CAA SITE VISITS 2017

WHAT TO EXPECT
HOW TO PREPARE

Session #1300
Friday, 11/10/17
8:00-10:00am
JW Marriott Los Angeles LA Live, Platinum F/G/H
Faculty Disclosure

- **Stephen Oshrin**
  - Professor, University of Southern Mississippi

- Financial – I am serving as faculty for this session with support from my university.

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

- **Lauren Bland**
  - Associate Professor and Graduate Program Director, Western Kentucky University

- Financial – I am serving as faculty for this session with support from my university.

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

- Carolyn Wiles Higdon
  - Professor, University of Mississippi

- Financial – I have no relevant financial relationships to disclose.

- 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

- **Wren Newman**
  - Chair and Assistant Professor, Nova Southeastern University

- Financial – I am serving as faculty for this session with support from my university.

- Non-financial – I am an ASHA member.
CAA Site Visit Education and Training Committee

- Lauren Bland
- Carolyn Wiles Higdon
- Stephen Oshrin
  • Committee Chair
Reminders

- Complete Evaluation Form
- Handout & Full Presentation Online
  - Program Planner (now)
  - CAA website (later)
Today’s Objectives

- Site Visit – purpose & timing in review
- Agenda Development & Logistics
- Preparing documentation
- After the Site Visit
  - Site Visit Report
  - CAA’s final review and decisions
  - Evaluations and performance feedback
“regular” vs. “candidacy”
Myth vs. Fact #1

- Site visitors have the authority to recommend accreditation status for a program, including probation.

- No, the above statement is a MYTH.

- Site visitors verify evidence.
- CAA makes accreditation decisions based on:
  - Application
  - Site Visit Report
  - Updates provided by the program in its response to the initial observations and to the site visit report
Roles and Responsibilities

CAA vs. Site Visitors

**CAA**

- Develop and apply accreditation standards
- Establish knowledge & skills for academic and clinical curriculum
- Establish indicators/thresholds and monitor student success re. student achievement
- *Grant accreditation to programs*

**Site Visitors**

- Use accreditation standards to verify policies & procedures are in place & consistently followed
- *Write report* of the teams’ observations and their ability to verify evidence of documentation for all standards
Purpose of the Site Visit

- Part of the peer review process
- Verifies accuracy & clarifies information
  - Policies & procedures
  - Congruence with **mission and goals**
  - Student achievement
- Adds information about every standard for CAA to consider in final decision
Site Visitors are NOT

- Looking for problems
- Making a recommendation or a decision on accreditation status
- Advocating for the program, e.g., carrying a message to the dean about more personnel, space
A few basic questions...

- What should your graduates look like?
- How did you determine this?
- Did you share this vision with all students, faculty, and supervisors?
- How are these elements assessed and improvements made?
- How does this fit with the mission of the program and institution?
Review Sequence – Pre Site Visit

Program submits application
  • February 1 or August 1

CAA Members review application
  • Develop Initial Observations (IOs)
  • IOs sent to program about 3 months after application submitted

Program provides written response to IOs
  • Submit any updates, e.g. new faculty, required advance documents
  • Due 30 days before site visit
Candidacy Review Sequence – Pre Site Visit

Program submits candidacy application
- Program submits an application 18 months in advance of planned student enrollment
- CAA may conduct up to 2 readiness reviews & provide substantive feedback to program
- Program re-submits application (if needed) before CAA accepts as official application

CAA accepts official candidacy application
- Develop substantive feedback to program
- Send to program about 3 months after application received
- Schedule site visit

Program provides written response to feedback
- Submit any updates, e.g. new faculty, required advance documents
- Due 30 days before site visit
Review Sequence – Site Visit & Decision

Site Visit conducted
- Site Visit Report (SVR) written
- Sent to program 6-8 weeks after site visit

Program provides response to SVR
- Include updates for any standard
- Submit within 30 days of receipt of SVR

CAA makes final decision
- February meeting for prior February’s submission
- July meeting for prior August’s submission
Does the program have input on when the visit occurs?

- YES. The program identifies 3 possible sets of dates for the site visit team to come to campus.
  - Typical days in the program
  - Not during Spring Break or Finals
  - Faculty, staff, administrators should be available

- Final dates are determined by Accreditation Office based on site visit team availability.
How long will the team be visiting?

