.org/siteassets/certification/national-summary-report-for-praxis-data-in-audiology-2021.pdf</a>	73% of students will pass the Praxis exam on the first attempt.	When analyzing the cohort of students from 2022-2023, it was observed that 50% of them successfully passed the exam on their first attempt.	Half of students passed the Praxis exam on the first attempt. Among the remaining half who did not pass initially, 60% attempted the exam prematurely without adequately establishing the necessary foundations for success. The findings from these results emphasize the importance of providing guidance and counseling to our students regarding the optimal timing for taking the Praxis exam to maximize their chances of a successful first-time attempt. While ultimately the decision rests with the student, it is crucial to ensure that they comprehend the increased likelihood of failure when attempting the praxis exam during the early stages of their coursework. Subtest performance on first attempts will be analyzed to optimize student support.
	Students will demonstrate professional practice competencies.	The software Calipso is utilized to assess and evaluate all the	Students will exhibit competencies required by our accrediting	90% of students per cohort will exhibit clinical reasoning skills and self-	100% of students per cohort met this target.	Although we have consistently achieved and surpassed this goal in recent years, the observed variance across different cohorts has prompted

		competencies mandated by our accrediting agency.	agency within the Calipso records of each individual doctoral student.	evaluation of effectiveness of practice consistent with their level of study.		us to continue evaluating this metric. We are committed to identifying the underlying causes of this variance as we strive to maintain and enhance our performance in meeting this goal.
	Students will demonstrate a solid foundation of knowledge necessary for effectively integrating evidence-based practice (EBP) into their 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.	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.	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 2022-2023.	Despite successfully meeting and surpassing this goal in recent year, it is necessary for us to keep monitoring of this metric. This is due to the program undergoing changes that were required specifically for the capstone course associated with this learning outcome. We decided to maintain the team-teaching approach involving all faculty members, as we did last year. However, we acknowledge that this solution has added to the workload of faculty who are already facing overload with their assigned teaching responsibilities. Faculty plan to discuss the validity of a course grade to measure this outcome vs. alternative measures that better reflect this construct.

**Table 2. Continuous Improvement Results Since Last Report**

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<b>Status</b> <i>C=Complete P=Progressing N=No Action Taken</i>	<b>Discussion of Status</b> <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>
Given the consistent achievement of meeting or surpassing the previous completion rate goal (100% completed within the 4 year), the program is actively seeking alternative metrics to assess the overall success of students. The actual goal (employment rates) aligns with the Council on Academic Accreditation (CAA) Standard in Audiology and Speech-Language Pathology, which sets the benchmark expectation of 80% of graduates being employed within the first two years after graduation.	P	Although we have successfully met and surpassed this goal upon its initial evaluation, we will continue to assess its effectiveness as it was examined for the first time. Additionally, tracking this data could provide valuable insights into the state of the audiology field in the market and helps gauge the ease of securing employment opportunities after graduation.
We are committed to providing guidance to our students regarding the significance of completing the third-year course before undertaking the Praxis examination. Additionally, we will conduct an analysis to determine which specific test category (foundations, prevention & screening, assessment, intervention, professional and ethical responsibilities) is yielding lower scores. This information will enable us to tailor our course, accordingly, aiming to increase the likelihood of success for our students in their first attempt.	P	Our objective is to enhance the performance of our students when it comes to their first attempts on the Praxis examination. Subtest performance will be assessed and adjustments to student support will be made accordingly. Student counseling regarding timing of the exam will be conducted.
Although we have achieved or surpassed this goal, faculty members have observed variations among different cohorts, and we are currently unsure of the underlying reasons for these differences. As a result, the program will explore the most effective methods for ongoing monitoring and assessment	P	Although we have achieved and surpassed this goal in recent years, the observed variations among different cohorts have prompted us to continue evaluating this metric. We are committed to understanding the underlying factors contributing to this variance and will actively work

in order to better understand and address this variance.		towards determining its cause. By doing so, we aim to further improve our program and ensure consistent outcomes for all cohorts.
Although we have achieved or surpassed this goal, deficiencies in faculty expertise have highlighted the need for curriculum changes and the expansion of faculty composition. To address this, the program is actively seeking additional faculty members and exploring the most effective ways to provide necessary courses in the interim.	P	<p>While we have achieved and surpassed this goal in recent years, ongoing monitoring is necessary due to program changes related to the capstone course associated with this learning outcome.</p> <p>To ensure continuity in delivering the capstone course, the program is actively seeking optimal solutions. The upcoming offering in Fall 2023 will be team-taught by all faculty members, as last year. The program is committed to finding the best possible approaches to offer this course while effectively managing faculty workload and ensuring a high-quality learning experience for students. Additionally, we anticipate that the recruitment of new faculty, following the vacancy created by Dr. Dockens's position, will contribute to our ability to offer the course more effectively in the future.</p> <p>By closely monitoring this situation and pursuing viable solutions, we aim to ensure the continued success and improvement of the capstone course and its associated learning outcome.</p> <p>Furthermore, use of EBP may be more validly assessed using specific metrics not directly tied to course grades.</p>