

Doctor of Audiology (DAUD)

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

Annual Program Report

Year:	2022-2023
Program:	Doctor of Audiology
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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 th

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 skills. 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 necessary for student success. We can provide additional examples of improvements made to the program upon request, along with supporting 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:

Since the last report, the DAUD program has witnessed changes in its faculty leadership. Currently, DeDe serves as the program director, bringing her expertise and vision to guide the program effectively. Furthermore, Dr. Ashley Dockens has been promoted to the position of Associate Dean of Policy and Procedure for the College of Graduate Studies. Her 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 resulted in positive results, as evidenced by the program now boasting some of the highest national averages of diversity, as indicated by data from CSDCAS. Based on the data submitted to our national accreditor, we have recognized the need to enhance our DAUD procedures. As a result, we have introduced a structured "semester check

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN



	CAA established threshold (Standard 5.7).					
	<p>Having achieved and surpassed our goal of 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.</p>	<p>Praxis Pass Records (ETS)</p>	<p>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.</p> <p>https://www.asaha.org/siteassets/certification/national-summary-report-for-praxisdata-in-audiology2021.pdf</p>	<p>73% of students will pass the Praxis exam on the first attempt.</p>	<p>When analyzing the cohort of students from 2022-2023, it</p>	

		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 change

in order to better understand and address this variance

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.

towards determining its cause. By doing so, we aim to further improve our program and ensure consistent outcomes for all cohorts.

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.

To ensure continuity in delivering the capstone course, the program is actively seeking additional solutions. The upcoming offering in Fall 2022 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