

Lessons From Fall 2015 and Spring 2016 Self Study Reports: AFIs and Stipulations

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Areas for Improvement

- ◆ A statement written by a site visit team or Commission that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that it leads to an unmet standard. However, a combination of AFIs may lead the site visit team to assign a stipulation or the Commission to determine that a stipulation is warranted. Areas for improvement should be remediated by the next accreditation cycle and progress toward improvement is reported annually in the annual report.

Stipulations

- ◆ A statement written by a site visit team or Commission which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet. For EPPs seeking to continue their accreditation, a stipulation must be corrected within two years to retain accreditation. For EPPs seeking initial or first accreditation, a stipulation leading to an unmet standard will result in denial of accreditation.

What we're talking about today

- ◆ 30 Self Study Reports Submitted in Fall 2015 and Spring 2016
 - ◆ All SI visits
 - ◆ And thus all addressed CAEP standards
 - ◆ Two eliminated from review because their visit dates were moved to a different semester, another not included because the report was not complete at the time I did the analysis
- ◆ AFIs and Stipulations in FFR
 - ◆ May be a result of documentation issues, not programmatic issues
 - ◆ EPP has time to address these prior to on-site

Some data: AFIs

Of the 30 FFRs reviewed:

- Two received no AFIs
- Two received AFIs on one standard
- Six received AFIs on two standards
- Seven received AFIs on three standards
- Four received AFIs on four standards
- Nine received AFIs on five standards

Some Data:

- ◆ Mean number of AFIs received by EPP = 3
 - ◆ Range – 0 to 18

Number of EPPs that received an AFI for each standard

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
23	18	15	19	19

Number of EPPs that received a Stipulation for each standard

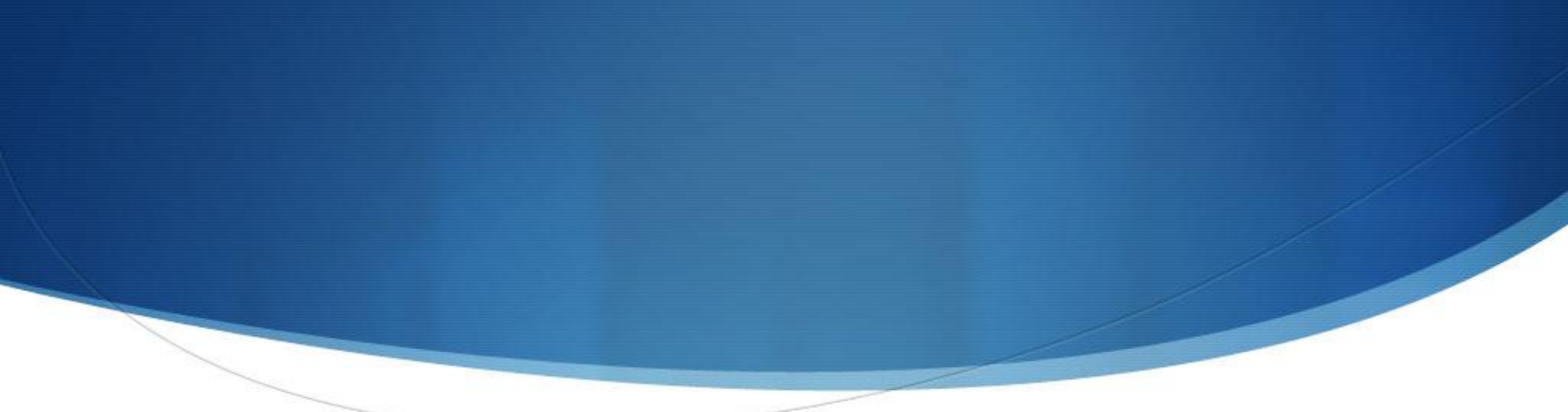
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
0	0	2	5	3

Common Issues with Standard 1

- ◆ Data not disaggregated by licensure area
- ◆ Did not provide sufficient data (from 3 cycles)
- ◆ Validity and reliability of assessments were not addressed
- ◆ Did not demonstrate alignment of assessments/data to CAEP, InTASC standards
- ◆ Documentation was incomplete (data missing, instructions to candidates missing, rubrics missing, etc)
- ◆ No evidence that EPP is evaluating how candidates are using research and using technology

Common Issues with Standard 2

- ◆ **Primary Issue: Little or no evidence of true clinical partnerships as described in the standard**
 - ◆ Co-construction of mutually beneficial partnerships
 - ◆ Share responsibility for candidate preparation
 - ◆ Co-select, prepare evaluate, support and retain high-quality clinical educators
 - ◆ Provide professional development
 - ◆ Co-design clinical experiences
 - ◆ etc

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- ◆ No evidence of required diverse field and clinical experiences
 - ◆ No evidence of candidates' use of technology in field experiences

Common Issues with Standard 3

- ◆ **Recruitment plan is missing or inadequate**
- ◆ EPP did not provide information about use of normed national test in entrance criteria
- ◆ No evidence provided on mean GPA's of candidates at entrance to the program
- ◆ No clear definition of diversity and the characteristics of diversity that are embedded in the program

Common Issues with Standard 4

- ◆ **EPP has no current process and provides no plan for determining alumni's impact on student learning**
- ◆ **Provided case study but the study is vague, lacks specific information**

- ◆ Evidence of employer satisfaction either missing or response rates are very very low (and there is no plan provided about how to increase rates)
- ◆ Evidence of completer satisfaction either missing or response rates are very very low (and there is no plan provided about how to increase rates)
- ◆ Assessments and/or surveys do not meet Sufficient Level on the CAEP Assessment Rubric

Common Issues with Standard 5

- ◆ EPP has not established validity and reliability of all assessments as outlined in CAEP Assessment Rubric
- ◆ Although the EPP may utilize multiple measures it is not clear how these fit together coherently and are part of a quality assurance system that utilizes these data for continuous improvement
- ◆ System does not include an assessment of alumni impact on student learning
- ◆ No documentation of how data are used to improve program

- ◆ Data on some assessments are missing
- ◆ Data are not disaggregated by program
- ◆ No documentation of involvement of stakeholders
- ◆ Rubrics do not meet Sufficient level on CAEP Assessment Rubric



Questions????