



***THIS HANDBOOK FOCUSES ON A REVIEW OF INFORMATION ON REQUIRED SURVEYS , ADVISORY COMMITTEE MEETINGS AND OUTCOMES DATA REPORTING WHICH ARE PART OF THE ANNUAL REPORTING PROCESS FOR ACCREDITED PROGRAMS.***

***\*\*MATERIAL IN THIS BOOKLET FOR THE 2020 ANNUAL REPORT HAS BEEN COMPILED FROM THE PREVIOUSLY RECEIVED AND REFERENCED ISSR HANDBOOK WHICH PROGRAMS FOLLOW AT TIME OF INITIAL APPLICATION FOR ACCREDITATION.***

***The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of ACATE.***

***The ACATE is sponsored by the American Art Therapy Association (AATA).***

***Questions? [acatecouncil@gmail.com](mailto:acatecouncil@gmail.com)***

**Prepared by the Accreditation Council for Art Therapy Education (ACATE)  
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## **WHEN DOES MY PROGRAM START SUBMITTING AN ANNUAL REPORT TO ACATE?**

The Annual Report is designed to provide an on-going mechanism for quality assurance of a program accredited by The *Commission on Accreditation of Allied Health Education Programs* (CAAHEP). Sections of the report will request information on general administrative facets of the program as well as resource and outcome measures, along with any substantive changes to the program.

### **WHEN IS THE ANNUAL REPORT DUE?**

The ACATE Annual Reporting term is July 1st - June 30th and is defined as a full academic year with the end date of the last term on or prior to June 30. If the end of the term is after June 30, that term will be included in the next annual report. The written Annual Report is due to ACATE by September 15th.

### **HOWEVER,**

Programs recently accredited do not submit their first annual report until the year following the initial accreditation year. Refer to the accreditation letter received from CAAHEP for the date of your program accreditation.

January, March, May, July, September, November accreditation: Submit first report by September the following year, not year of initial accreditation.

### **WHAT ARE THE FEES I MUST SUBMIT ALONG WITH THE ANNUAL REPORT?**

Annual Fee: Payment is invoiced by ACATE April 15 and payment is due by September 15. Payment covers the following year of accreditation. Please see ACATE website for the current fee structure and amounts. <https://www.caahep.org/ACATE>

CAAHEP also invoices programs for an Annual Fee. Please refer to CAAHEP materials for their fee amounts. CAAHEP's fiscal year is July 1-June 30. Payment is invoiced in May and payment is due August 15 of the year following accreditation. CAAHEP does invoice institutions in which programs are awarded initial accreditation in January and March, since the invoice is for the upcoming fiscal year. However, those awarded initial status in May are not invoiced until the following year.

## **WHAT AREAS OF THE STANDARDS ADDRESS ANNUAL REPORT DATA ANALYSIS AND SUBMISSIONS?**

While areas of the Annual Report address curriculum, personnel, resources and fair practices, the following areas of the standards specifically address data collection and analysis which are submitted with the annual report, and described in this handbook.

According to the *CAAHEP STANDARDS AND GUIDELINES FOR THE ACCREDITATION OF EDUCATIONAL PROGRAMS IN ART THERAPY (2016)* :

### **II. B. Appropriateness of Goals and Learning Domains**

The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest.

An advisory committee, which is representative of at least each of the communities of interest named in these Standards, must be designated and charged with the responsibility of meeting at least annually to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change.

*Advisory committee meetings may include participation by synchronous electronic means*

### III. D. Resource Assessment

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these **Standards**. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

### IV. B. Outcomes

#### 1. Outcomes Assessment

The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program. Outcomes assessments must include, but are not limited to: programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The program must meet the outcomes assessment thresholds.

*“Positive placement” means that the graduate is employed full or part-time in Art Therapy or in a related field; or continuing his/her education; or serving in the military. A related field is one in which the individual is using cognitive, psychomotor, and affective competencies acquired in the educational program.*

#### 2. Outcomes Reporting

The program must periodically submit to the Accreditation Council for Art Therapy Education (ACATE) the program goal(s), learning domains, evaluation systems (including type, cut score, and appropriateness), outcomes, its analysis of the outcomes, and an appropriate action plan based on the analysis.

