A. Undergraduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLO’s) for each undergraduate degree/certificate offered.

BA: Demonstrate mastery of basics of the field as outlined in our Accreditation Guidelines.
Demonstrate potential to become an effective clinician.
Ability to communicate orally and in writing at a level consistent with that expected of a professional in the field.
Demonstrate ability to evaluate research critically.
Demonstrate ability to conduct clinical evaluation.

2. Where are these SLO’s published (e.g., department web page)?

All program class outlines include those SLO’s satisfied by the class. We are in process of entering them in our web site. Professionally related SLO’s are provided to each student who enters the clinical education program. The student is responsible for demonstrating competency and assuring all checks are conducted, recorded, and signed by appropriate faculty/supervisors.

The program maintains documents for each student called KASA, or “Knowledge and Skills Assessment”. These documents demonstrate how the program satisfies ALL SLO’s required of each program graduate in order to be eligible for certification. All our students have such forms, and the forms must be current. Copies are in the students’ permanent file, as well as in their record at the national office of the certifying body.

3. Explain how your SLO’s map onto your curriculum, i.e., how does your curriculum produce the specific SLO’s in your students?

Our curriculum was designed around academic preparation and professional competencies. The curriculum was reviewed in its entirety over the period, 2001-03 as required by our accrediting body. This review demonstrated the relationship between SLO’s and classroom and clinical education. They were analyzed by the accreditation reviewers and found to meet the requirements. We update the review annually and report to the CAA, our accreditation body.

4. What specific methodologies were used to collect data? In developing your
response, consider the following questions:

– What was the nature of the instruments or methods used? e.g., “Paper/pencil” survey; essay/writings; recording (video, audio); Capstone class, course, or project;

The evaluation program is extensive and universal. Data is obtained from all students. We employ a variety of measures to assess student performance in academic and clinical areas. Faculty and classes are evaluated on a regular basis. Methods that are used include “paper and pencil”, oral exam and clinical performance. We use direct and video based supervision. Students participate in self-analysis through video confrontation. There are research papers for each graduate student as a part of the capstone which also includes an oral defense of the research and a two day written comprehensive examination.

– What was the nature of the data obtained in your assessment? There are a variety of forms of data you might get from or about your students, including:

We collect perceptual/attitudinal indicators that tell us about students’ perceptions of the program/department; their experience in the program/department; their attitude toward the program/department; their attitude toward the faculty.

Performance indicators, essentially based on the KASA for graduates and undergraduates tell us something about the level of competence with skills or content those students attained as a result of going through our program. We require all graduates to furnish results of their national Board Exams. Our outcomes on the boards are excellent.

– When were the data collected? e.g., end of semester; multiple points in semester (for time-based comparisons);

Classroom evaluation is ongoing, as is clinical evaluation.

– What population(s) is covered by your assessment(s)?

All Majors.

– Who were your actual subjects and how were they used in the assessment?

Data is obtained for ALL students as required by our accreditation body.

– How many students provided data vs. how many were solicited for data (i.e., response is not optional.)

Supervisors, teachers, administrator, CAA.
– Where were the data collected?

Data was collected in class and clinic, in diagnostics, in clinical meetings, in supervisors’ meetings, at off-campus clinical sites, in exams, on board exams, etc.

5. How was the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

– Was pedagogy changed?

Yes, moreover, class content will be altered, if and when results identify need, and/or standards of practice change.

– Did you make administrative changes?

Yes. New course proposals are in process in response to the scope of practice changes and self-evaluation efforts.

– Were there changes in interactions with students? Advising, counseling, etc?

We have made significant changes including hiring a recruiter-counselor.

– Were degree requirements changed?

No, but change of the DEGREE IN AUDIOLOGY from M.S. to the Au.D is in process to respond to national initiatives and mandates.

– Were courses changed?

Yes.

