Expected Outcomes: KASA Progress

Term by term student progress per course in the accreditation student learning outcomes known as Knowledge and Skills Assessment (KASA).

Assessment methods

Method: KASA Progress

Student learning outcomes known as Knowledge and Skills (KASA) are prescribed by our accrediting agency. Faculty establish which KASAs apply to each course. These are expected on each syllabus. Faculty remediate students not passing. At end of term faculty notify the AuD coordinator of students passing/not passing each KASA.

Findings:

Last year, faculty had to redo old KASAs as the accreditation agency mandated upgrades. AY2011 was the transition year and changes were in force AY2012. Both academic coordinator (C. Johnson) and clinic coordinator (M. Wilson) worked with audiology faculty on this. Also, faculty check off students' meeting required KASA objectives in the master binder (per student). One student was never able to pass all KASAs affiliated with a clinic levels course; this was even true after two directed study remediation courses and so was dropped from the AuD program. This was 1 of 8 students in her class cohort (13%).

How did you use findings for improvement?

Faculty disappointed with dropping a degree student but felt that academic standards had been upheld. Admission standards of student good but attention to her school dropped severely.

Additional comments:

Will try to admit additional student next cycle to off set WSCH loss to the program.

Expected Outcomes: Comprehensive Exam Passage

Students will pass the program’s comprehensive examination (all sections, spread over two days) to progress in the program (admission to candidacy) without delay of internship and graduation.

Assessment methods

Method: Comprehensive Exam Passage

Second year audiology students must pass comps for admission to candidacy. Audiology faculty develop integrative questions. Exam in computer lab. Two faculty grade each question. Students can redeem poor performance through orals. Failure delays progress to internship and graduation but given one more chance to re-write. Must then pass all questions or removed from degree program.

Findings:

Six AuD students took comps in 2011-2012. Passed 100%. This compares to 100% last two
How did you use findings for improvement?

Faculty were pleased with comps results over recent 3 years. Faculty continue with decision to recruit top GRE and GPA applicants, not just minimum in hopes of avoiding cycle of weak students (like occurred in 2008-2009).

Additional comments:

None

Expected Outcomes: PRAXIS Pass Rate

National exam, PRAXIS, pass rate for year and for 3-year average will satisfies accreditation agency (80% or higher).

Assessment methods

Method: PRAXIS Pass Rate

Nationally-administered exam is necessary for students to pass to become certified and licensed audiologist. Nationally scored with results sent to the Auburn program.

Findings:

AuD PRAXIS results for 2011-2012 academic year were disturbing at a 50% pass rate reported to the department. The 3-year rolling average was 76% and shy of the accreditation expectations of at least 80%. Data are: 2011-2012: 2 of 4 students passed (50%) 2010-2011: 3 of 3 students passed (100%) 2009-2010: 7 of 9 students passed (76%)
Average 3 year pass rate: 76%

How did you use findings for improvement?

Two years ago, poor results prompted faculty to inform students better: not to take test between years 2-3 when studying for admission into candidacy but to take 4th year when more clinically mature and at point of national norms. Excellence noted last year after this initially done but not in AY2012. Some failing students took the national exam early and without studying ‘to see what it was like’. Results indicate more student instruction is needed. The written ‘tip sheet’ will be provided periodically to students about the PRAXIS.

Additional comments:

Concerned how accreditting agency will respond next of annual report (due Feb. 1, 2013).