Programs not meeting the established thresholds must begin a dialogue with the Accreditation Council for Art Therapy Education (ACATE) to develop an appropriate plan of action to respond to the identified shortcomings.

## THE ANNUAL REPORT SPREADSHEET

Instructions from this handbook are also embedded in the provided Annual Report spreadsheet. This related spreadsheet will automatically calculate some threshold numbers once you insert your data. Please follow instructions within the spreadsheet as you move through each tab, while referencing examples and explanatory comments provided by this handbook.

The spreadsheet will automatically calculate compiled data in some areas, in order to arrive at your threshold percentages.

Some areas of the spreadsheet may request submission of additional documents. For example, new faculty hires would entail submission of their CV and proof of certification if required for their teaching area. Any such materials are to be submitted to ACATE by email (as pdf ) to accompany submission of the Annual Report spreadsheet, also submitted by email to [acatecouncil@gmail.com](mailto:acatecouncil@gmail.com)

## OUTCOMES DATA: COMPLETING YOUR FORMAL OUTCOMES ASSESSMENT PLAN ANNUALLY

A program's Initial Self-Study Report (ISSR) submitted the program's Formal Outcomes Assessment Plan. This written and detailed plan described the process the program committed to use to collect and analyze data along with indicating how the program planned to apply the results to discussion of program improvement. In order to be truly useful, analysis of this data will be based on a 3-year period of compilation in order to identify trends; one year's data is not sufficient to drive curricular or program changes. A program will gather data each year, and reports the info as part of the Annual Report once accredited, but analyze and compare data across the 3-year trending period to then determine, over a sufficient window of time, if the program is achieving its goals and objectives and to inform program improvements that have been discussed with the Advisory Committee and faculty.

In CAAHEP accreditation, and therefore in the planning for your educational program, you want to demonstrate the impact you are making on students through measurements that review specific outcomes. The Outcomes are:

- 1) Student Retention
- 2) Positive Placement
- 3) Graduate Satisfaction
- 4) Employer Satisfaction
- 5) Summative Measures (summative evaluation focused on Student Learning Outcomes (SLO's) used to assess whether desired learning goals are achieved and in turn whether the program is meeting its objectives.

Please note specific surveys are provided BY ACATE to collect most outcomes data form graduates and employers. Data per student learning outcomes (SLO's) is collected according to the Formal Outcomes Assessment Plan submitted with your Initial Self-Study Report(ISSR) at time of application for accreditation and includes program determined direct and indirect assessment measures. Quality improvements to your SLO assessment processes are welcomed.

### 1) STUDENT RETENTION OUTCOMES DATA- ENTERED INTO THE ENROLLMENT AND RETENTION TAB ON THE SPREADSHEET.

When entering outcomes data, programs should first enter students into the Enrollment and Retention Tab in the Annual Report spreadsheet. This data will then be automatically calculated to arrive at the retention data threshold.

For Enrollment and Retention reporting purposes, students should be initially entered and continuously tracked within the data set that covers the period in which they enrolled in the program for the first time.

The report will add the numbers of graduates in the outcomes reporting period from all data sets to calculate the total number of graduates for the current outcomes reporting period (7/1/18-6/30/19). The total number of graduates is carried forward to the Outcomes Tab, and it is these graduates for which the program should report placement/employment and satisfaction results.

If no students were admitted during a given period, leave fields blank.

ACATE acknowledges that data is being requested for periods that might have occurred prior to initial accreditation being achieved. This data is requested in order to account for the enrollment periods for which graduates between 7/1/18-6/30-19 may have enrolled.

## 2) POSITIVE PLACEMENT 3) GRADUATE SATISFACTION 4) EMPLOYER SATISFACTION SURVEYS TO BE UTILIZED AS PART OF THE ANNUAL REPORT PROCESS.