6. General Education Assessment within the Major:

Manoa’s General Education Program includes the following requirements of majors. All students who graduate with the major:

1) are proficient in the primary information-accessing and information-processing methods of the field; by either integrating such skills within courses or research projects or by recommending an appropriate course offered in another department (computer/info sciences, etc.);

2) are proficient in the problem-solving and oral communication methods of the field;
3) have had training and experience in the modes of inquiry and analysis appropriate to the field. The purpose is to have all students actively engaged in scholarship at a high level, and to avoid having students completing their degrees by means of passive learning alone.

How have you met the above requirements in your degree program?

Yes, through integration of the goals and objectives throughout the program. Our commitment to these ideals is best illustrated by the fact that we were the first non-doctorate granting program in the country to have NLM search capability available to our students “in house” through a research grant to demonstrate the efficacy of site dispersed on-line search. Our project preceded the present consumer enabled search engines from NIH.

B. Graduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLO’s) for each graduate degree/certificate offered.

Comprehensive detail is in the program KASA forms, appended. Each area of interest is related to the courses, clinic, etc. from which it is appended.

2. Where are these SLO’s published (e.g., departmental web page)?

SLO’s are included in each course outline, in the student handouts, a copy of the appropriate KASA for each student, and soon, on the web. Samples are appended.

3. Explain how your SLO’s map onto your curriculum, i.e., how does your program of graduate studies produce the specific SLO’s in your students?

See above.

4. What population(s) is covered by your assessment(s)?

All.

5. Please list/describe all the assessment events and devices used to monitor graduate student progress through the program. Consider the following questions:

   a. How are written exams used to assess graduate students?

      In class, seminars and as a two day written comprehensive exam.

   b. How are independent and/or culminating projects (theses, dissertations,
performances, capstone courses, etc.) used to assess graduate students?

Each graduate student does a research project, defends it orally, writes two
days of comprehensive exams.

– How are oral presentations/reports/performances used to assess graduate
    students?

All classes at graduate level incorporate varying degrees of oral presentation.
All clinical activities are of high oral content. Students are required to conduct
extensive patient counseling. The activities are observed, critiqued, and
assessed by the supervisor(s). There is an oral final defense.

6. Please list/describe how your graduate students contribute to your
discipline/academic area? Consider the following questions:

– To what extent do your graduate students present their work at
    professional conferences?

Our students are encouraged to present at state and local meetings when they
have quality presentations. There are at least three who will present in the fall
at a national meeting. Students won awards in campus-wide competition this
past year and others presented at national meetings in Audiology over the past
few years.

– To what extent do your graduate students publish their work?

Most such occurs after graduation. We have had students published in leading
journals over recent years.

7. What attempts are made to monitor student post-graduate professional
activities?

We are most interested in professional performance and make ever effort to assess
each student’s performance. Those in Hawaii’s public sector are subject to
ongoing monitoring as a consequence of proximity and our close relationships
with the involved agencies. Others are sampled with employer contact, surveys,
and graduate contact.

– In which industries/professions do your graduates find employment?

Hospitals, clinics, practice offices, agencies, schools and the auditory
prosthetics industry.

– How successful are your graduates in their chosen professions and
careers?

We number a past president of the international professional organization in
Audiology, and recipients of national clinical awards among our graduates. Most of the practitioners in Hawaii are program graduates, as are most content area administrators. Program graduates are across the state, the nation, and the globe. They are highly sought.

8. **How was the assessment data/results used to inform decisions concerning the curriculum and administration of the program?**

Data are reported to the faculty, discussed, and decisions made as to potential for alteration of didactic or clinical programs. Also, we are required to conduct, assess, report and act on such findings as a condition of our professional program accreditation.

- **Was pedagogy changed?**

  We are in constant monitoring and changes are made to respond to results of quality assurance studies and any changes in our scope of practice.

- **Did you make administrative changes?**

  We added a full-time recruiter-counselor. More faculty are involved directly in advising and counseling.

- **Were there changes in interactions with students? Advising, counseling, etc.**

  Yes. Changes are as outlined above.

- **Were degree requirements changed?**

  We are in process of requesting re-designation of our Audiology degree to the Au.D. in response to national directive.

- **Were courses changed?**

  We have a number of course changes and additions in process as a result of programmatic changes mandated by the accrediting body.