CAA: Addressing Challenges in Quality Graduate Education

Thursday, November 12, 2015; 3:00-4:00 pm
Convention Center, Room 207
Session #1092
Learner outcomes

At the end of our session you should be able to

- Identify common challenges among graduate programs in achieving accreditation
- Discuss strategies for resolving challenges, including the unique issues posed by innovative delivery systems
- Employ ideas and activities to improve or avoid challenges
Presenters

- Sue Hale, Chair
- Mikael D.Z. Kimelman, Chair-Elect
- Maryrose McInerney, Vice-Chair for AUD
- Robert Rimac, Vice-Chair for SLP
- Joan Besing, Past CAA Chair
Faculty Disclosure

- Sue Hale, MCD
  - Director of Clinical Education and Assistant Professor, Vanderbilt University School of Medicine

- Financial - I do not have financial relationships relevant to the content of the session.

- Non-financial - Member and Chair of Council on Academic Accreditation; however, I do not receive any compensation for this role. I am an ASHA member.
Faculty Disclosure

- Mikael D.Z. Kimelman, PhD
  - Founding chairperson of the Department of Speech-Language Pathology at Duquesne University - Pittsburgh, PA.
  - Served as a CAA site visitor for 8 years before election to the CAA as an academic SLP; currently CAA’s chair-elect.

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Faculty Disclosure

Maryrose McInerney, PhD

- Associate professor at Montclair State University, NJ
- Served as a CAA site visitor for 9 years before being elected to the council in 2013 as an academic audiology member and currently serving as its vice-chair for audiology.

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Faculty Disclosure

- Robert Rimac, PhD
  - Currently serves on the CAA as a SLP practitioner member and as vice-chair for speech-language pathology.

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- Non-financial - I am a member of Council on Academic Accreditation; however, I do not receive any compensation for this role. I am an ASHA member.
Faculty Disclosure

- Joan Besing, PhD
  - Professor and program director of the graduate programs at Montclair State University, NJ
  - An ASHA Fellow and former CAA site visitor, Besing is now serving as an academic audiology member on the CAA and former CAA Chair

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Reminders

- Complete Evaluation Form
- This session is eligible for CEUs
Today’s Topics

- Updates
- CAA Standards Review
- Roundtable topics
- Volunteer Opportunities
- Program Roundtables
  - Rules of Engagement
  - Topic areas
Updates

► New CAA members beginning terms in 2016
  ► Mary Beth Armstrong (SLP Academic)
  ► Renee Charlifue Smith (SLP Practitioner)
  ► Anthony DiLollo (SLP Academic)
  ► Radhika Aravamudhan (AUD Academic)
  ► Steve Madix (AUD Academic)
  ► Steve Oshrin (AUD Academic)
Updates

- 2016 Executive Committee Members
  - Chair - Mikael D.Z. Kimelman (SLP Academic)
  - Chair-Elect - Annette Hurley (AUD Academic)
  - Vice-Chair for Audiology - Maryrose McInerney (AUD Academic)
  - Vice-Chair for Speech-Language Pathology - Jennifer Friberg (SLP Academic)
Updates

- 50th anniversary of accreditation
- Be sure to stop by the CAA lounge #2003 in the Exhibit Hall
  - mini-sessions on various topics
  - consultation with CAA members and staff
  - identify on the map where you went to graduate school and started your professional journey
  - accept a small gift
Updates

- CAA made the following decisions in 2015 (in addition to reviewing approximately 200 annual reports):
  - 31 programs re-accredited for an 8-year cycle
  - 2 programs awarded initial accreditation for a 5-year cycle
  - 5 programs awarded candidacy
  - 9 programs placed on probation (5 as a result of an Annual Report review)
  - 2 programs continued on probation
  - 3 programs removed from probation
  - 1 substantive change plan approved
Most Commonly Cited Standards* - 2015+

- **Standard 1.7** - current, accurate, and readily available public information about the program and/or institution (including accurate student outcome measures, accreditation statement, and other program information)

- **Standard 2.2** - overall faculty, including research-qualified doctoral faculty, and workload assignments are sufficient to meet program mission

- **Standard 3.2** - curriculum is systematically and regularly reviewed

- **Standard 3.5** - manner/amount of supervision commensurate with knowledge and skills of individual students

* 5 graduate academic programs received no citations (i.e., no areas of noncompliance, partial compliance, or areas for follow-up) as a result of initial or re-accreditation application reviews

+ Data as of July 2015 CAA meeting (additional programs were reviewed on Wednesday)
Most Commonly Cited Standards - 2015

