

Prelims and Praxis and Comps...

Oh my!

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# Issues and questions that frame this discussion

- What are we assessing?
- What should we be assessing?
- One thought is that this should be linked to program content/curriculum which raises the question...what's the “right stuff” to teach?

# Factors that need to be considered

- Inputs to achieve the desired output?
  - Assessment prior to entrance into the program
    - The role of the GRE
    - The application of technical standards
  - “Informed consumers” entering the program

# Factors that need to be considered

- The University “rules”
  - Issues of differentiating a professional degree from the traditional PhD
  - Assessment based on history and tradition vs. the programmatic/professional needs
  - “Assessment of student learning begins with educational values”—clinical education and how outcomes in this area are assessed

# Factors that need to be considered

- The profession
  - “I want smart professionals with strong interpersonal and pragmatic skills”...quote from preceptor at AudiologyNOW! last week
  - Identifying and assessing the “EQ” factor, critical to be an audiologist
    - Medicine assessment model

# Additional factors

- The “workforce”, profession, and/or professional organization
- How are these issues aligned with individual programs, clinical education, and student outcomes?
- KASA and others

# Assessment

- Process of documenting a “measurable”—skills, knowledge, attitudes, beliefs
- Assessment approaches
  - Formative and summative
    - Special issues in formative: Diagnostic (the input into the program) and performance based, with a focus on achievement
  - Internal and external
    - The who in assessment? Models of other professions

# Current Models of Assessment

- Dentistry
  - Acceptable score on the Dental Admission Test (DAT)
    - DAT examines proficiency in:
      - mathematics, biology, chemistry, organic chemistry, reading, and perceptual motor abilities

# Current Models of Assessment

- National Board Dental Examinations
  - Two examinations taken during the graduate education process
    - National Board of Dental Examination (NBDE) Part I
    - NBDE Part II
  - Practical examination in the state in which licensure is sought

# Current Models of Assessment

- NBDE Part I:
  - Taken after 2 years of dental school (with a letter from the Dean stating that all coursework related to preparation for the exam has been successfully completed).
  - Taken over 7.5 – 8.5 hours in a single day
  - 400 Multiple choice questions (computer based)
  - Content Areas:
    - Anatomic Sciences, Biochemistry-Physiology, Microbiology-Pathology, Dental Anatomy and Occlusion
    - Organized in case-based “testlets”

# Current Models of Assessment

- NBDE Part II
  - Eligibility to take the NBDE Part II requires a letter from the Dean (or designee) stating that all coursework required for preparation has been satisfactorily completed.
  - Taken over a period of two days.
    - Day 1: 7.5 – 8.5 hours (depending on whether or not the optional 1 hour break is taken).
    - Day 2: 3.5 – 4 hours

# Current Models of Assessment

- NBDE Part II
  - Content Areas:
    - Five hundred items which are discipline-based and case-based.
    - Includes content on:
      - Endodontics
      - Operative Dentistry
      - Oral and Maxillofacial Surgery / Pain control
      - Oral Diagnosis
      - Orthodontics / Pediatric Dentistry
      - Patient Management including Behavioral Science
      - Dental Public Health and Occupational Safety
      - Periodontics
      - Pharmacology
      - Prosthodontics

# Current Models of Assessment

- Optometry

- Optometry Admission Test (OAT)

- Natural Sciences 100 Questions
    - Physics 90 Questions
    - Reading Comprehension 50 Questions
    - Quantitative Reasoning 40 Questions

# Current Models of Assessment

- Optometry (cont'd)
  - National Board of Examiners in Optometry
    - 3 part examination
    - Part I
      - Designed for students who have completed their second year of graduate study
      - 435 multiple choice questions administered in three 3.75 hour examination sessions

# Current Models of Assessment

- Optometry NBEO Exam Part I – Basic Science
  - Content Areas
    - A. Human Biology
    - B. Ocular / Visual Biology
    - C. Theoretical, Ophthalmic, and Physiological Optics
    - D. Psychology

# Current Models of Assessment

- NBEO Exam Part II – Clinical Science
  - Designed for students in the middle of their final year of study
  - 435 multiple choice questions administered in three 3.75 hour sessions
  - This examination focuses on the application of clinical knowledge

# Current Models of Assessment

- NBEO Exam Part II – Clinical Science
  - Content Areas
    - Systemic Conditions
    - Ocular Disease / Trauma
    - Refractive / Oculomotor / Sensory Integrative Conditions
    - Perceptual Conditions
    - Public Health
    - Legal and Ethical Issues

# Current Models of Assessment

- NBEO Examination Part III – Patient Care
  - 2 part examination
    - Clinical Skills Examination (60% of exam score)
      - 4 clinical work stations
    - Patient Assessment and Management (PAM) Examination (40% of exam score)
      - 40 simulated case studies
      - Administered in one 4 hour session

# Current Models of Assessment

- Audiology
  - Currently, there is tremendous disparity within the field of audiology in our programmatic examination processes.
    - Timelines
    - Content
    - Format
    - Practical clinical components vs. case study or case based formats

# Current Models of Assessment

- Survey Results
- 30 respondents of 70 programs contacted
  - Of the programs surveyed:
    - 60% were using either preliminary or qualifying examinations
    - 93% were using some form of comprehensive examination

# Current Models of Assessment

- Survey Results
  - More than 96% of the programs surveyed reported that the questions for the preliminary and/or comprehensive examinations were generated by the faculty within the program.
  - 4% reported using the Praxis as the comprehensive examination.

# “Calibrating the System”

- What the Praxis exam offers:
  - Standardized evaluation of KASA skills
    - ETS conducts skills validation studies for the field of Audiology upon which examination questions are based
  - Nationally recognized testing procedure
- What the Praxis exam does **NOT** offer:
  - The Educational Testing Service (ETS) does not recommend that academic programs use the Praxis II as a summative assessment for graduation clearance.

# “Calibrating the System”

- What the Praxis exam does **NOT** offer
  - Feedback to academic programs in specific areas of deficiency
    - A “pass rate” is inadequate information upon which to evaluate quality and efficacy in order to make programmatic changes

# “Calibrating the System”

- New forms of summative assessment may be long overdue
  - Necessary components
    - Questions generated outside of individual programs to increase our ability to judge quality within our courses
    - Calibration between the world of academia and professional practice
    - Calibration of the assessment examination to current evidence based practices
    - Practical component
    - National recognition as the standard for the First Professional Degree in Audiology.

# Partnership in assessment

- National examination being addressed by American Board of Audiology
- Involving preceptors in the mix: How is assessment of the 4<sup>th</sup> year AuD student achieved
  - Shared expectations with the University program and of the profession
- Gold Standard Conference—January 12-14, 2008

# Everything old is new again

- National practical examination held in conjunction with ASHA convention (personal communication, Laura Wilbur)
- Other professions have this type of partnership
  - Medicine
  - Dentistry

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