*(may be requested in fillable form)*



At minimum, the intent of the use of the surveys is to allow programs to provide data that relates to measuring achievement of program goals and objectives. Surveys provide data to document the program and compliance with the Standards. You must use, but may add to, the Survey data forms provided by ACATE, which may be converted to an online tool yourself such as Survey Monkey or Qualtrix. **\*\*Additional questions may be added to all surveys provided that minimum information as displayed in the sample surveys is included.**

- Graduate Survey. REQUIRED for annual report
- Survey of Employer Satisfaction . REQUIRED for annual report
- Personnel Survey of Program Resources. Data via these surveys REQUIRED to be collected year four of accreditation and submitted year five. NOT required every year of annual report though may be used to provide additional feedback to program on an annual basis .
- Student Survey of Program Resources. Data via these surveys REQUIRED to be collected year four of accreditation and submitted year five. NOT required every year of annual report though may be used to provide additional feedback to program on an annual basis

Surveys which are not required annually, but may be used if helpful to program continuous quality improvement.

- Student Survey on Program Effectiveness which was used for your initial application for accreditation. NOT part of the Annual Report process.
- Faculty and Advisory Committee Survey on Program Effectiveness which was used for your initial application for accreditation. NOT required for annual report though may be used to provide additional feedback to program on an annual basis if helpful.

### To review:

<p><b>Surveys REQUIRED for the <u>Self-Study Report (ISSR)</u> you submitted with your accreditation application.</b> SEE BELOW</p> 	<p><b>Surveys required for <u>Annual Report</u> once accredited (survey questions may be added to)</b> SEE BELOW</p> 
<p>Student Survey on Program Effectiveness (ACATE staff sends) – <b>required for ISSR</b></p>	<p>May be used though not required for Annual Report. Feedback from students is likely obtained annually through course evaluations and other methods determined by the University.</p>
<p>Faculty and Advisory Committee Survey on Program Effectiveness – <b>required for ISSR</b></p>	<p>May be used though not required for Annual Report. Faculty meetings and Advisory Committee meetings will allow for ongoing review of the program annually</p>

Personnel Survey of Program Resources - <b>required for ISSR</b>	Not required every year of annual report though may be used to provide additional feedback to program on an annual basis ). However, at minimum, <b>required during year four</b> of accreditation, this survey must be used to collect data which is then analyzed and reported as part of next comprehensive review during year five. Program must have a stated process for annual review of resources in place regardless of whether they choose to use the ACATE Resource surveys every year or not.
Student Survey of Program Resources – <b>required for ISSR</b>	Not required every year of annual report though may be used to provide additional feedback to program on an annual basis ). However, at minimum, <b>required during year four</b> of accreditation, this survey must be used to collect data which is then analyzed and reported as part of next comprehensive review during year five.
Graduate Survey - Recommended though not required for ISSR	<b>Required for Annual Report</b>
Employer Survey - Recommended though not required for ISSR	<b>Required for Annual Report</b> - please consider also adding program identified questions to the survey in order to highlight and assess regional needs

**WHY ARE THE TWO RESOURCE SURVEYS , WHICH WERE USED AS PART OF THE SELF-STUDY REPORT WHEN MY PROGRAM APPLIED FOR ACCREDITATION, ONLY REQUIRED YEAR FOUR OF ACCREDITATION?**

Gaining meaningful information from surveys on resources most effectively occurs over a sufficient window of time. This allows the impact from any resource changes to be felt and understood. As a result, your program will be required to send out the two Resource Surveys (one to students and one to personnel) during year four (4) of accreditation. Analysis and application of results will then occur, with the written report and Resource Assessment Matrix to be submitted year five (5) of accreditation. You are, however, very welcome to use the Resource Assessment Surveys on a more frequent basis should you choose.

