ACCREDITATION SYMPOSIUM

Stamp out the fear of accreditation!

Meeting Hosts
UMMC Office of Academic Affairs

MAIR 2020 INTRODUCTIONS

Creating Engaging Academic Posters
Presenter: Dr. Suzanne Thomas
Medical University of South Carolina
Date: October 23, 2019 at 11:00 am
Venue: WebEx Call
Cost: Free for MAIR members

“Accreditation is a process of external quality review created and used by higher education to scrutinize colleges, universities and programs for quality assurance and quality improvement. Accreditation in the United States is more than 100 years old, emerging from concerns to protect public health and safety and to serve the public interest.”

-Judith Eaton (2009)
**Benefits of Accreditation**

- Peer Review
- Legitimacy
- Marketability
- Financial Aid
- Transfer of Credits
- Costs of Failure
- Accountability

**Accountability**

- Systems:
  - Federal
  - Regional
  - State/System
  - Programmatic

- Areas:
  - Continuous Improvement (TQM, CQI)
  - Strategic Planning and budgeting
  - Policy analysis

**Regional Accreditors**

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Accreditation Commission
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

**INSTITUTIONAL**

- Self-regulatory peer review
- Generic language
- University of Education
- Title IV: Financial Aid

**SPECIALIZED**

- Self-regulatory peer review
- Prescriptive language
- May or may not be US DOE recognized
- National Certifications/Licensure Exams

**SACSCOC Accreditation Standards**

- Integrity
- Mission
- Basic Eligibility
- Governing Board
- Administration and Organization
- Faculty
- Institutional Planning and Effectiveness
- Student Achievement
- Educational Program Structure and Content
- Educational Policies, Procedures, and Practices
- Library and Learning Resources
- Academic and Student Support Services
- Financial and Physical Resources
- Transparency and Institutional Representation

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Joint Review Committee on Education in Radiologic Technology

- Integrity
- Resources
- Curriculum and Academic Practices
- Health and Safety
- Assessment
- Institutional/Programmatic Data

SACSCOC Accreditation Standards

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Joint Review Committee on Education in Nursing (ACEN)

- Mission and Administrative capacity
- Faculty and staff
- Students
- Curriculum
- Resources
- Outcomes

Specialized Professional Associations (SPAs)

- State or Institutional Policies
- Field and Clinical Experiences
- Candidate Information (Enrolled versus Completers-Three year history)
- Faculty
- Institutional Effectiveness-6 to 8 key assessments
- Standards linked to the 6 to 8 Key Assessments
- Evidence of meeting the standards (2 page narrative, supporting documentation includes instruction, rubric, data charts)
- Use of Assessment Results-Improvements of the program

Accreditation Commission for Education in Nursing (ACEN)

- Initial Self-Study
- Differentiated Review

Programmatic

Uses the results of a few cycle of accreditation activities to award different number of years. Typical awards range from a minimum of 2 to 12.

Regional

The U.S. Department of Education requires accrediting agencies that it recognizes to monitor its institutions at reasonable interval. Most accrediting agencies conduct comprehensive reviews every 5 to 7 years.
Writing Workshop

Self-Study

Reflection

Benefits
- Identify problems and fix them
- Review/update
- Establish a continuous cycle
- Engage others

Compliance Document

Integrity

Getting Started

Review accreditor’s documents
- Resources
- Websites
- Due dates
- Narrative expectations
- Format expectations
- Templates
- Policies (theirs and yours)
- Submission guidelines
- Meetings
- Listservs

Set a Timeline

- When is document due?
- How long will final preparation take?
- Will you have an external reviewer? Copy editor?
- How long will the editor(s) need?
- Will you have an internal review?
- When should writers submit their narrative and documentation?
- What training/instruction does your team need?
- What initial preparations need to be made?
Getting Started

Gather Resources
• Build your team
• Consult institutional resources
  • Narrative Writers
  • Faculty
  • Administrators
  • Document organizer
  • Institutional
    • SACSCOC Liaison
    • Institutional Research
    • Assessment
    • Library
    • Strategic Planning
    • Public Relations

Divide and Conquer

• Assign others to write
• Give deadlines
• Give helps
  • Questions in the self-study
  • Previous responses
  • Great examples from other places

Making Your Case: Compliance

• A statement of the institution’s perception of its compliance with the principle
• The rationale for the assertion
• The evidence supporting the assertion
• The evidence-based analysis of compliance
• The overall judgment of the case for compliance

10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

(Academic policies)
Align Efforts

Where appropriate, let accreditation expectations contribute to more than process.

Student Learning

5.1 Develops an assessment plan that, at a minimum, measures the program’s student learning outcomes in relation to the following goals:

- Clinical competence,
- Critical thinking,
- Professional, and
- Communication skills.

