

Summary of Changes to
Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Approved July 2010

At its July 2010 meeting, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) approved some revisions to implementation language for two standards as indicated below. The current [Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology](#) are available on the CAA Web site.

Standard	Old Wording	New Wording	Description/Rationale for Change
5.1	<p>The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.</p> <p>The program identifies student learning outcomes and uses a variety of assessment techniques, administered by a range of program faculty and supervisors or preceptors, to evaluate students' progress. Students are provided regular feedback about their progress in achieving the expected knowledge and skills in all academic and clinical components of the program, including all off-site experiences. The program documents the feedback mechanisms (e.g., grade definitions, performance rubrics) used to evaluate students' performance and applies those mechanisms consistently. The program documents guidelines for remediation (e.g. repeatable courses and/or clinical experiences, provisions for re-taking examinations) and implements remediation opportunities consistently.</p>	<p>The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.</p> <p>The program identifies student learning outcomes that address knowledge and skills consistent with the mission of the program. The program and uses a variety of assessment techniques, administered by a range of program faculty and supervisors or preceptors, to evaluate students' progress. Students are provided regular feedback about their progress in achieving the expected knowledge and skills in all academic and clinical components of the program, including all off-site experiences. The program documents the feedback mechanisms (e.g., grade definitions, performance rubrics) used to evaluate students' performance and applies those mechanisms consistently. The program documents guidelines for remediation (e.g. repeatable courses and/or clinical experiences, provisions for re-taking examinations) and implements remediation opportunities consistently.</p>	<p>Added language to implementation to clarify CAA's expectations for programs related to the content of the student learning outcomes.</p>

Standard	Old Wording	New Wording	Description/Rationale for Change
<p>5.3</p>	<p>The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.</p> <p>The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.</p> <p>The program collects and evaluates data on its effectiveness from multiple sources (e.g., students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students' and graduates' evaluations of courses and clinical education.</p> <p>Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks:</p> <ul style="list-style-type: none"> ▪ number and percentage of program graduates passing the Praxis examinations by year for the three most recently completed academic years ▪ number and percentage of students completing the program within the program's published time frame for the 	<p>The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.</p> <p>The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.</p> <p>The program collects must collects and evaluates data on its effectiveness from multiple sources (e.g., students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons served). The data must include students' and graduates' evaluations of courses and clinical education.</p> <p>Although many types of data may be used, the following measures of student achievement are required and will be evaluated relative to established benchmarks:</p> <ul style="list-style-type: none"> ▪ number and percentage of program graduates passing the Praxis examinations by year for the three most recently completed academic years ▪ number and percentage of students completing the program within the 	<p>The word “must” was added to the implementation language for this standard to clarify CAA’s expectations for programs regarding collection of data from multiple sources, evaluation of data and use in setting benchmark measures.</p>

Standard	Old Wording	New Wording	Description/Rationale for Change
	<p>three most recently completed academic years</p> <ul style="list-style-type: none"> ▪ number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for the three most recently completed academic years <p>These required student achievement measures must be presented to the public in program information materials (e.g., Web site, brochures) that are regularly updated and readily available.</p> <p>Results of the assessments must be used to plan and implement program improvements that are consistent with the program's mission and goals.</p>	<p>program's published time frame for the three most recently completed academic years</p> <ul style="list-style-type: none"> ▪ number and percentage of program graduates employed in the profession or pursuing further education in the profession within 1 year of graduation for the three most recently completed academic years <p>These required student achievement measures must be presented to the public in program information materials (e.g., Web site, brochures) that are regularly updated and readily available.</p> <p>Results of the assessments must be used to plan and implement program improvements that are consistent with the program's mission and goals.</p>	