## I UNDERSTAND WHAT SURVEYS WE NEED TO SEND OUT, BUT WHAT YEAR OF GRADUATES DO WE SEND THEM TO?

Example 2019-2020 Annual Report Timeline

Annual Reporting period	July 1, 2019 through June 30, 2020 Annual Report Period	Date of accreditation through June 30, 2020 <i>(for example: January 2019-June 30, 2020)</i>
Survey alumni who graduated July 1-June 30 in the year prior to the annual reporting period	July 1, 2018-June 30, 2019 <i>(graduates of August 2018)</i> <i>(graduates of December 2018)</i> <i>(graduates of May 2019)</i>	July 1, 2018-June 30, 2019 <i>(graduates of August 2018)</i> <i>(graduates of December 2018)</i> <i>(graduates of May 2019)</i>
Send surveys to graduates	Minimum of 6 months after graduation <i>(send February 2019)</i> <i>(send June 2019)</i> <i>(send December 2019)</i>	Minimum of 6 months after graduation <i>(send February 2019)</i> <i>(send June 2019)</i> <i>(send December 2019)</i>
Send employer survey	After receipt of graduate survey <i>(send April 2019)</i> <i>(send August 2019)</i> <i>(send February 2020)</i>	After receipt of graduate survey <i>(send April 2019)</i> <i>(send August 2019)</i> <i>(send February 2020)</i>
Advisory Committee Review	before June 30, 2020	before June 30, 2020
Writing Annual Report	July and August 2020	July and August 2020
Annual Report due	September 15, 2020	September 15, 2020

## 5) SUMMATIVE EVALUATION - STUDENT LEARNING OUTCOMES (SLO'S) USED TO ASSESS WHETHER DESIRED LEARNING GOALS ARE ACHIEVED – SUBMITTED ON THE SUMMATIVE EVALUATION TAB OF THE SPREADSHEET

For purposes of the Formal Outcomes Assessment Plan, three (3) overall Student Learning Outcomes (SLO's) at minimum must be chosen each year to review in aggregate, with review of the entire program SLO's to occur over a three-year span at maximum.

**Summative Measures.** Student Learning Outcomes (SLO) data is collected at two or more points in time throughout a student's journey in the program, then reviewed in aggregate to inform program outcomes data and improvements. Data from SLO's demonstrate that the program is meeting program goals or may indicate need to make necessary revisions. Programs review and analyze SLO data in aggregate (across all students) to identify possible admission, programmatic or curricular changes that may be needed in support of program improvement.

*The program will document student competency in the program's established Student Learning Outcomes (SLO's). A minimum of 3 SLO's a year are to be analyzed and documented, with the entirety of a programs SLO's reviewed over a three year period. ACATE does not establish cut scores for aggregate collection and analysis of program SLO's, but the program establishes a cut score indicating sufficiency in meeting program objectives. ACATE has reviewed and approved the program's approach to this as detailed in the Formal Outcomes Assessment Plan submitted with your program's Initial Self-Study Report and reviewed along with your Site Visit discussions.*

**\* In order to assist ACATE with annual review of program SLO data, programs must submit a pdf list of all their Program Student Learning Outcomes along with the Annual Report spreadsheet, from which their minimum three to evaluate have been chosen.**

The following information will be requested within the spreadsheet for each SLO, as an example:

Stated SLO #1: (Write out the SLO in full)
Assessment Focus and Methods for SLO #1 (Describe, in brief narrative, how student learning was assessed for this SLO. ( What information/data was collected? What measures were used - direct and indirect? When and by whom? How was it analyzed?))
Results of assessment of SLO #1: ( This section should discuss the outcome/results of the assessment process for the designated SLO stated above. Include AGGREGATE DATA - can be copied/pasted into the spreadsheet or sent as an attached pdf to the report spreadsheet submission)
Using Results for Closing the Loop: Describe how the results of the assessment were disseminated and discussed by the Advisory Committee and others as relevant. Discuss how the results will be used to either confirm the SLO was successfully met and/or how the program will generate strategies for program /curriculum modification. If applicable, discuss program modifications changes and timeline for implementation of changes.



## WHAT THRESHOLDS FOR DATA SHOULD PROGRAMS BE MONITORING, DISCUSSING WITH THEIR ADVISORY COMMITTEE AND ACATE WILL BE REVIEWING?

