Council on Academic Accreditation

Audiology | Speech-Language Pathology

accreditation@asha.org

https://caa.asha.org

CAA UPDATE

Thursday, April 11, 2019, 4:30-5:30pm
CAPCSD Annual Conference
San Diego, CA

Council on Academic Accreditation

Anthony DiLollo

Professor, Wichita State University

2019 CAA Chair

Financial Disclosure

I received complimentary registration as an invited presenter for this conference.

CAA covers my travel expenses for this conference.

Non-financial Disclosure

Member of Council on Academic Accreditation, however, I do not receive any compensation for this role. I am an ASHA member.

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Learning Objectives

At the completion of this session, participants will be able to:

- Describe updates to Standards and accreditation processes
- Discuss Standards interpretation and application
- Describe appropriate program responses to citations in annual reports and reaccreditation reports
- Apply knowledge of standards citation trends to improve accreditation reports

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2019 CAA Members

- **Academics**
  - Nancy Alarcon, Chair-Elect (SLP)
  - Radhika Aravamudhan, Vice-Chair (A)
  - Meher Banajee (SLP)*
  - Lauren Bland, Vice-Chair (SLP)
  - Anthony DiLollo, Chair (SLP)
  - Diana Emanuel (A)
  - Lynn Flahive (SLP)*
  - Cynthia Fowler (A)
  - Steve Madix (A)
  - Steve Oshrin (A)
  - Judy Page (SLP)
  - Gale Rice (SLP)*

- **Practitioners**
  - Renee Charlifue (SLP)
  - Laura Cord (SLP)
  - Cynthia Fenstermaker (A)*
  - Jaynee Handelsman (A)
  - Kelly Troxell (SLP)*

- **Public Member**
  - Rachel Liska

*New Members

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CAA's Philosophy

- The primary purpose of the CAA is to ensure that all students training to be audiologists and speech-language pathologists receive a high-quality education.
- To accomplish this, the CAA wants to work WITH programs to facilitate their ability to provide the best educational experience for their students – in a way that matches each program's unique strengths and circumstances.

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CAA Website – caa.asha.org
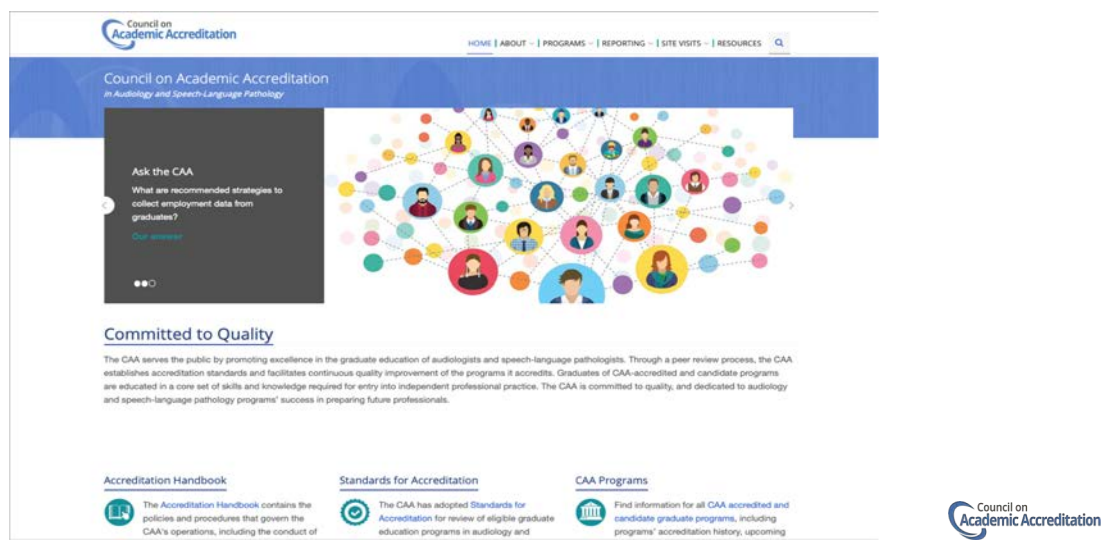
Topics

- Program Information & Statistics
- Standards Updates
- Updates to CAA Processes & Procedures
- Accreditation Decisions & Standards Citation Trends
- Reminders & Program Tips
- February 2019 CAA Meeting Highlights
- CAA Volunteer Opportunities
- Opportunities During the CAPCSD Meeting

Program Information & Statistics

CAA programs
https://caa.asha.org/programs/

By the Numbers...

