

## **Department of Audiology Strategic Plan – 2023-28**

**Mission:** To inspire and challenge future audiologists through evidence-based clinical education and research, professionalism, and community service

### **Executive Summary:**

#### Curriculum

The program curriculum is managed by the Curriculum Chair and the remaining faculty who are assigned the responsibility of regular curriculum review and development. Courses are very well-organized with clear descriptions, learning objectives, requirements, assignments, examination, and grading rubrics/procedures. The faculty employ innovative, effective, and multi-faceted educational delivery techniques. The program provides adequate coverage of all applicable licensure and certification requirements.

#### Clinical training

Students rotate through on-campus and off-campus clinical placements that are diverse in services provided and populations served. Experiences are sufficient to provide students with exposure and practice to the depth and breadth of the profession.

#### Faculty

Faculty are sufficient in number for teaching and precepting of clinical experiences. They possess appropriate credentials and expertise for teaching in the field and reflect cutting-edge knowledge as evidenced by scholarly involvement, professional development, and other similar activities. Faculty reflect evidence of familiarity with effective educational techniques and technology.

#### Students

Students are selected based on measurable standards that reflect aptitude to perform in the program. They are effectively tracked and provided ongoing advisement/counseling through the program. Students routinely achieve the Student Outcomes that have been established by the program. Students actively participate in scholarship and research.

#### Educational Support Services

Faculty development opportunities are provided to all levels of faculty. Educational support is provided through availability of technology, library resources, and other similar services. Administrative services such as course registration, financial aid, career counseling, etc. are routinely available. Faculty and administrators are routinely available to students as mentors and problem solvers.

#### Program Missions and Operation

The program mission and operation are consistent and compatible with university mission, goals, and objectives. There is no redundancy with other University programs and activities. The program works collaboratively with university departments, schools, and colleges.

## Goals and Objectives

### **Goal #1: Implement an exceptional academic program, assuring responsiveness to contemporary trends and issues**

- O1-1 Design and maintain a curriculum that will exceed audiology accreditation standards.
  - Method: The department Curriculum Committee will hold an annual academic review to ensure academic excellence and continuous accreditation.
- O1-2 Obtain an overall average Praxis score that meets or exceeds the national average.
  - Method: The department chair will collect Praxis exam scores and record them as part of the graduation check process (note: passing the Praxis is not a graduation requirement). The scores for each year will then be tabulated to determine if the objective was met. If there is evidence of the objective not being met, faculty will review data on scores, evaluate curriculum, and/or consider review sessions in preparation for the examination.
- O1-3 Enhance teaching quality
  - Method: The Faculty Evaluation Committee (FEC) and department chair will complete a review of at least one class/lab taught by each faculty with continuing contract, each year. For faculty who have yet to achieve continuing contract, one class/lab per semester, each year, will be reviewed. The review will contain suggestions for continual improvement. Progress on teaching enhancement will be discussed as part of the annual faculty evaluation.
- O1-4 Ensure student knowledge attainment.
  - Method: Knowledge and skill competencies, as identified by accreditation standards, are associated with the program curriculum. Faculty report students to the Curriculum Committee chair who did not satisfy a competency by the end of an academic term and need to remediate. The Curriculum Committee chair tracks those students. Each semester, at least 90% of students will have acquired the competencies tied to academic courses offered that semester. Any student that does not meet the expected competency will have remediation plans in place.
- O1-5 Foster critical thinking and clinical application skills.
  - Method: Faculty will provide students with experiential learning opportunities beginning early in their program, and mentor them in critical thinking and problem-solving using these opportunities. Courses will incorporate problem-based learning and case studies to encourage application. Testing strategies will evaluate ability to critically analyze material, with “fact-based” information comprising less of testable material as course level advances. The department chair and the Curriculum Committee chair will evaluate assignments/exams that the faculty member nominates as indicating that higher level skills (analysis and/or synthesis) are used/tested/evaluated.
- O1-6 Assure faculty have professional development opportunities.
  - Method: The budget will include sufficient funding to permit faculty to attend at least one professional meeting annually. The faculty will list the number of professional meetings attended within the last 12 months. The Chair will provide release time to participate in these opportunities.

