

The Departmental Assessment Plan
Department of
Communication Sciences and Disorders

Doctor of Audiology:

Posted: (Revised Fall 2018)

Assessment Plan

DOCTOR OF AUDIOLOGY

Mission: The Department of Communication Sciences and Disorders trains highly competent professionals in the fields of speech-language pathology and audiology by providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service.

Vision: The Department of Communication Sciences and Disorders will be widely recognized as a leader in the innovative education of speech-language pathologists and audiologists.

Values:

- Student Success
- Community Engagement and Service
- Well-being
- Diversity
- Inclusion and Access
- Leadership
- Professional Ethics
- Excellence in Teaching, Service, and Scholarship
- Social Responsibility
- Collaboration and Interprofessional Education
- Innovation
- Global Engagement

Strategic goals:

1. Encourage innovative teaching
2. Provide opportunities for research, scholarly and creative activities
3. Enhance community partnerships to promote student success
4. Provide sequenced, integrated academic and clinical training

I. Program Learning Outcomes

The Doctor of Audiology (Au.D.) is the professional degree required for the independent and comprehensive practice of audiology. The Au.D. is distinct from a Ph.D., which is designed for researchers and educators. Our program is held to strict accreditation standards and annual reporting as set forth by the Accreditation Commission for Audiology Education (ACAЕ) and the Council on Academic Accreditation (CAA). These accreditation standards are directly related to the knowledge and clinical skills outcomes that are required of students applying for clinical licensure.

The ACAE 2016 standards can be found at: <https://acaeccred.org/standards/>

The CAA 2017 standards can be found at: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf> (Note: standards for 2020 will be released in the late summer of 2018)

Upon completion of the graduate program, graduate students in the Doctor of Audiology program will have a thorough understanding of the foundations of advanced theories and methodologies, and be able to demonstrate advanced levels of expertise in the field. Current students and graduates will be expected to effectively diagnose, assess, manage, and treat individuals with auditory and vestibular impairments. All work will be documented in both oral and written form. The following learning goals and outcomes are measured regularly. These goals have been adapted from the ACAE and CAA standards, and these goals align with the mission and established doctoral learning goals of our university, college, and department.

Number	Institutional Graduate Learning Goals (IGLGs) for Doctoral Programs	Program Learning Outcomes (PLOs)	Method of Data Collection
1	Foundation (Knowledge)		
	Program provides students with a comprehensive foundation of coursework in audiology: <ul style="list-style-type: none"> • Disciplinary Knowledge 		Direct Methods/Standards of Performance: <ul style="list-style-type: none"> • Program Pre-Requisites: Upon admission to the program, 100% of students will have successfully completed the following pre- requisites: Human development across the lifespan, introduction to psychology, introduction to statistics, American Sign Language, biological science, and physical science. • Program Pre-Requisites: Upon admission to the program, 100% of students will have successfully completed the following pre- requisites or their equivalents: Physics of sound and phonetics, anatomy and physiology of the speech mechanism, language science and development, developmental and acquired neurogenic language disorders across the lifespan, audiology and hearing testing, and aural rehabilitation
		Students will demonstrate knowledge and competency across the twelve Foundational areas delineated by ACAE: <ol style="list-style-type: none"> 1. Explain basic cell, organ, and body systems, with special emphasis on the auditory and vestibular/balance systems and their interrelationships to the body as a whole over the lifespan, including newborns, infants, children, adolescents, 	