By way of reminder, the **ISSR Handbook** explained information about the Annual Report process, including the role of submitting data annually that must in turn meet required thresholds over a three year trending period. Your Initial Self Study Report Handbook and also the ACATE/CAAHEP Standards reference the importance of meeting ACATE established thresholds for certain Program Outcomes, over a trending period of three years.

### Outcomes Thresholds

1. The threshold for student retention in the program is  $\geq 80\%$  of total enrollment.

*80% or more of students admitted into the program will graduate. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a Standardized Progress Report for Retention in conjunction with the Annual Report.*

2. The threshold for graduate positive placement is  $\geq 80\%$ .

*80% or more of a program's graduating cohort(s) will be positively placed within 6-12 months after graduation. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a Standardized Progress Report for Placement in conjunction with the Annual Report.*

3. The threshold for graduate satisfaction with the program is  $\geq 85\%$ . (and)

4. The threshold for graduate survey returns is  $\geq 35\%$ .

*35% or more of the graduating cohort(s) will complete and return the Graduate Survey. Every question will have at least 85% of the responses rated 3 or better on a 5- point Likert scale, 1 being considered poor and 5 being considered excellent. **When analyzing Graduate satisfaction, the program should look at results for each individual question item on the survey. Any question item that did not have at least 85% of the responses rated 3 or greater is considered a negative survey item to be addressed by the program in its continuous quality improvement processes.** Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit to ACATE a Standardized Progress Report for Graduate Satisfaction in conjunction with the Annual Report. Programs must use at least all the questions in the ACATE Graduate Survey and may add more at its discretion. Surveys should be distributed 6-12 months after graduation (although keep in mind results must be compiled and discussed with your Advisory Committee in enough time to then submit with your Annual Report)*

5. The threshold for graduate employer satisfaction is ( $\geq 85\%$ ) (and)

6. The threshold for send rate of the employer survey is 100% of those graduates who give permission on their survey for their employer to be contacted.

*35% or more of employers of a program's graduating cohort will complete and return the Employer Survey if the graduate has given permission to contact their employer. Every question will have at least 85% of the responses rated 3 or better on a 5- point Likert scale, 1 being considered poor and 5 being considered excellent. **When analyzing Employer satisfaction, the program should look at results for each individual question item on the survey. Any question item that did not have at least 85% of the responses rated 3 or greater is considered a negative survey item to be addressed by the program in its continuous quality improvement processes.** Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit to ACATE a Standardized Progress*

Report for Employer Satisfaction in conjunction with the Annual Report. Programs must use at least all the questions in the ACATE Employer Survey and may add more at its discretion. Surveys should be distributed 6-12 months after graduation (although keep in mind results must be compiled and discussed with your Advisory Committee in enough time to then submit with your Annual Report)

#### 7. Summative Measures

The program will document student competency in the program's established Student Learning Outcomes (SLO's). A minimum of 3 SLO's a year are to be analyzed and documented, with the entirety of a program's SLO's reviewed over a three year period. ACATE does not establish cut scores for aggregate collection and analysis of program SLO's, but the program establishes a cut score indicating sufficiency in meeting program objectives. ACATE has reviewed and approved the program's approach to this as detailed in the Formal Outcomes Assessment Plan submitted with your program's Initial Self-Study Report and reviewed along with your Site Visit discussions.