- As of March 2019, there are **357** CAA-accredited and candidate programs within **287** institutions of higher education in the U.S.

280 SLP Master's Programs

- •258 accredited programs
- •22 candidate programs

77 AUD Programs

- •74 accredited programs
- •3 candidate programs

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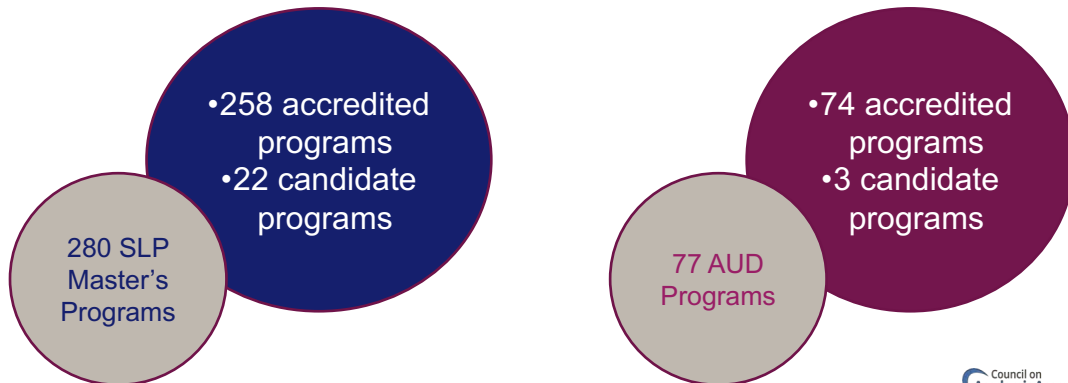
Standards Update

Updates to the 2017 CAA Standards for Accreditation

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Accreditation Standards

- Standard: The required outcome.
- Requirement for Review: Provides interpretations or explanations of the standard. Frequently, there are multiple parts to the requirement for review – all aspects of the requirement for review need to be met to be in compliance with the Standard.
- Documentation Guidance: Provides suggestions on how to document compliance with the standard.

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Standard 2.1 – Faculty Sufficiency for the Overall program

- The CAA approved the removal of the term "full-time" as a modifier for faculty.
- The revised language better reflects the CAA's consideration of the entire complement of program faculty utilized to deliver the quality graduate program.

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Standard 2.1 – Faculty Sufficiency for the Overall program

2.1 The number and composition of the ~~full-time~~ program faculty (academic doctoral, clinical doctoral, other) are sufficient to deliver a program of study that:

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Standard 2.2 – Faculty Sufficiency to Meet Institutional Expectations

- The CAA approved the removal of the word "program" as a modifier for faculty
- The revised language better reflects the CAA's emphasis on faculty who contribute to the graduate program and who have full-time appointments at the institution, and their ability to achieve institutional expectations for teaching, research, and service, as listed in the Standard.

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Standard 2.2 – Faculty Sufficiency to Meet Institutional Expectations

2.2 The number, composition, and workload of ~~the~~ all full-time ~~program~~ faculty who have responsibility in the graduate program are sufficient to allow them ~~faculty~~ to meet expectations with regard to teaching, research, and service of the sponsoring institution.

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Implementation

- These changes were approved by the CAA following a call for comment in Fall, 2018.
- The updated Standards went into effect **April 1st, 2019**.