		<p>adults, elderly and individuals with special needs.</p> <ol style="list-style-type: none"> 2. Describe the development of normal auditory and communication processes, including the embryology and development of the auditory/vestibular, central nervous and related systems. 3. Explain theoretical and applied principles of acoustics, psychoacoustics, non-acoustic stimuli, and electronics as applied to the normal and disordered auditory and vestibular systems. 4. Identify the various localized and systemic processes that lead to dysfunction and disease. 5. Describe the effect that disease processes can have on the body and major organ systems, with special emphasis on the auditory and vestibular systems. 6. Recognize the mechanisms of the various classes of pharmaceutical agents, their interactions, and safe, effective use for the treatment of disease and conditions affecting the ear, the auditory and vestibular systems, central nervous system and related systems. 7. Describe the structures and processes contributing to the development of auditory, vestibular and communication disorders and abnormalities. 8. Explain the impact of hearing disorders on communication for newborns, infants, children, adolescents, adults, elderly and individuals with special needs. 9. Explain and demonstrate the impact of genetics on the development and preservation of auditory function as well as the 	<ul style="list-style-type: none"> • Didactic coursework: 90% of students will earn a grade of B or better in all didactic coursework: CSAD 610, CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 620, CSAD 621, CSAD 622, CSAD 622L, CSAD 623, CSAD 624, CSAD 630, CSAD 631, CSAD 632, CSAD 640, CSAD 641, CSAD 641, CSAD 642, CSAD 643, CSAD 650, CSAD 651, CSAD 652, CSAD 653, CSAD 660, CSAD 661, CSAD 662, CSAD 670, CSAD 671, CSAD 672, CSAD 673, CSAD 680, CSAD 681, CSAD 682, CSAD 683, CSAD 710, CSAD 720, CSAD 730 • Comprehensive Exams: 90% of students will receive “Pass” results on written portion on the progress (CSAD 510) and comprehensive exams (CSAD 520) • National PRAXIS exam: 90% of students will score 170 or higher • Learning Outcomes Assessment: By the fourth semester, 85% of students will answer each of the <u>Foundational Knowledge</u> questions correctly <p>Indirect Methods/Standards of Performance:</p> <ul style="list-style-type: none"> ○ Positive Alumni, Employer, and Student Survey Feedback ○ Positive Biannual Advisory Committee Meeting Feedback
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		<p>impact on the development of disorders of the auditory, vestibular, and related systems across the lifespan.</p> <ol style="list-style-type: none">10. Explain the psychological and neurological bases for auditory and vestibular dysfunction and remediation.11. Describe the science and methods employed, e.g., acoustical and pharmacological, for the preservation of hearing and balance disorders.12. Critically evaluate the research foundation for hearing, balance and communication sciences.	
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2	Diagnosis and management (Knowledge and skills)		
	<p>Program provides students with coursework and clinical experiences that represent the scope of practice of audiologists and provide opportunities to develop professional skills:</p> <ul style="list-style-type: none"> • Disciplinary Knowledge • Critical Thinking/Analysis 	<p>Students will demonstrate competency across the fourteen Diagnosis and Management areas delineated by ACAE:</p> <ol style="list-style-type: none"> 1. Diagnose, triage, treat and manage auditory and vestibular/balance conditions and diseases for patients over the lifespan, including newborns, infants, children, adolescents, adults, elderly and special needs individuals. 2. Apply audiologic diagnosis, treatment and management principles in diverse settings including, for example, private practice-based, educational and occupational/industrial environments. 3. Apply critical thinking skills to assess the patient's auditory and vestibular status. 4. Prescribe, perform and interpret clinical, laboratory and other diagnostic procedures and tests in consultation with other health professionals as may be required for proper management of the patient. 5. Interpret and synthesize the findings from the patient's history, examination and other diagnostic tests and procedures in order to identify the etiology, the pathogenesis of the condition, and the diagnosis. 6. Formulate a treatment plan and understand the implications of various treatment options. 7. Explain any relevant limitations for diagnosis and treatment and formulate a plan for 	<p>Direct Methods/Standards of Performance:</p> <ul style="list-style-type: none"> • Clinical Competencies: 90% of students will earn an average rating of B or higher for the Assessment and Treatment, competency categories with no individual line item score of 4.14 or less in all of their clinical coursework: CSAD 620C, CSAD 630C, CSAD 640C, CSAD 650C, CSAD 660C, CSAD 670C, CSAD 680C, CSAD 710E, CSAD 720E, CSAD 730E • Clinical methods: 90% of students will pass all associated methods courses with a grade of B or higher: CSAD 620, CSAD 630, CSAD 640, CSAD 650, CSAD 660, CSAD 670, CSAD 680, CSAD 710, CSAD 720, CSAD 730 • Comprehensive Exams: 90% of students will receive "Pass" results on clinical portions on the progress (CSAD 510) and comprehensive exams (CSAD 520) • Learning Outcomes Assessment: By the fourth semester, 85% of students will answer each of the <u>Diagnosis and Management</u> questions correctly • National PRAXIS exam: 90% of students will score 170 or higher

