Audiology Program 2019 Core Assessment Effectiveness Report

1. The Au.D. First Examination taken in January of students’ second year of the four year program is the area of assessment reviewed in this cycle.

2. The program learning outcome we believe are achieved by the First Examination include the following:
   a. Ability to interpret and make appropriate recommendations based on audiologic findings.
   b. Knowledge of anatomy and physiology of the auditory and vestibular mechanism as well as key relevant principles of genetics.
   c. Understanding of the electroacoustic/electrophysiologic audiologic instrumentation and underlying physical principles of operation.
   d. Understanding of basic acoustics and psychoacoustics pertaining to hearing and hearing assessment and speech perception.
   e. Speech and language development and interactions with hearing loss.
   f. Understanding of fundamentals of research design, reliability and validity, and introduction to the critical review of research.

   All of these student learning outcomes meet the institutional outcome of broad and specialized knowledge in the discipline.

3. The First Examination is a full-day written exam with questions in the six areas listed above. Evidence for evaluating how well our First Examination demonstrates successful attainment of these learning outcomes comes from the most 2018 First Examination pass rate as follows:
   a. A pass outcome on a first attempt means that all of the areas were passed. A remediation outcome means that all areas but one were passed on the first attempt.

   The remediation process involved pairing the student with a faculty mentor who explained the weak areas and guided the student in completing work focused in that area; when the work is successfully complete, the student retakes the single failed area of the exam. A fail outcome means that 2 or more areas were failed; this necessitates remediation followed by a re-take of the entire exam after successful remediation.

   b. Overall: 75% of the 12 students successfully passed the exam on the first attempt.

   17% of the 12 students required only a remediation; these students successfully completed the remediation. 8% (1 student) of the 12 students failed; this student subsequently successfully completed the remediation and passed the retake. The two students who required a remediation without a retake successfully completed the remediation.

4. The timing of the First Examination, during the intersession between the Fall and Spring semesters of the second year, ensures that weaknesses will be detected and remediated before the student begins his/her clinical practical externship at an affiliated site outside of CUNY on time in the summer preceding the Fall semester of Year 3. To prepare for the examination, students are informed about the exam nature, content areas, process, and potential outcomes at orientation at the start of Year 1, at a cohort meeting in September of the second year, and in the Student Handbook which is posted online.
a. The 75% pass rate indicates that the examination successfully served as a sensitive tool to identify students with areas of weakness and permitted remediation prior to the clinical practical externship.

b. All students successfully completed remediation and the student who required a re-take successfully completed the re-take, indicating that observed weaknesses were overcome with faculty mentoring.

5. At program C&E meetings, content areas and questions are reviewed annually with a special focus whenever there is a curriculum revision.

6. Once the pending curriculum revision is approved, the content areas and questions will be reviewed. Student representatives on the C&E committee furnish student feedback.