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Updates to CAA Processes & Procedures

- Elimination of "Partial Compliance"
- Accreditation Fee Increases

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Elimination of "Partial Compliance"

- The CAA decided to eliminate the use of "partial compliance" and a review outcome.
- "Partial compliance" was used to indicate that a program had met some, but not all, of the *requirements for review* for a specific standard.
- This has been misleading for programs, implying that "partial compliance" was not as significant as "non-compliance" – when, in fact, they are treated exactly the same by the CAA.
- Partial compliance was always non-compliance and led to the same consequences.

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Accreditation Fee Increases

- CAA approved a 10% increase to site visit and annual fees for initial accreditation and candidacy

- No increases to initial or candidacy application fees

- The new fees will be in effect starting in **January 2020**

- Visit https://caa.asha.org/programs/caa-fees/ for more information

Meeting Name | 00.00.000   Council on Academic Accreditation

Decisions & Trends

Accreditation Decisions & Standards Citation Trends

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2018 Accreditation Decisions

Probation 6%

Candidacy 13%

Initial accreditation 7%
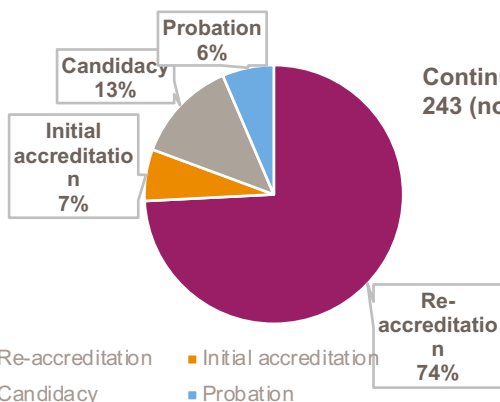
Continued accreditation = 243 (not represented here)

Re-accreditation 74%

- ■ Re-accreditation
- ■ Initial accreditation
- ■ Candidacy
- ■ Probation

58 application reviews*

39 master's SLP & 19 clinical doctoral AUD

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2018 Standards Compliance Trends*

Areas (2017 standards) most frequently cited for program noncompliance or partial compliance:

- Current, accurate, and readily available public information about the program and/or institution (Standard 1.9);

- Number and composition of program faculty (Standard 2.1);

- Sufficiency of number, composition, and workload of full-time program faculty, specifically in regards to time for scholarly activities (Standard 2.2);

*As a result of re-accreditation and initial accreditation application reviews.

1.9
2.1
2.2

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2018 Standards Compliance Trends*

Areas (2017 standards) most frequently cited for program noncompliance or partial compliance:

• Faculty members are qualified and competent, specifically the majority of academic content is taught by doctoral faculty who hold the appropriate terminal academic degree (PhD, EdD) (Standard 2.3)

• The program administers regular and ongoing assessment protocols to evaluate the quality of the program, specifically collects data from multiple sources to do so (Standard 5.3)

• The program uses the results of its ongoing programmatic assessments for continuous quality improvement and evaluates the improvements (Standard 5.4)

2.3
5.3
5.4

*As a result of re-accreditation and initial accreditation application reviews.

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DATA → KNOWLEDGE → ACTION

And now, for the most common citations in 2018 Annual Reports...

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2018 Standards Compliance Trends*

Additional areas (2017 standards) most frequently cited for program noncompliance or partial compliance in annual report reviews:

• The program develops and implements a long-term strategic plan (Standard 1.5)

• Curriculum prepares students for scope of practice in speech-language pathology (Standard 3.1B)

• The institution provides adequate financial support to the program so that it can achieve its stated mission and goals (Standard 6.1)

1.5
3.1B
6.1

*As a result of annual report reviews.

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2018 Standards Compliance Trends*

Almost half of the programs submitting annual reports were cited for partial or non-compliance under Standard 1.9 for:

• "inaccuracy of accreditation statement" (e.g., not using the CAA-specified language and components)

Check wording in the Accreditation Handbook.

• "incomplete and inaccurate student achievement data." (e.g., missing the most recently completed academic year's data or mis-labeled on the program website)

Check your website for all required components (number, percentage, most recent year).

45%

*As a result of annual report reviews.

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Congratulations!!

