



COUNCIL ON ACADEMIC ACCREDITATION



AUDIOLOGY | SPEECH-LANGUAGE PATHOLOGY

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.
- ▶ Financial - I do not have financial relationships relevant to the content of the session.
- ▶ Non-financial - Member of Council on Academic Accreditation; however, I do not receive any compensation for this role. I am an ASHA member.

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.
- ▶ Financial - I do not have financial relationships relevant to the content of the session.
- ▶ Non-financial - Member of Council on Academic Accreditation; however, I do not receive any compensation for this role. I am an ASHA member.

Faculty Disclosure

- ▶ Robert Rimac, PhD
 - ▶ Speech-Language-Hearing Specialist in the Palm Springs Unified School District in California.
 - ▶ Currently serves on the CAA as a SLP practitioner member and as vice-chair for speech-language pathology.
- ▶ Financial - I do not have any financial relationships relevant to the content of the session.
- ▶ 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
- ▶ Financial - I do not have financial relationships relevant to the content of the session.
- ▶ Non-financial - Member of Council on Academic Accreditation; however, I do not receive any compensation for this role. I am an ASHA member.

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)



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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

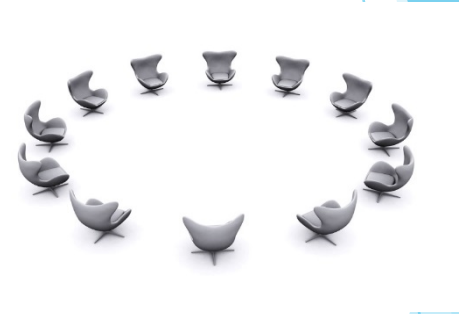
- ▶ Rationale for topic selection
 - ▶ Used information from:
 - ▶ 2013 Customer Feedback Survey
 - ▶ Analyses of CAA accreditation decisions and compliance levels
 - ▶ Questions raised by faculty of academic programs

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/>