- Standard visit is 2 full days
  - Monday-Tuesday
  - Thursday-Friday
- Days may be added if the program
  - Has multiple campuses
  - Has satellite campus(es)
  - Is part of a consortium
  - If complexity of program warrants additional time
Team Composition:
How many people are coming to campus?

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<td><strong>Total team members</strong></td>
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* An Academic Faculty member will chair the visit
Does the program have input on who serves on the team?

**YES!**

- Program identifies individuals on the site visitor roster who pose a conflict of interest.

- Site visitors are also asked to identify programs that may be a conflict of interest for them.
Observers on Site Visits

- Members of the CAA and Accreditation Staff routinely observe site visits for educational purposes

- Individual programs are **not** the focus of an observer’s participation in the visit

- Individual site visitors are **not** the focus of an observer’s participation in the visit
Accreditation reviews are conducted in English

- The CAA expects that all documentation (policies, syllabi, correspondence, etc.) will be available to the Site Visit Team in English.

- If a translator is needed for interviews, the CAA expects the program to contract individuals outside of the faculty/program to provide this service.
How are site visits different?

**Candidacy**
- **Written Report:**
  - Standards Compliance Continuum (based on Standards)
  - Verifying Evidence of Development
- **Interviews:**
  - program director, central administrators; others as available
  - No graduate students

**Initial/Reaccreditation**
- **Written Report:**
  - Standards for Accreditation
  - Verifying Evidence of Compliance
- **Interviews:**
  - program director, clinic director, faculty, central administrators, clinical supervisors, employers, **students**, etc.
Who is responsible for what?
And when?

AGENDA DEVELOPMENT & LOGISTICS
Who’s responsible for developing the agenda?

- **Program Director** should take the lead to prepare a draft using the samples provided:
  - Sample agendas provided in the *Accreditation Handbook* online

- **Program Director** should consult with the Site Visit Team Chair at least 30 days in advance
  - Share draft agenda
  - SV Team Chair will make recommendations about order of events, logistics, people, or time

- SV Team Chair has final authority for agenda
Who participates in the visit?

- **Graduate Program**
  - Program Director, Clinic Director, Dept. Chair (if different than program director)
  - Full- and part-time academic faculty
  - On-campus clinical educators & supervisors
  - Students
  - Support staff

- **Central Administration**
  - dean, provost, or president

- **External Contacts**
  - Off-campus supervisors/preceptors
  - Alumni
  - Employers
  - Clients & their families
  - Members of the campus or local communities...
External Contacts

- Organize a sampling of individuals to contact:
  - Externship site clinical supervisors
  - Alumni
  - Employers

- Consider establishing window of time for calls in the agenda
Separate or Together?

- Site visitors can be separated:
  - to visit with individual faculty and supervisors
  - for public and student meetings, as appropriate

- Site visitors should be scheduled together for:
  - meetings with Program Director, Dean, Provost, etc.
  - Facilities tours, etc.
Agenda Considerations

- Build-in time for:
  - Breaks!
  - Travel between locations if activities are scheduled in different buildings

- It is not necessary to schedule observations in the clinic.
What do I need to do about organizing a “public meeting”?

- CAA policy requires programs to schedule meetings for students and consumers
  - separate meetings should be held for each
- Must “widely” publish an announcement
  - no later than 15 days prior to the site visit
  - program determines vehicle (campus/local newspaper, clinic or campus flyers, etc.)
- Announcement should indicate
  - date, time, & place of meetings with site visitors
  - how CAA Standards and/or Policy on Public Comment may be obtained
- Schedule meetings in accessible locations to ensure participation, as appropriate
Public Comments

- Can programs solicit public comments for submission to CAA before the visit?
  - Yes. Programs may contact students, alumni, clients, community members, etc. to inform them about the options to provide comments before or during the site visit. **CAA’s Policy on Public Comment** outlines the process for submitting information to the CAA.
  - Written comments must be signed and include contact information to allow for verification and be submitted 15 days in advance of the visit to the CAA office.
  - Any comments are not shared directly with programs; rather they are considered as part of the aggregate data.
Will the team need to go off-campus to conduct reviews/interviews?