Programs with no citations from 2018 reviews:
- 19 applications
- 115 annual reports

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February 2019 CAA Meeting

- Decision Summary (18 SLP programs reviewed)
    - 1 program awarded candidacy
    - 3 programs awarded initial accreditation
    - 11 programs re-accredited
    - 1 substantive change plan approved
    - 1 program placed on probation
    - 1 re-accreditation decision deferred

8 = squeaky clean reviews
(50% of programs reviewed had no citations)

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Reminders & Program Tips

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Respond to Prior Concerns

This is critical for both applications and annual reports.

- The CAA will consider probation if:
  - It is the 3rd consecutive citation for the same issue
  - The program does not have a plan and timetable for resolving issues
  - Good faith effort and sufficient progress has not been made

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Respond to ALL concerns raised in the Site Visit Report

- Response should include:
  - Clarification of issues raised
  - Plans for improvement in areas of concern
  - Timelines for implementation of program improvements and new policies and processes
  - Updates since the time of the site visit, even if they were not stated as an area of concern

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Complete the Site Visitor Performance Feedback Survey

Submit after the Site Visit

- Provide feedback on EACH member of the site visit team
- This is confidential – and SEPARATE from the accreditation review and decision
- The CAA uses this information to improve site visitor training and performance

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CAA Meeting Highlights

February 27 –
March 2, 2019

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Reauthorization of Higher Education Act

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Council for Higher Education Accreditation (CHEA) Recognition

- New recognition standards went into effect January 1st, 2019
- CHEA recognition reports due for all recognized agencies by 4/30/19 and 1/1/20

CAPCSD Resolution

- Clinical Doctorate in SLP
- Representation on the Ad Hoc Committee…

Interprofessional Practice and Education

- *Guidance on Developing Quality Interprofessional Education for Health Professions* available on CAA website (news & announcements)

- Purpose of the document is to support development and implementation of quality interprofessional education (IPE)

- Developed by Health Professions Accreditors Collaborative (HPAC) & National Center for Interprofessional Practice and Education

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Addition of a Fall Meeting

- CAA Fall meeting at the National Office
- Replacing the Committee Day meeting prior to the ASHA Convention

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CAA Strategic Plan, 2019-2021

CAA Volunteer Opportunities

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CAA Volunteer Opportunities

- By getting involved in the accreditation process, you will
  - Learn from colleagues and programs
  - Apply new ideas for your program's improvement
  - Provide valuable service to CAA and the CSD community

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CAA Vacancies 2020

- 4-year terms beginning January, 2020
  - 3 academic Audiologists
  - 1 academic SLP
  - 1 practitioner SLPs
- More information about serving on CAA and the online application can be found at: https://caa.asha.org/about/members-and-meetings/recruitment
- Online applications are due Friday, May 31, 2019

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CAA Nominating Committee 2020

- 1-year terms beginning January, 2020
  - 1 academic SLP
  - 1 academic Audiologist
  - 1 practitioner SLP
  - 1 practitioner audiologist
- More information about serving on CAA Nominating Committee and the online application can be found at: https://caa.asha.org/about/members-and-meetings/
- Online applications are due Friday, May 31, 2019

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CAA Site Visitor

- There are 3 site visitor categories:
  - Academic faculty
  - Clinical faculty/staff
  - Practitioner
- Serve 4-year terms
- Qualifications and information about serving as a site visitor can be found athttps://caa.asha.org/about/accreditation-volunteers/
- Online applications are accepted from October 1-December 15 each year.

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Opportunities during the CAPCSD Meeting

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Opportunities at CAPCSD

- Visit the CAA table in the Exhibit Hall for:
    - Program consultation
    - Volunteer opportunity information
    - Q & A
- Visit with CAA members at the conference
- Provide input at any time…

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Accreditation Staff Resources

- Anne Curley, acurley@asha.org
- Tess Kirsch, tkirsch@asha.org
- Kimberlee Moore, kmoore@asha.org
- Kelly Velasquez, kvelasquez@asha.org

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Burning Questions

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