		<p>consultation or referral, as appropriate.</p> <ol style="list-style-type: none"> 8. Discuss the findings, diagnosis and treatment options with the patient, parent or guardian, family, other health care or service providers, as well as any modifications or consequences that may occur over the course of treatment. 9. Discuss pharmacological treatment options with the patient, parent or guardian, family or other health care or service providers as it relates to the prevention of hearing and balance disorders and, specifically, as it relates to appropriate vestibular system functions. 10. Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistance technology. 11. Present the patient with the sequence of treatment (including preventive care), estimated fees, payment arrangements, time requirements, and the patient's responsibilities for treatment. Apply the informed consent process as it relates to clinical procedures. 12. Characterize and implement evidence-based practice methods and a critical evaluation of the literature to provide optimal outcomes for diagnosis and treatment of auditory and vestibular disorders. 13. Integrate all aspects of a patient's life (development, participation, environment and culture), as identified by the International Classification of Functioning (ICF), World 	<p>Indirect Methods/Standards of Performance:</p> <ul style="list-style-type: none"> o Positive Alumni, Employer, and Student Survey Feedback <p>Positive Biannual Advisory Committee Meeting Feedback</p>
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		<p>Health Organization (WHO) and World Health Assembly, May 2001, into the treatment management of patients with hearing and/or balance disorders (</p> <p>14. Explain the basic concepts of probability and disease susceptibility, and the influence of genetic factors in the maintenance of health and development of disease, as it applies to patients with hearing and/or balance disorders.</p>	
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3	Communication (Knowledge and skills)		
	<p>Program provides coursework and clinical experiences that help students develop professional written and oral communication skills when working with patients and other health care providers:</p> <ul style="list-style-type: none"> • Communication 	<p>Students will demonstrate competency across the eight Communication areas delineated by ACAE:</p> <ol style="list-style-type: none"> 1. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers. 2. Produce professional written reports on the diagnoses, evaluations and consultations encountered during clinical experiences. 3. Demonstrate empathy and active listening behaviors for patients and families. 4. Demonstrate understanding and respect for all individuals encountered in audiologic practice, regardless of disability, income, gender, sexual orientation, race, religion, culture or national origin. 5. Safeguard the privacy and confidentiality of a patient's medical record information. 6. Maintain accurate and complete up-to-date patient records, with clear and appropriate documentation of each patient encounter. 7. Advocate for patient-centered care and shared decision-making by teaching self-advocacy skills to patients and family members. 8. Model and apply the skills needed to provide effective patient/family-centered counseling and shared decision-making when providing information, resources and evidence-based options for diagnosis and treatment. 	<p>Direct Methods/Standards of Performance:</p> <ul style="list-style-type: none"> • 90% of students will earn a grade of B or better in coursework involving major written assignments and/or oral presentations (CSAD 620, CSAD 621, CSAD 623, CSAD 624, CSAD 630, CSAD 631, CSAD 632, CSAD 640, CSAD 641, CSAD 641L, CSAD 642, CSAD 643, CSAD 650, CSAD 652, CSAD 653, CSAD 660, CSAD 661, CSAD 662, CSAD 670C, CCSAD 671, CSAD 680, CSAD 681, CSAD 682, CSAD 710, CSAD 720, CSAD 730)

