

Guidance to Programs: How to Demonstrate Compliance with Standard 5.2- Program Assessment of Students (Summative Assessment)

The revised Standards for Accreditation of graduate education programs in audiology and speech-language pathology from the Council on Academic Accreditation (CAA) go into effect on 1/1/2023. In order to help programs understand, make revisions, and document compliance with the revised standards, the CAA is providing guidance on those elements that are new, updated, or modified.

2017 Standards, Revised (changes in bold)

5.2 The program conducts ongoing and systematic formative and summative assessment of the performance of its students.

Requirements for Review:

- The program must develop an assessment plan that is used throughout the program for each student. The plan must include the purpose of the assessments and use a variety of assessment techniques, including both formative and summative methods.
- Assessments must be administered by multiple academic and clinical faculty members.
- The program must demonstrate how it uses its assessments to evaluate and enhance student progress and acquisition of knowledge and skills.
- The program must demonstrate that student assessment is applied consistently and systematically.
- **For purposes of assessing compliance, the Praxis examination cannot be used to meet this standard as a form of summative assessment.**

What has changed?

According to the Educational Testing Service (ETS), the *Praxis* series was developed to assess an individual's knowledge, skills, and readiness to enter independent practice in their respective professions. The *Praxis* has not been validated for use as a program summative assessment, thus the CAA cannot accept it as such.

Under the revised CAA Standard 5.2, programs must conduct ongoing and systematic formative and summative assessment of their students' performance. While programs may choose to use the *Praxis* exams within their programs, the exam cannot be used as a means to demonstrate compliance with Standard 5.2

How can programs demonstrate compliance with Standard 5.2?

The CAA defines a program summative assessment as, “comprehensive evaluation of learning outcomes, including acquisition of knowledge and skills, at the culmination of course work and at the culmination of the program. The assessment takes place after the learning has been completed and provides information and feedback about both teaching and learning effectiveness.”

Summative assessments are used to assess student performance at the end of the program. It involves collecting evidence of demonstrated student knowledge, skill, or proficiency.

The accreditation standards are written in broad terms to provide the accredited program the flexibility of meeting the standards in ways that are suitable for the diverse needs of their students. While the CAA is not prescriptive in stating specifically how a program must meet each standard, members of the CAA provide the following examples as guidance. Programs could demonstrate compliance by showing other forms of programmatic summative assessment, including, but not limited to:

- End of program comprehensive examinations
- Final projects, portfolios, and/or examinations that reflect cumulative work / knowledge over time
- Capstone projects
- Final papers
- Final reports and/or presentations
- Overall knowledge and skill
- Rubrics
- Practical examinations
- Peer/Self-evaluation