- **Standard 4.2** - documentation of policy regarding English language proficiency
- **Standard 5.1** - program assessment of student performance and development and implementation of remediation guidelines
- **Standard 5.3** - ongoing assessments of program effectiveness and use of results for program improvement
- **Standard 6.4** - sufficient support/technical staff
Addressing Prior Concerns/Citations

- Critical that programs address any citations of non-compliance, partial compliance, or follow-up at the time of the next report.
- CAA is required by USDE to take action if program has not demonstrated compliance after being cited 2 years in a row.
- CAA may place program on probation, or for good cause, extend the period for achieving compliance for no longer than one additional year.
- Program must show good faith effort.
Standards Review

- CAA has undertaken a periodic comprehensive review of our standards
  - In accordance with CAA policy and recognition requirements by the US Department of Education
- Most recent accreditation standards were approved and enacted in 2008.
Standards Review

Standards committee is charged with this review. The members are:

- Joan Besing, Audiologist (Chair)
- Linda Dye, Audiologist
- Joanne Greathouse, Public Member
- Sue Hale, Speech-Language Pathologist
- Monica Hough, Speech-Language Pathologist
- Mikael D.Z. Kimelman, Speech-Language Pathologist
- Patti Tice, Ex-Officio

Special Consultants:
- Nancy Creaghead, SLP
- Charles Madison, SLP
Key Standards Revisions

- Reformatted the implementation language as Requirement for Review and Documentation Guidance sections
- Divided multiple elements of some of the standards into separate standards
- Removed the practicum hours and program length expectations
- Reshaped Standard 3.1 A/B Curriculum (Academic and Clinical Education) and added a section on Professional Practice Competencies
- Added knowledge expectations related to Interprofessional Education (IPE), Interprofessional Collaborative Practice (IPP), and supervision
- Enhanced the assessment sections of the standards
Next Steps

- Standards Review Process
  - Distributed proposed revisions to standards for widespread peer review 10/2-26/15
    - Thanks to all who responded
    - Results being analyzed now
  - February 2016: If substantive changes are not needed, final standards and an effective date will be approved at the CAA's February 2016 meeting.
  - First quarter 2016: If substantive changes are warranted, CAA will make the needed changes and release another draft for public comment, as appropriate.
  - Second quarter 2016: If needed, CAA will review comments from the second draft peer review and finalize standards.
Next Steps

- July 2016: CAA will develop an implementation date for the new standards (at least 6 months after approval date).
  - Schedule will include training site visitors, providing technical assistance to programs, updating accreditation reports as needed, and developing new templates and guidance documents
- Considering possible implementation date of January 2017, but stay tuned; we will keep everyone updated regularly
Discussion Topics for Today

- Rationale for topic selection
  - Used information from:
    - 2013 Customer Feedback Survey
    - Analyses of CAA accreditation decisions and compliance levels
    - Questions raised by faculty of academic programs
Program Roundtables

Topics for in-depth discussion include:

- Establishing and measuring student learning outcomes
- Data collection and assessment strategies
- Ongoing assessments of program effectiveness and use of results for program improvement

• Please select a topic above and join that ‘roundtable’ discussion
• Related standards available in group
• Allow ~20 minutes to discuss
• CAA members in each group will summarize key ideas for full group
But wait - there’s more!

Before we break into groups, we have just a few announcements
CAA Volunteer Opportunities

Want to learn more about the accreditation peer review process?

- Apply to become a site visitor
  - Accepting applications through December 15, 2015 (training in June 2016 and term beginning July 2016)

- Apply to become a CAA member
  (term beginning January 2017)
  - Call for Applications - early 2016 for positions in the following categories:
    - Academic AUD (1)
    - Academic SLP (2)
    - Public Member (1)
Reminder

Complete Evaluation Form
Round table topic #1

- Establishing and measuring student learning outcomes
  - Standards 5.1 and 5.3
Round table topic #2

- Data collection and assessment strategies
- Standard 5.1
Round table topic #3

- Ongoing assessments of program effectiveness and use of results for program improvement
- Standards 5.3 and 5.4
Rules of Engagement

- 1 topic per table
- Identify a scribe to capture the essence of the discussion
- A CAA member will facilitate discussion and report to the large group
Points to ponder in your discussions

- What are the challenges you have faced addressing the standards related to these topics?

- What strategies has your program used to address these issues?
Discussion Summaries & Wrap-Up

Topic #1 - Student Learning Outcomes

Topic #2 - Data Collection and Assessment

Topic #3 - Ongoing assessments of program effectiveness for program improvement
Thank you for your time and participation!

- Stop by the CAA Lounge #2003 if you have further questions

- Contact the CAA and accreditation staff at accreditation@asha.org

- CAA Website: http://asha.org/academic/accreditation/