		<p>Patient-centered care and advocacy will be evaluated by:</p> <ol style="list-style-type: none"> a. Adherence to code of ethics b. Professional behavior with individuals and other professionals c. Utilization of evidence-based practice d. Collaboration with interdisciplinary teams to ensure optimal outcomes for the patient e. Understanding of cultural and linguistic variables that may impact patient interactions f. Advocacy for the rights of individuals needing audiologic services g. Effective communication within team settings and across modalities 	<ul style="list-style-type: none"> • Graduate Intensive Writing course (CSAD 621): 90% of students will earn a grade of B or better on all course writing assignments and have overall course grade of B. Clinical competencies-90% of students will earn a grade of B or higher on the Assessment, Treatment, Writing and Professional Behavior categories with no individual line item score of 4.14 or lower in all of their clinical coursework (CSAD 620C, CSAD 630C, CSAD 640C, CSAD 650C, CSAD 660C, CSAD 670C, CSAD 680C, CSAD 710E, CSAD 720E, CSAD 730E) • Clinical methods: 90% of students will earn a B or higher in all clinical methods courses (CSAD 620, CSAD 630, CSAD 640, CSAD 650, CSAD 660, CSAD 670, CSAD 680, CSAD 710, CSAD 720, CSAD 730) • National PRAXIS exam: 90% of students will score 170 or higher
			<p>Indirect Methods/Standards of Performance:</p> <ul style="list-style-type: none"> ○ Positive Alumni, Employer, and

Student Survey
Feedback

- Positive Biannual
Advisory Committee
Meeting Feedback

4	Professional Responsibilities and Values		
	<p>Program provides students with coursework and clinical experiences that are guided by the ASHA and AAA Code of Ethics:</p> <ul style="list-style-type: none"> • Professionalism • Research 	<p>Students will demonstrate knowledge and competency across the seventeen professional responsibilities and values areas delineated by ACAE:</p> <ol style="list-style-type: none"> 1. Adhere to professional ethics as they relate to the practice of audiology. 2. Demonstrate sensitivity to the psychosocial dynamics of the doctor/ patient relationship. 3. Describe social, cultural, psychological, and economic forces affecting diverse patient populations. 4. List professional, legal, public health, and public policy issues as they pertain to the various practice settings and community needs. 5. Describe and apply practice management strategies and principles that are relevant to audiology. 6. Discuss the business, personnel management, financial and reimbursement considerations necessary for operating an audiology practice. 7. Create and explain a business plan and be able to read and understand a profit and loss statement and implement an annual budget and marketing plan. 8. Demonstrate how to utilize contemporary business and technology processes in order to improve access to audiologic care, including the areas listed in P.7. 9. Describe Current Procedural Terminology (CPT), Healthcare Common Procedure Coding System (HCPCS), 	<p>Direct Methods/Standards of Performance:</p> <p>Didactic Coursework: 90% of students will earn a grade of B or better in the following courses pertaining to service delivery, ethical/legal issues, and practice management (CSAD 610, CSAD 614, CSAD 620, CSAD 621, CSAD 630, CSAD 640, CSAD 650, CSAD 660, CSAD 670, CSAD 671, CSAD 680, CSAD 681, CSAD 683, CSAD 710, CSAD 720, CSAD 730)</p> <ul style="list-style-type: none"> • Clinical Competencies: 90% of students will earn a grade of B or higher in the Professional Behavior category with no individual line item score of 4.14 or lower in all clinical coursework: CSAD 620C, CSAD 630C, CSAD 640C, CSAD 650C, CSAD 660C, CSAD 670C, CSAD 680C, CSAD 710E, CSAD 720E, CSAD 730E • Clinical Methods: 90% of students will earn a B or higher in all methods courses: CSAD 620, CSAD 630, CSAD 640, CSAD 650, CSAD 660, CSAD 670, CSAD 680, CSAD 710, CSAD 720, CSAD 730

International Classification of Diseases (ICD-10) billing and coding as well as implications of different professional settings on reimbursement.