- Not necessarily. Phone interviews can be conducted with external supervisors, employers, or alumni.

- However, additional considerations need to be made if the program’s review includes a satellite campus, distance education, or is part of a consortia.
  - Consider how web conferencing, Skype, or other real-time communications may be used between locations for interviews with students, supervisors, etc.
Logistics for site visit team

- Secure work space/office
- Access to computer with printer & Internet
- Access to phone for interviews
- Restaurant/food options
- Assistance with transportation
Logistics: Hotel Accommodations

- **Program director**
  - selects hotel, makes reservations in the names of the site visitors
  - provides visitors with hotel contact information

- **Site visitors**
  - may need to contact hotel to guarantee room
  - pays for room (and is then reimbursed by ASHA/CAA)
Myth vs. Fact #2

- The program should provide evening entertainment while the site visitors are in town.

- *No, the above statement is a MYTH!* 

  - The site visitors are expected to meet with their teammates in the evenings to prepare for the next days’ events. Also, social activities may be perceived as a conflict of interest for the visitor during the time of the visit.

  - Other examples of conflicts for site visitors would be:
    - Asking for or accepting gifts
    - Accepting or requesting a sample of wares
    - Accepting payment for meals
    - Recruiting instructional staff
    - Recruiting students
    - Accepting employment positions
Handling Emergencies

- Decision made jointly by program director & Site Visit Chair
  - Is university open?
  - Is the team on the ground?
  - Is there electricity or cell service?
What will site visitors be looking for?

DOCUMENTATION
Documentation is used by site visitors to:

- verify information in your application
- ensure policies are in practice – and practices are in policies
- confirm student achievement/progress tracking
What will they expect to see?

Documentation should be prepared for the site visitors and available in English.

- Two key resources that help identify materials can be found on the website
  - Review Materials for CAA Site Visit
  - Documentation Guidance (new with 2017 Standards)

Examples of on-site documentation include:

- Handbooks (University/Department/Program)
- All course syllabi
- Assessment instruments and data
- Lists of student files, current and past 3 years
# Team’s Review Worksheet

## 6.1 Institutional Financial Support

The program must demonstrate:
- That its budgetary allocation is regular, appropriate, and sufficient to deliver a high quality program that is consistent with its mission and goals
- That there is sufficient support, consistent with the program mission and goals, for personnel, equipment, educational and clinical materials, and research activities
- Consistency of sources of funds that are received outside the usual university budgeting processes, if the program is dependent on them.

| | Residential | | DE | | Satellite |
|---|---|---|---|---|---|---|
| | V | P | N | V | P | N | V | P | N |
| Audiology | | | | | | | | | |
| SLP | | | | | | | | | |

**CAA Comments (Indicate the area of study, the concern and the steps to be taken):**

**Site Visitor Notes:**
Documentation Prep/Access

- Key documentation must be made available to the Site Visit team 1 month in advance of the visit.
  - Virtual Workroom/library
  - Website
  - Flash Drive

Required documents list: [http://caa.asha.org/site-visits/review-materials/](http://caa.asha.org/site-visits/review-materials/)
Access to files & confidentiality

- **FERPA - students**
  - Allows access to student files for purposes of accreditation
  - Site visitors will not record or report any identifying information.

- **HIPAA - clinic “covered entity”**
  - May need site visitors to sign a form acknowledging confidentiality, consistent with your institution’s protocols
  - Client files are typically not reviewed; but clinic schedule would be.
Technology Considerations

- What software is used to support (distance) education?
- What resources support satellite campus(es)?
- What resources are required of students, faculty, staff?
- What training is provided?
- What support is provided and by which entity (university, program)?
Required web content

- Student outcome data
  - 2013 Standards change (required publication online)
  - 2017 Standards – required labeling

- Accreditation statement (July 2013 policy; January 2017 policy)

The clinical Doctor of Audiology (AuD) education program in audiology at Salus University, George S. Osborne College of Audiology, is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.
Myth vs. Fact #3

- CAA requires programs to use a specific form to track student progress.