Outcomes Thresholds for Accredited Programs in Art Therapy	The program annually tracks and/or collects the raw data as part of its Formal Outcomes Assessment Plan.
<p><b>Student Retention.</b> The threshold for student retention is (≥80%)  <i>80% of students admitted into the program will graduate. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a <u>Standardized Progress Report for Retention</u> in conjunction with the Annual Report.</i></p>	<p>Per application for accreditation, programs made note of what formal admission process the program uses in order to designate its admission cohort(s), when a student is matriculated in the program and enrolled or taken a leave (i.e. expected to return) – or- has graduated from the program. The annual report will ask for retention rates for your program.</p>
<p><b>Positive Placement.</b> The threshold for Positive Placement is (≥80%)  <i>80% or more of a program's graduating cohort(s) will be positively placed within 6 -12 months after graduation. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a Standardized Progress Report for Placement in conjunction with the Annual Report.</i></p>	<p>An important measure of an academic program's performance is reflected by outcomes measures such as employment placement. Programs should institute methods to track graduates 6-12 months after graduation in terms of their post-graduate placement and preparedness. The sample Graduate Survey provided by ACATE should be used in addition to measures the program develops</p>
<p><b>Graduate Survey Return Rate.</b>            (Participation)            The threshold for the Graduate Survey return rate is (≥35%)  <i>35% or more of the programs graduating cohort(s) will</i></p>	<p>The sample Graduate Survey provided by ACATE should be used at minimum. This survey should be administered to students who have recently graduated approximately six months to no more than one year after graduation. Institutions should report the survey return rate as well as document efforts to reach a majority of their graduates for the preceding year. While this data is required as part of the</p>

<p><i>complete and return the Graduate Survey.</i></p>	<p>annual report once accredited, it is highly recommended, though not required for the self-study analysis as well. Programs able to secure this data will find it a helpful feedback loop for their self-study.</p>
<p><b>Graduate Satisfaction.</b> (Success) The threshold for Graduate Satisfaction is (&gt;85%). <i>Every question will have at least 85% of the responses rated 3 or better on a 5- point Likert scale, 1 being considered poor and 5 being considered excellent. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a Standardized Progress Report for Graduate Satisfaction in conjunction with the Annual Report. Programs must use at least all the questions in the ACATE Graduate Survey and may add more at its discretion. Surveys should be distributed 6-12 months after graduation (although keep in mind results must be compiled and discussed with your Advisory Committee in enough time to then submit with your Annual Report)</i></p>	<p><i>See "Graduate Survey" provided by ACATE.</i> The program may add additional questions to the survey in order to determine success of its graduates. This information is required as part of the outcomes-based Annual Report once accredited.</p>
<p><b>Employer Satisfaction.</b> The threshold for employer satisfaction is (&gt;85%). The threshold for send rate is 100% of those graduates who give permission on their survey for their employer to be contacted. <i>Every question will have at least 85% of the responses rated 3 or better on a 5- point Likert scale, 1 being considered poor and 5 being considered excellent. Programs whose 3-year averaged outcomes do not meet the threshold must complete and submit a Standardized Progress Report for Employer Satisfaction in conjunction with the Annual Report. Programs must use at least all the questions in the ACATE Employer Survey and may add more at its discretion. Surveys should be distributed 6-12 months after graduation (although keep in mind results must be compiled and discussed with your Advisory Committee in enough time to then submit with your Annual Report)</i></p>	<p>This information is designed to help program faculty determine their program's strengths and those areas that need improvement in order to ensure success of its graduates, not to evaluate individual graduates. The questions on the employer survey are linked to the Student Learning Outcomes of Appendix B of the <i>Standards and Guidelines</i> and are meant to provide assessment of entry-level achievement of those from an employer perspective.</p>

<p><b>Summative Measures.</b> Student Learning Outcomes (SLO) data is collected at two or more points in time throughout a student’s journey in the program, then reviewed in aggregate to inform program outcomes data and improvements.</p> <p><i>The program will document student competency in the program’s established Student Learning Outcomes (SLO’s). A minimum of 3 SLO’s a year are to be analyzed and documented, with the entirety of a programs SLO’s reviewed over a three-year period. ACATE does not establish cut scores for aggregate collection and analysis of program SLO’s, but the program establishes a cut score indicating sufficiency in meeting program objectives. ACATE has reviewed and approved the program’s approach to this as detailed in the Formal Outcomes Assessment Plan submitted with your program’s Initial Self-Study Report and reviewed along with your Site Visit discussions.</i></p>	<p>What is the evidence students are learning and developing entry level skills? Per application for accreditation, programs describe how the program will annually analyze SLO data in aggregate in order to assess whether the data indicates students are achieving expected SLOs or to apply to program improvement measures.</p> <p>For purposes of the Formal Outcomes Assessment Plan, three (3) overall Student Learning Outcomes (SLO’s) at minimum must be chosen each year to review in aggregate, with review of the entire program SLO’s to occur over a three year span at maximum.</p>
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## THE REQUIRED ROLE OF THE ADVISORY COMMITTEE – ITS ROLE AND AGENDA FOR THE ANNUAL (AT MINIMUM) MEETING.