10. Perform basic life support skills for emergencies encountered in audiology practice.
11. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions, including the value of inter-professional education and collaboration for patient care.
12. Direct the appropriate and ethical use of audiology assistants and other staff in order to manage productivity

			<p>National PRAXIS exam: 90% of students will score 170 or higher</p> <ul style="list-style-type: none"> • Learning Outcomes Assessment: By the fourth semester, 85% of students will answer each of the <u>Professional Responsibility</u> questions correctly <p>Indirect Methods/Standards of Performance:</p> <ul style="list-style-type: none"> ○ Positive Alumni, Employer, and Student Survey Feedback ○ Positive Biannual Advisory Committee Meeting Feedback
5	Research		
	<p>Program includes coursework and research opportunities that emphasizes evidence-based practice and guides students on how to critically appraise clinical research in the field</p> <ul style="list-style-type: none"> • Research • Information Literacy 	<p>Students will demonstrate knowledge of the fundamentals of research and research design, enabling them to read the professional literature and understand and critically evaluate the concepts related to evidence-based practice.</p>	<p>Direct Methods/Standards of Performance</p> <ul style="list-style-type: none"> • All students will successfully complete an Audiology Doctoral Project under the supervision of an audiology faculty member • 90% of students will receive a grade of B or higher in the Doctoral Research Project courses (CSAD 501, CSAD 502, CSAD 503, CSAD 504, CSAD 505) and CSAD 621: Research Methods in Audiology • Learning Outcomes Assessment: By the fourth semester, 85% of students will answer each of the <u>Research</u> questions correctly

II. Outcome Measures of Doctor of Audiology Program Graduates

This outline identifies the tools and timelines for assessing program graduates, and how this information will be used in the review and revision process. Our assessment process includes analyzing data provided from several courses, including: our graduate writing intensive course (CSAD 621); our students' clinical competencies portfolios; our students' learning outcomes assessment; our students' performance on the

national Praxis exam; alumni, employer and student surveys; and feedback from our audiology advisory committee.

Completion of Pre-Major Requirements

Tool Description: Upon admission to the AuD program, all students must provide proof of successful completion of Pre-Major Requirements:

Students must have completed a course in each of the following

- Human Development Across the Lifespan
- Introduction to Psychology
- Introduction to Statistics
- American Sign Language
- Biological Science
- Physical science

Students must have completed the equivalent of the following CSUS Communication Sciences and Disorders courses:

- CSAD 110 Physics of Sound and Phonetics
- CSAD 111 Anatomy & Physiology of the Speech Mechanism
- CSAD 112 Language Science and Development
- CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan
- CSAD 130 Audiology and Hearing Testing
- CSAD 133 Aural Rehabilitation

Timeline: Upon admission to the AuD program.

Use of Data in Review and Revision: The Curriculum Committee evaluates whether or not our students are meeting the pre-determined standard of performance. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Graduate Writing Intensive Course (CSAD 621)

Tool Description: Our Graduate Writing Intensive (GWI) course prepares all first-year graduate students in the area of writing in the profession through writing assignments guiding their preparation of a research paper related to their doctoral project.

Timeline: This course is taken during the second semester of the program. Student grades are analyzed each year during assessment.

Use of Data in Review and Revision: This course identifies and remediates any first-year graduate student who needs writing support early in the program. Students must obtain a grade of B or better in the following components of the course: 1) Exams, 2) Annotated bibliographies, 3) Literature review, 4) Research question and hypothesis development, 5) Discussion board posts, and 6) Research proposal. Students must also earn a grade of B or better in the course.

Evaluation of Graduates' Clinical Competencies Portfolios:

Tool Description: The program requires students to complete either 60 or 120 hours of clinical hours, depending on the semester and site, through CSAD 620C, CSAD 630C, CSAD 640C, CSAD 650C, CSAD 660C, CSAD 670C, and CSAD 680C. Students are also required to complete a yearlong externship in audiology through enrollment in CSAD 710E, CSAD 720E, and CSAD 730E. Our curriculum is hierarchical in nature: Each student must progress through the coursework for given aspects of the field (i.e. disorders, assessments, and treatment) before being assigned to a clinical rotation in a given area. For example, a student must have completed CSAD 653: Diagnosis and management of vestibular disorders before completing a rotation in balance with patients who have suspected vestibular impairment. Through this structure, students must apply previously acquired knowledge to real-life situations and clinical scenarios. Success in these experiences is dependent upon the ability to think critically as the student evaluates and manages individuals with auditory and/or vestibular impairments under the supervision of a clinical instructor.