- **No, the above statement is a myth.**
  - Programs should develop forms/mechanisms to track a student’s progress consistent with program’s stated goals.
  - Site Visitors will look to ensure these mechanisms and processes consistently track:
    - acquisition of knowledge and skills
    - supervised clinical practicum hours
    - progress toward graduation
    - progress toward state and national credentials
Myth vs. Fact #4

- Site visitors’ in-depth knowledge of the program is limited to the current accreditation application and related resources, e.g., program’s website.

- Yes, the above statement is a FACT.

  - The site visit team is not provided past applications or annual reports for their review for the visit. Nor is a history of the program’s citations or follow-ups provided.
  
  - Site visitors are expected to review the webpages of the program and university to verify data and its currency.
The site visit team is required to generate a report of the site visit.

SITE VISIT REPORT
Site Visit Report

- Becomes official record of team’s observations

- Considered a critical element by the CAA to make fair, impartial, and informed decisions on program’s accreditation
Site Visit Report

- Results of the team’s observations are presented twice to the program:
  - orally at end of visit (Exit Report)
  - written report (Site Visit Report)
- Program can expect to receive their written copy 6-8 weeks after visit
Site Visit Report - Response

- Site visit report is sent to:
  - Program Director
  - President or designee, such as the provost or dean - whoever signed the application authorization

- Both entities are offered opportunity to provide written response within 30 days to:
  - clarify accuracy of the site visitors' observations
  - provide updates on progress made on issues noted by site visit team
  - provide updates about standards that were not necessarily identified as issues by the site visit team

- Program’s response is considered by the CAA when making its final accreditation decision.
Myth vs. Fact #5

- Observations reported by the team may be different than those identified by the CAA in its initial review of the application.

- Yes, the above statement is a fact.
  - The Site Visit team has access to documentation on-site that the CAA does not have while conducting its initial review of the application. As a result, the site visitors may offer a different perspective on your program’s ability to demonstrate compliance.
CAA Decisions

- CAA makes most final accreditation decisions at face-to-face meetings 2x/year
  - Spring site visits = July meeting
  - Fall site visits = February meeting

- Programs can typically expect decisions 3-5 months after site visit; 12 months after application submission
  - ... and no later than 30 days after the CAA meeting
§602.20 Enforcement of standards.

(a) If the agency’s review of an institution or program under any standard indicates that the institution or program is not in compliance with that standard, the agency must --

- (1) Immediately initiate adverse action against the institution or program; or
- (2) Require the institution or program to take appropriate action to bring itself into compliance with the agency’s standards within a time period that must not exceed –
  - (iii) Two years, if the program, or the longest program offered by the institution, is at least two years in length.
Myth vs. Fact #6

- The site visit team’s findings are the only data used by CAA for final accreditation decision and citations.

  No, the above statement is a MYTH.

- The CAA considers all information, from the accreditation application through the program’s response to the site visit report and any program updates, to determine a program’s compliance with each standard and the resulting accreditation decision. The CAA also takes into consideration whether any unresolved issues remain from previous reviews.

- The CAA’s final decision and citations may differ from SV team observations, as the CAA has access to updated information from the program after the site visit.
Site Visitor Performance Feedback

- Complete online survey immediately following the site visit, but no later than end of the semester
- Provide feedback on each member of site visit team (drop-down to select site visitor name) – helpful to include input from entire faculty/staff

Evaluation form
- Uses numeric rating system
- Based on knowledge and skill areas tied to specific roles, responsibilities, and expected behaviors of site visitors
- Opportunity for written comments
Myth vs. Fact #7

- Completing site visitor evaluations before the final decision is rendered will affect the results of the accreditation decision.

- No, the above statement is a myth!
  - The evaluations are used to improve the site visit process and performance of site visitors. Evaluation materials are not considered when the CAA renders accreditation decisions and are kept entirely separate.
Checklist for Program Directors

- Develop draft agenda
- Publish public meeting announcement *(no later than 15 days in advance)*
- Arrange hotel reservations and other logistical considerations
- Coordinate external contacts availability/access
- Make key documentation electronically available in advance of the site visit to team
- Review website for accuracy and currency
- Submit response to CAA’s initial observations and provide updated faculty list/CV *(no later than 30 days in advance)*
- Provide a response to the site visit report *(30 days after receipt)*
- Complete performance feedback on site visitors
Suggestion for getting prepared

- Attend CAA’s sessions at meetings
- Meet with CAA Members or Accreditation Staff
  - ASHA, CAPCSD
  - Appointment by phone
- Contact the Accreditation Office or review online resources
- Speak with Site Visit Chair
The Role of the Site Visit

http://caa.asha.org/site-visits/
From the trenches...
PREPARING FOR RE-ACCREDITATION

Wren S. Newman, SLP.D., CCC-SLP
Nova Southeastern University, Program Director
newmanw@nova.edu
THE BEGINNING....

