



Understanding the Spirit Behind the CPA Accreditation Standards – Part 2: Program Evaluation & Quality Improvement

**75th Annual CPA Convention
Vancouver, BC
June 6, 2014**



What this session is designed to help you do:

- Recognize the key components of program evaluation and quality improvement from an accreditation standpoint
- Engage in a wider process of thinking around the implementation of the standards - AKA the 'spirit'

What is not included:

- Specific directives about program structure or evaluation
- Specific examples of completed self-studies
 - But – the **CCPPP listserve** is a wonderful resource for these needs and many others: www.cpppp.ca



Highlights from Part 1 and Overview of Key Concepts in Program Development



Key for addressing all standards:

- ***No program is perfect***
- Not simply a 'yes or no' checklist
- Much more so about HOW meeting / working towards meeting the standard
- Spirit is very much in the HOW and WHY



The accreditation standards ask programs to answer:

- *What do you do?*
- *Why do you do it?*
- *How do you do it?*
- *How well do you do it?*
- *How do you ensure that you continue to do it well and better?*
- This is a helpful global template for the information that the Panel expects to see addressed in a SS



Overarching Questions:

- What is the model?
- Are there specified goals?
- Are objectives operationalized?
- How are knowledge, attitudes, judgement and skills imparted?
- Are there evaluation mechanisms?
- Are data used to inform improvement processes?



Demonstrating Congruencies:

- Model to the institution/organization
- Model to the program
- Model to the faculty/staff
- Model to the students/interns
- Model to the outcomes
 - Proximal and distal data
- Is there clarity of the...
 - Organizational structure
 - Program (rotational) structure

For all standards - demonstrating HOW:

Not Just...	But most importantly...
We train scientist-practitioners	<ul style="list-style-type: none"> • Here are the competencies we view as important as a scientist-practitioner • Here is how we have structured the program to enable every student to acquire these competencies • Here is how we assess how well we are doing this • Here is how we make use of the info we collect
We have <i>N</i> core faculty	<ul style="list-style-type: none"> • Here is how our program has evaluated the adequacy of faculty numbers, taking into account: <ul style="list-style-type: none"> • Cohort size; student funding; research supervision, teaching & admin duties; available practica & internships; time to completion; etc.
We survey all past students/interns	<ul style="list-style-type: none"> • Here is how we know that our program is training students to do the right things and to do them well, based on both internal and external markers – and here is how we make and evaluate changes when needed



Understanding the ‘Spirit’ behind Program Evaluation and Quality Improvement



Overarching Concepts of PE & QI:

- Program Evaluation **AND** Quality Improvement
- Thus –
 - Meeting an established threshold of **quality**
 - AND
 - Collecting and using **data** to know this has occurred
 - AND
 - Providing evidence of **ongoing** efforts to **enhance**



Overarching Concepts Continued:

- Ongoing process – not one-off or periodic
- External and internal assessment
- Program-wide process – not only DoT
 - Other faculty, staff, and students involved
- Constantly evolving – responsiveness, not complacent
- Thoughtful and coherent – proactive vs. reactive
 - Construction vs. convenience



Key Questions:

- Program evaluation needs to be designed to allow programs to answer important questions such as:
 - HOW does our program CONTINUALLY use the outcome data we collect (for e.g., competency ratings, career paths, etc.) to FEED BACK INTO program development?
 - How does our program USE this info to review and revise our standards for completion, policies, procedures, etc.?
 - Informed by both internal and external markers
 - Informed by both proximal and distal data



Key Questions Continued:

- Do our procedures enable us to select the most suitable students/interns?
- Are the standards for success in courses/practica/rotations appropriate and are they sufficiently adaptive to where the student/intern is in their training?
- Do our policies support supervisors in providing the best quality of supervision possible?
- Overall, how well does our program train students/interns? (NOT JUST how well do students/interns do upon completion, or how satisfied are they)



Proximal & Distal Data:

- Proximal Data
 - Outcomes on students/interns as they progress through and complete the program
- Distal Data:
 - Outcomes on students/interns once they have completed the program
- In both cases:
 - **Tied to program's goals and objectives**
 - **Aggregated across student cohorts to demonstrate trends across program – not only individual student outcomes**

A Comparison:

Proximal	Distal
Supervisor evaluations of how well students/interns are meeting program's goals and objectives	Alumni perceptions of degree to which program achieved its goals and objectives
Student/intern self-ratings	Alumni professional activities and accomplishments
Student/intern satisfaction	Alumni satisfaction

- Note that student/intern self-ratings and satisfaction ratings are useful information, but **NOT** sufficient alone
 - As may or may not reflect program quality!

SS Table 15 – Doc / SS Table 10 – Int:

Goals, Objectives, & Outcomes:

Goal:

Objective(s):

Competencies Expected:

Relevant Training Activities:

Means Used to Assess Outcomes &
Minimum Achievements Expected:

Page #/Appendix # within SS where
Relevant Evaluation Items are found:

Actual Outcomes Since Last SS:

Comments on this Goal & Objectives:



PE & QI Summary:

- Ongoing, thoughtful, self-Ax and improvement process
- Involvement of all program faculty
- Involvement of all students/interns
- Standard II – Philosophy, Mission, & Curriculum/Model goes **hand in hand** with Standard IX/VIII – Program Evaluation & Quality Improvement

Resources

For both Doctoral & Internship Programs:

- CCPPP Membership & Mentoring

www.ccppp.ca

- Consultation with CPA Accreditation Panel

www.cpa.ca/accreditation

Additional Resources for Internship Programs:

- APPIC Membership, Mentoring, & Sharepoint Resources

www.appic.org

- CCTC Internship Development Toolkit

www.apa.org/education/grad/internship-toolkit.aspx

Discussion



What are some things your program has done that have been helpful in your PE & QI efforts?

- Collecting feedback from residents on every seminar presentation, then reviewing this information every 6 months to adjust the series according to which topics have been most and least helpful
- Collecting feedback from residents on how well they feel the program is meeting its goals
- Surveying all applicants to the program who were interviewed – gives very useful information that can help to advocate for changes – for example, applicants noted having difficulty finding the program brochure online



What are some things your program has done that have been helpful in your PE & QI efforts? – continued

- Interns ‘have their ear to the ground’ – very useful to engage with them to collect feedback – allows responsiveness on everything from interview format to how salary is presented in the brochure
- Using social media to help collect data
- Collecting both formal and informal sources of info
- Experimenting with using student representatives to bring forward student concerns
- Being transparent about the difficulties in assessing and implementing changes – reflects a thoughtful process



Reiteration of Key Points re PE & QI:

- BOTH pieces are important – not either/or
- Intended to be a continual process – not something that is only considered when a self-study is due
- Intended as well to be a program-wide effort – not only the responsibility of the DoT
- Despite the work, your program should benefit from undertaking a self-study – due to feedback from site visitors, the Panel, and also from stepping back from your day-to-day activities and looking at the bigger picture
 - An opportunity to take pride in how far you've come!



Key Points re PE & QI – continued:

- Note that student/intern self-ratings and satisfaction, while useful data, are not sufficient – after all, no one thinks they are average!
- Consider whether there might be any part of your program that could in fact be deterring students from later success – for example, interns at a specialized rehab program often come in with specific goals, but still need to be trained with breadth (in spite of themselves!)
- There is no truly negative data – potentially negative outcomes can be used with management to create a positive change over time
- ***Note: Please see handout on website with PE & QI questions*



Completion of Program Goals Table:

- Goals vs Objectives – ultimately, it is up to a program to decide what they deem a goal vs an objective
- In general, a goal will be a larger overarching focus of a program, which by its nature will be quite broad, and there may be multiple routes to achieving the goal
- An objective starts to more specifically operationalize the achievement of a goal – may still be somewhat broad
- This is then where competencies come into play – as the concrete skills, knowledge, and attitudes one must develop – through relevant training activities – as a sign that the objective (and eventual goal) has been met