The assigned Clinical Instructor completes a clinical competency form for each student in each clinical course at midterm and final. Through this process, each clinical experience includes a formative and summative assessment with specific clinical competencies designed to measure critical thinking across the four predefined areas: Writing, Assessment, Treatment, and Professional Behavior. Specific clinical competency forms are in place for each clinical practicum. Students are provided with the clinical competency evaluations before they begin each clinical experience. Clinical Instructors, who have been trained on the form and its use by the Clinic Coordinator, use this form to provide feedback to students regarding progress.

A passing grade for each clinic is a B or higher. A passing grade is obtained by achieving a rating of 4.15 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.15 or better for each of the 4 general competency categories and (b) a minimum score of 4.15 on all individual competency line items. Therefore, any student receiving (a) a rating of 4.14 or less on any one (or more) specific line item or (b) a rating of 4.14 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B or higher.

In such cases, a grade of B- will be given for the clinic.

Timeline: The faculty Curriculum Committee meets each week of the semester to discuss any student at risk for not passing a clinical course. The faculty and Clinical Coordinator annually review the results of the remediation plans.

Use of Data in Review and Revision: The Curriculum Committee has developed a standardized remediation plan form that corresponds to the clinical competencies form. The Au.D. Program Director and the Clinic Coordinator follow up with the student and Clinical Instructor to provide support in the development of the remediation plan. The plan is used as a teaching tool to promote critical thinking in specific competency areas in which a student is demonstrating difficulty and for which the student is at-risk for not reaching moderate- to independent-level mastery by the end of the semester. It includes student and Clinical Instructor responsibilities and timelines in the process, and requires specific supports to be provided to the student. Any student with a remediation plan in place for two clinics will be provided with a department-level remediation plan specifying specific supports to be provided. The faculty and Clinic Coordinator annually review the results of the remediation plans to evaluate their effectiveness with regard to student program completion, and to review the clinical competencies score trends by clinic to determine if we are meeting our pre-determined standard of performance and the subsequent need for overall revision in clinical instruction.

Clinical Methods Coursework

Tool Description: Each clinical practicum course is paired with a methods course in which students discuss client profiles, plan assessment and treatment, and complete specific assignments designed to support their developing clinical skills. Each methods course has a focus (e.g. report writing, billing and coding, professional issues) to guide discussions of cases. For example, CSAD 650: Billing and coding includes exercises in which students learn about the codes for various procedures they have performed in the clinical practicum and the process for billing for those procedures.

Timeline: This coursework is taken for ten semesters. Methods Instructors and Clinical Instructors meet each semester to discuss the alignment of Methods courses and Clinical Practicum courses.

Use of data in Review and Revision: Students must obtain a B or better or better to pass each course. Methods Instructors and Clinical Instructors meet each semester to review student success, clinical competency expectations, and methods class expectations in order to ensure alignment of all three of these areas, and to identify trends in student learning that should shape clinical instruction or design of the associated Methods Course.

Student Learning Outcome Assessment

Tool Description: Each year, we will distribute a 40-item multiple-choice learning assessment to each student in our program. The measure is made up of a focused set of questions in general areas of the curriculum, including specific targets related to foundational knowledge, diagnosis and assessment, treatment and management, and professional issues. Each question has only one correct answer. The assessment will be useful in tracking candidates' mastery of knowledge throughout the program. It also will provide information regarding the development of critical thinking, as 50% of the questions have been designed as "case study" questions that require a higher level of analysis and problem-solving in the style of our national Praxis exam.

Timeline: The assessment is distributed to each student enrolled in the program at the end of each fall semester. The resulting data is analyzed each year in January and reviewed at the faculty retreat in the fall.

Use of Data in Review and Revision: The learning assessment results are reviewed each year at our fall faculty retreat when an item analysis is conducted. This item analysis allows us to see our students' mastery of elements that are directly related to our PLOs. The overall analysis allows us to determine whether or not our students are meeting the predetermined standards of performance. The assessment is adjusted annually as needed in order to assess areas of perceived need that require pedagogical emphasis and the need for curriculum modification and development.