• Introduced the re-accreditation process to all faculty and staff in a general meeting.
• Communicated the accreditation process with students and why the process is important.
• Communicated with administration relative to the process.
• Worked on the online site initially completing the areas that were easiest to address.
THEN....

• Assigned key areas to key “players” – For example, Standard 3.0B Curriculum (Academic and Clinical Education) in Speech-Language Pathology.
  • Chair of Curriculum Committee and Clinic Director
• Reviewed all of the standards to determine what was needed and assigned individuals to write in a particular area.
• Arranged the calendars of the President, Provost, and Dean to assure availability to meet with the site visit team.
• Began to collect supporting documentation to have available for the site visit team.
• When you develop your agenda, remember it’s only a draft. Speak with the Chair of your Site Visit team before finalizing anything.

• When you develop lists of adjunct faculty, off-site supervisors and employers for the Site Visit team to speak with, let them know it may be earlier or later than indicated (you may have several individuals who aren’t contacted at all).

• Think about including a practice site visit. Discuss possible questions the site visitors may present. Allows those involved to have a sense of what to expect.
• Manage the timeline of the process. Allow yourself sufficient time to do what needs to be done.
• Weekends were the best time to work on the document (no distractions, no disruptions)
• Communicate with the CAA staff with questions or situations that can present.
• This is not a “gotcha” process.
THE POSITIVES WE DIDN’T ANTICIPATE

- Arranged visit by university President and Chancellor to build knowledge of our program.
- Utilized the opportunity to request improvements in our building – and we received what we asked for (paint, carpeting, landscaping, classroom chairs, whiteboards).
- Provided great opportunities for team building across faculty, staff and students.
- Educated constituents and stakeholders in the accreditation process – the extent and depth of the areas examined.
- Supported pride in what we do and what we accomplish.
- Observed the CAA process in action.
REMINDERS!
CAA Volunteer Opportunities

Want to learn more about the accreditation peer review process?

- Apply to become a site visitor
  - Accepting applications through December 15, 2017
  - Initial Training Workshop – Summer 2018

- Apply to become a CAA member (term to begin January 2019)
  - Call for Nominations in early 2018 for 5 positions:
    - 3 academic SLPs
    - 1 practitioner audiologist
    - 1 practitioner SLP
Policy Reminder

- Change in Program Director
  - Program must file notice of change no later than 30 days after the change, including sabbaticals and interim appointments
  - Reporting form is available online
Policy Reminder

- Change in Administrative Structure
  - Program must file notice of change no later than 30 days after the change
  - Include new organizational chart, description of continued compliance with standards, effective date
  - Details of policy and procedures are in *Accreditation Handbook*. 
Thank you for your input!

Accreditation Customer Feedback Survey was fielded in October 2017

- Over 1,000 individuals responded with feedback on the application, annual report, site visit process, and new standards
- CAA will review the survey report and every individual comment to assist in developing CAA’s future Strategic Plan
http://caa.asha.org

- About CAA and the accreditation program
- Program statistics, history, and recent decisions
- Reporting expectations, forms, and timelines
- Site Visit information
- Resources including Ask the CAA topics
SITE VISIT RESOURCES

- CAA website - [http://caa.asha.org](http://caa.asha.org)

- *Accreditation Handbook* – link from any page on CAA website


- Accreditation Office staff
  - 1-800-498-2071
    - Jonathan Crawford x5698; [jcrawford@asha.org](mailto:jcrawford@asha.org)
    - Anne Curley x5766; [acurley@asha.org](mailto:acurley@asha.org)
    - Sue Flesher x5781; [sflesher@asha.org](mailto:sflesher@asha.org)
QUESTIONS