- O1-7 Incorporate a variety of teaching strategies appropriate to content, setting, and desired learning outcomes.
  - Method: Courses will incorporate myriad teaching strategies. The department chair and/or Curriculum Committee chair will survey the faculty annually to identify the different teaching strategies used in courses. These may include experiential learning activities (simulation), interprofessional educational activities, hybrid/flipped classroom, etc. Examples will be provided.
- O1-8 Mentor students in the clinical and academic process
  - Method: Every student will be assigned a faculty mentor upon entering the program. The faculty mentor will meet with each student during their first semester in the program and thereafter as requested by the student. The faculty will complete the Advising Form after each meeting and send a copy to the department Administrative Coordinator for the student file.
  - Method: The Director of Clinical Education (DCE) will meet with 100% of students prior to placements in Internship to discuss clinical and career goals. The DCE will document the meeting.
  - Method: The DCE will meet with 100% of students prior to beginning the externship process to provide an orientation to the process and distribute the Externship Handbook. The student will schedule at least one meeting with the DCE to review the process on their advising form, and create a plan for each student for applying to, interviewing for, and accepting an externship position.

## **Goal #2: Foster service, professionalism, and leadership**

- O2-1 Participate in service to local, state, regional, national, or international communities (health fairs, SO, high school).
  - Method: Students and faculty will be surveyed annually to determine who has participated in service opportunities over the previous academic year. Examples would include health fairs, Special Olympics, Humanitarian trips, Habitat for Humanity, visiting nursing homes, etc. Participation by both faculty and students is 100% expected.
- O2-2 Mentor the NSU Student Academy of Audiology (SAA) chapter.
  - Method: A faculty member from the department will serve as the faculty advisor and mentor. The faculty advisor will participate in at least 80% of Board meetings and membership meetings.
- O2-3 Attend professional meetings at the international, national, or state level
  - Method: Students and faculty will be surveyed annually to inquire about their participation in conferences/meetings for the year prior. At least 25% of students and 100% of faculty will attend at least one international, national, or state meeting each academic year.
- O2-4 Participate in professional service and leadership activities at international, national, state, or local levels
  - Method: Students and faculty will be surveyed annually about their participation in professional service and leadership events. One hundred percent of faculty and at least 50% of students will participate over a one-year period.

### **Goal #3: Engage in scholarly activities consistent with the university mission**

- O3-1 Engage in scholarly activities.
  - Method: One hundred percent of faculty will demonstrate evidence of at least two scholarly activities annually as evidenced through curriculum vitae review. Scholarly activities are defined in the NSU College of Health Care Sciences Annual Appointment, Reappointment, and Continuing Contract Policy and Procedures Handbook
- O3-2 Provide faculty mentors to students interested in scholarly activities.
  - Method: At least 80% of students who propose a specific project or are encouraged to submit a research project as a poster will engage with a mentor. The faculty will involve students in 100% of their own projects as appropriate.
- O3-3 Seek funding to support scholarly activities
  - Method: At least one faculty member will submit a project for internal or external funding annually.

### **Goal #4: Maximize clinical education**

- O4-1 Ensure evidence-based practice
  - Method: Twenty-five percent of clinical practice protocols will be reviewed annually and 100% of clinical practice protocols will be reviewed every five years. Protocols will be updated as necessary.
  - Method: Annual medical record review will include clinical records that are proportionally distributed among providers and practice protocols. Each faculty will complete an assigned number of medical record reviews utilizing the rubric. Audit results will be evaluated by the Clinic Director and then shared with faculty. If adherence rates fall below 80%, the reasons for this will be explored and appropriate remediation plan(s) will be implemented.
- O4-3 Provide students with diverse clinical experience
  - Method: One hundred percent of student rotations in the NSU Audiology Clinic will be divided among at least three different preceptors to ensure diverse patient caseload and diagnostic/treatment experiences
  - Method: One hundred percent of students in internship will be placed in at least two different clinical settings
  - Method: Develop a corpus of at least 25 clinical practical assignments for when patients fail to show for an appointment, cancel, or need to be rescheduled. These will be reviewed and rotated on an annual basis.
- O4-5 Demonstrate progression in student clinical skills
  - Method: At least 90% of students will pass clinic, internship, or externship each semester as evidenced by clinic grade.
  - Method: Students will continue to achieve clinical competencies at a rate of at least 40% of those competencies by the end of the second year. Students will achieve at least 90% of clinical competencies by graduation.
  - Method: Externship preceptors will complete an exit survey on each student indicating the student's level of preparedness from the start to the end of the externship. Exit surveys will be examined and any gaps in training will be addressed in both the didactic and clinical environments.
- O4-6 Ensure access to current clinical technology
  - Method: Maintain current technology in the NSU Audiology Clinic and the student lab by evaluating new technology at least one time per year.
  - Method: Annually review all in-house equipment to ensure that it is modern and in good working order. Capital equipment requests will reflect student lab and clinic needs with faculty input.