This sample agenda may be requested as fillable form

REMEMBER .....in addition to use of ACATE provided surveys, feedback from your advisory committee which will be included as part of the Annual Report will allow you to show examples of your ongoing review of Outcomes Data results. *In other words, you annually collect, discuss, submit and use this information as a feedback loop to improve your program as you look at annual data results over a three year range in order to identify trends*

CAAHEP Standards II.B states: *The program must regularly assess its goals and learning domains. Program personnel must identify and respond to the changes in the needs and/or expectations of its communities of interest.* The Advisory Committee must meet at least annually to discuss how the program mission and feedback from its various communities of interest are incorporated into program goals, assessment of effectiveness of the program, and program improvements to better ensure achievement of outcomes.

This following Advisory Committee Agenda and Checklist Template is provided for the use of the Program Directors in order to help them cover the substantive issues outlined in the *Standards and Guidelines*. This form is optional, and it certainly can be revised and adopted according to your preferred format for minutes as long as your Advisory Committee agenda and meetings include all needed agenda items and confirmed committee members with the communities of interest.

SPONSORING INSTITUTION	DATE, TIME, LOCATION OF MEETING

COMMUNITY OF INTEREST	NAME(S) <i>List all in attendance with the Community they represent. It is acceptable to have multiple names in a category.</i>	AGENCY/ORGANIZATION
<ul style="list-style-type: none"> <li>• Current Student</li> <li>• Graduate</li> <li>• Employer(s) of graduates - representative may also be functioning as an internship supervisor but should, if this is the case, also be in an agency employing graduates of the program.</li> <li>• Public Member - holds a duty to represent the interest of clients and other types of participants</li> <li>• Faculty</li> <li>• Program Director</li> <li>• Sponsor Administration</li> <li>• Other</li> </ul>	List confirmed name and the community of representation each of them represents, to cover all needed areas	

AGENDA ITEM	REVIEWED?	DISCUSSION	ACTION REQUIRED	LEAD PERSON	GOAL DATE
1. Sharing News and Knowledge					
2. Follow-up from Last Advisory Meeting <ul style="list-style-type: none"> <li>• Previous suggestions explored</li> <li>• Changes Achieved</li> <li>• Shifts in changes</li> </ul>					
3. Program Goals & Learning Objectives: Reviewing and Revising					
4. Annual Report and Outcomes: Monitoring Needs and Expectations <ul style="list-style-type: none"> <li>• Graduate Surveys</li> <li>• Resource Assessments</li> <li>• Outcomes Thresholds</li> </ul>					
5. Other Assessment Results: Monitoring Needs and Expectations <ul style="list-style-type: none"> <li>• Student</li> <li>• Faculty</li> <li>• Program</li> </ul>					

Employer/Intern Site Feedback • Other					
6. Program Changes ( <i>possible</i> ): Responsiveness to Change • Course changes • Practicum/Internship changes • Curriculum ○ Content ○ Sequencing ○ Competencies ○ Other (???)					
7. Substantive Change ( <i>possible changes</i> ): Responsiveness to Change • Program Status • Sponsorship • Sponsor Administrator Personnel • Program Personnel • Change in Instruction Modality (Distance, Hybrid) • Additional practicum/internship sites					
8. Other Identified Strengths					
9. Other Identified Weaknesses					
10. Action Plan for Improvement: Responsiveness to Change					
11. Other Business					
12. Future Meetings					

***.....as always, contact ACATE with any questions you may have!***