Didactic Coursework

Tool Description: Our didactic coursework builds on our students' prior knowledge of the field of audiology and furthers their understanding of basic and advanced concepts in identification, assessment, treatment, management, and prevention, through evidence-based education and practice in these areas.

Timeline: The coursework is taken during the first three years (or eight semesters) of the program.

Use of Data in Review and Revision: Students must obtain a B or better to pass each course. Student grades are analyzed each semester and annually during assessment. The Curriculum Committee and faculty meet each semester to discuss student success in this coursework and to identify trends in student learning that would warrant curriculum modification.

Department Comprehensive Examination

Tool Description:

Timeline:

Use of Data in Review and Revision: The Curriculum Committee evaluates whether or not our students are meeting the pre-determined standard of performance. Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Performance on the National Audiology Praxis Examination

Tool Description: All students must take the Praxis, the national examination in audiology, before enrolling in CSAD 710 at the end of the eighth semester. This summative assessment measures each candidate's level of preparation for practice as an audiologist. The national passing score is our threshold for curricular assessment. The Praxis is scored on a scale of 100 to 200, and students must receive a score of 170 or greater to pass.

Timeline: The Department Chair will receive regular reports from the National Praxis organization. The Chair will share the results with faculty at both our fall and spring retreat and with our Advisory Committee.

Use of data in review and revision: The Curriculum Committee will evaluate whether or not our students are meeting the pre-determined standard of performance. Recommendations will be considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures.

Alumni, Employer and Student Surveys

Tool Description: We will distribute surveys to alumni, employers and students. The alumni and employer surveys will be distributed electronically. Au.D. students complete a Brief Clinical Experience Survey in one of their methods classes. There are sets of evaluative questions on each survey. All of the questions target evaluation of the quality of our program and/or the student experience.

Timeline: The alumni and employer surveys will be distributed every three years. The student surveys will be distributed at the end of every academic year.

Use of Data in Review and Revision: The surveys will be reviewed at the fall faculty retreat. If/when common themes emerge, the Curriculum Committee will examine whether or not there are indications for needed curricular change. The Curriculum Committee will then submit any recommendations to the faculty for any proposed curricular changes consistent with the department's policies and procedures. Any evaluation of proposed curricular changes will also take into account the feedback and evaluation from multiple sources including our Community Advisory Committee.

Biannual Advisory Committee Meetings

Tool description:

Our Advisory Committee maintains a system of professionals in the community, each with a designated liaison. These cohorts will be charged with conducting a caucus prior to the meetings so that an equally-

distributed agenda can be created that defines the needs of the group and brings current issues from the field to the direct attention of our faculty. The mission of the committee is to collaboratively discuss current trends in the fields and to discuss the department’s academic and clinical programs, so that the department can integrate input from the committee into plans for the ongoing improvement and updating of these programs. Though no formal survey is provided to this group, minutes will be taken at each meeting and will be reviewed by the faculty at faculty meetings and retreats in order to inform program design.

Particular attention is paid to the committee’s impression of our graduates and their preparation for clinical practice in the field in the areas outlined in the program learning outcomes.

Timeline: Our Advisory Committee will meet biannually (fall and spring). The minutes will be reviewed by faculty once each semester.

Use of data in review and revision: The chair of the Advisory Committee will present highlights from the meeting minutes to the Curriculum Committee. The Curriculum Committee evaluates the content to identify curricular implications and presents the findings to the faculty.

Recommendations are considered by the department faculty for any proposed curricular changes consistent with the department’s policies and procedures.

III. Curricular map and lines of evidence

Curricular Map with Program and Course Learning Outcomes

Program Learning Outcomes:

1. Describe the development of normal auditory and communication processes, including the embryology and development of the auditory/vestibular, central nervous and related systems, and the localized and systemic disease processes that lead to dysfunction, disorders, and diseases.
2. Explain theoretical and applied principles of acoustics, psychoacoustics, non-acoustic stimuli, and electronics (including amplification) as applied to the normal and disordered auditory and vestibular systems
3. Diagnose and triage auditory and vestibular/balance conditions and diseases for patients over the lifespan, including newborns, infants, children, adolescents, adults, elderly, and special needs individuals
4. Prescribe, perform, and interpret clinical, laboratory, and other diagnostic procedures and tests in consultation with other health professionals as may be required for proper management of the patient
5. Apply and think critically about audiologic diagnosis, treatment, and management principles when assessing a patient’s auditory and/or vestibular status in diverse settings
6. Plan and implement treatment and rehabilitation methods used for the management of auditory and vestibular disorders, including all forms of personal amplification and hearing assistive technology.
7. Communicate effectively, both orally and in written form, with patients, families, caregivers, and other healthcare and service providers.
8. Demonstrate understanding, model effective patient-centered care, and advocate for shared decision-making for patients and family members
9. Adhere to professional ethics as they relate to the practice of audiology, interprofessional education and collaboration, and diverse patient populations
10. Critically evaluate the research foundation for hearing, balance, and communication sciences and how it relates to evidence-based clinical practice

CSAD course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	Lines of evidence
501			D	D	D	D	D	D	D	D	Doctoral project progress
502			D	D	D	D	D	D	D	D	Doctoral project progress

611	I							I	I		Exams, quizzes
612		I						I	I		Exams, quizzes
613		I						I	I		Exams, quizzes, activities
614			I	I	I			I	I		Exams, quizzes, activities
621							I			I	Exam, bibliography, literature review, assignments
622		I	D	D	D	I					Exams, quizzes
622L		I	D	D	D	I					Reports, exam
623	D		D					D			Exams, quizzes, paper
624	D		D								Exams, quizzes, project
631		D	D	D	D	D					Exams, labs, activities, project
632	D		D	D	D	D	D	D			Exams, quizzes, observation, lab
641	D	D	D	D	D	D	D	D			Exams, quizzes

641L	D	D	D	D	D	D	D	D			Exams, labs, paper
642	D	D	D	D	D	D	D	D			Exams, activity, paper, presentation
643	D	D	D	D	D	D	D	D			Exams, paper, presentation, project
651	D	D	D	D	D	D	D	D			Exams, quizzes, labs
652	D		D	D	D	D	D	D			Exams, interview, presentation
653	D	D	D	D	D	D	D	D			Exams, presentation, labs
661	D	D	D	D	D	D	D	D			Exams, project, activities, presentation
662	D	D	D	D	D	D	D	D			Exams, quizzes, project
671	M	M	M	M	M	M	M	M			Exams, activities, project
672	M	M	M	M	M	M	M	M			Exams, quizzes, paper, labs
673	M		M	M	M	M	M	M			Quizzes, project
681	M			M	M	M	M	M	M		Exams, quizzes,

660C			D	D	D	D	D	D	D		Clinical competency
670				M	M	M	M	M	M	D	Quizzes, activities
670C			M	M	M	M	M	M	M		Clinical competency
680				M	M	M	M	M	M	M	Discussion, presentation
680C			M	M	M	M	M	M	M		Clinical competency
710				M	M	M	M	M	M	M	Activities, presentation
710E			M	M	M	M	M	M	M		Clinical competency
720				M	M	M	M	M	M	M	Activities, presentation
720E			M	M	M	M	M	M	M		Clinical competency
730				M	M	M	M	M	M	M	Activities, presentation
730E			M	M	M	M	M	M	M		Clinical competency

IV. Assessment Timeline

Though many of the PLOs will be measured annually, the Audiology faculty will focus on one or two program learning outcomes each year. The research PLO (#5) will be evaluated every other year once the inaugural cohort has started the third year of the program. They will evaluate the data collected and compare it to the predetermined standards of performance. The Audiology faculty will also identify curricular implications and present the findings to the faculty. Recommendations will be considered by the department faculty for any proposed curricular changes consistent with the department's policies and procedures. Proposed curricular changes will take into account feedback from multiple sources including, our Community Advisory Committee. The Audiology faculty will assess the impact of the new changes on the student learning

outcomes, student services, and student success and will assess each learning outcome at least once every six years. The following is our detailed timeline.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
2019-2020	X	X			
2020-2021			X	X	
2021-2022					X
2022-2023	X	X			
2023-2024			X	X	
2024-2025					X