Making Your Case: Compliance

- The evidence supporting the assertion
  - Process
    - What you say you do
  - Application
    - Evidence that you do what you say

Tips:
- Use PDF documents
- Highlight important elements within PDF
- Label appropriately
- Do not link to websites

Documentation

- The evidence-based analysis of compliance
  - Make your case
  - Explain how you meet the standard
  - Use data
Writing Guidelines

- Outline response
- Break into paragraphs for readability
- Analyze data
- Visualize response
  - Tables, graphs, charts, diagrams, figures, pictures
  - Provide explanations for visuals

Using Tables

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Body</th>
<th>Reporting Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Mississippi Medical Center</td>
<td>Southern Association of Colleges and Schools</td>
<td>2015 / 2016</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>Commission on Dental Accreditation (CDE)</td>
<td>2013 / 2014</td>
</tr>
<tr>
<td>School of Health Related Professions</td>
<td>Commission on Accreditation for Health Informatics &amp; Information Management Education (CAHIMIE)</td>
<td>2015 / 2020</td>
</tr>
<tr>
<td>School of Science in Medical Laboratories</td>
<td>National Accrediting Agency for Clinical Laboratory Science (NACCLS)</td>
<td>2007 / 2007</td>
</tr>
</tbody>
</table>

Using Graphs

- Graph showing trends or data visualization

Making Your Case: Compliance

- The overall judgment of the case for compliance
- Use a heading
- Restate your assertion

Writing Guidelines

- Scholarly
- Clear
- Avoid pronouns
- Use active voice
- Avoid 'It'
Write to a Reviewer
• Be objective
• Add clarity to standard
  • Use headings to clearly address each element of the response
  • Reintroduce acronyms with every standard
• Use appropriate visuals to portray compliance (tables, graphs)
• Let other internal stakeholders review to improve quality
• Number pages

At the beginning of the Student Satisfaction Survey (SSS), students rated their overall satisfaction with their student experience. In table 2.10 A, the results indicate high satisfaction (83%). The difference between the campus-based traditional and DE student experience is comparable (<1% difference). A very high percentage of UMMC students are satisfied with their student experience.

| Table 2.10 A: Student Satisfaction - Student Experience |
|----------|----------------|----------|------------------------|
| Overall | Traditional | Distance Education |
| Overall Satisfaction | 83 | 83 | 83 | 83 |
| Total | 1239 | 1239 | 1239 |
| Total | 176 | 176 | 176 |
| Total | 93 | 93 | 93 |
| Total | 275 | 275 | 275 |

Tools for Writing
• Develop a Style Guide
  • Include font and size
  • Set templates for tables, charts
  • Construct examples of documentation
  • Set a naming protocol for narratives and documentation
  • Example: 4.1 MN 9-4-19
• Distribute templates/tables that address multiple standards
  • Academic/staff qualifications
  • Student satisfaction
  • Student achievement
• Provide examples
  • Previous accreditation documents
  • SACSCOC documents
  • Examples from other institutions

Gathering and Storing Documents

Review Process
• Check all links
• Copy edit
• Have internal reviewers
• Have external reviewers
• Save a complete copy - everything

Submitting and Publishing Documents
• Review accreditation expectation for submission
• Complete necessary forms
  • Overview of institution
  • Basic information
  • Signatures
• Assist the Reviewer
  • Clear instructions on how to access documents
  • Use tabs/dividers
  • Use footers
Remaining Ready

- Create policies/processes aligned with standards
- Continuously monitor

SUSTAINABILITY

Standardized Responses

- The first section of self-studies sent to accrediting bodies typically includes a description of the institution. Excerpts from this section for each of the most recent self-studies would provide the type of evidence that is being sought.
- Institutions can require all correspondence, such as applications for candidacy, self-study reports, and/or accreditation renewal, with specialized programmatic accrediting agencies shall include the following description....

Coordinating Tip:
- Create basic descriptions of the institution to be used by multiple programs

Using Tables

The administrative and academic officers with primary institutional leadership responsibility and authority include the Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Enrollment Management and Student Support, Vice Chancellor for Finance, Senior Vice Chancellor for Workforce Development, Vice Chancellor for Planning, Assessment, and Accountability, Vice Chancellor for Institutional Advancement, and Chief Information Officer.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Brown</td>
<td>Chancellor</td>
<td>Ph.D., Clark</td>
<td>Twenty-two (22) years of experience in public higher education</td>
</tr>
<tr>
<td>Elaine Valdez</td>
<td>Interim Vice Chancellor for Academic Affairs</td>
<td>Ph.D., Tulane University</td>
<td>Twenty-two (22) years of experience as administrator in public higher education</td>
</tr>
</tbody>
</table>

Organizing the Files

1. Introduction
   - Cover page
   - Introduction.docx
   - Dataform.pdf
   - Site Visit Authentication Form.pdf

2. Standard A
   - Narratives.docx


https://www.umc.edu/Office_of_Academic_Affairs/About_Academic_Affairs/Academic_Effectiveness/Accreditation/UMMC_Accreditations.html

Review Process

- Check all links
- Copy edit
- Have internal reviewers
- Have external reviewers
- Save a complete copy - everything

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Lunch Networking

Topics of Note: Panel Discussion

Coordinator Tip:
- Create basic descriptions of the institution to be used by multiple programs
• Mission

A clearly defined and comprehensive mission guides the public’s perception of the institution. It conveys a sense of the institution’s uniqueness and identifies the qualities, characteristics, and values that define the institution’s role and distinctiveness within the diverse higher education community.


• Policies and Procedures

The Requirement of a Policy

Implicit in every standard mandating a policy or procedure is the expectation that the policy or procedure
• is in writing and
• has been approved through appropriate institutional processes,
• published in appropriate institutional documents
• accessible to those affected by the policy or procedure, and
• implemented and
• enforced by the institution.


• Financial Standards

What are most accreditors expecting: financial standards?

• Enrollment numbers
  • Trends are important.
  • Compare Revenue (enrollment x hours x tuition)
  • And Expenses of the program (net revenue)
• Endowment
• Growth of revenue as compared to
• Growth of expenses

Sometimes an Audit is Required.

• Material Weakness is a deficiency, or a combination of deficiencies, in internal control over financial reporting, such that there is a reasonably possibility that a material misstatement of the company’s annual financial statements.
• Significant Deficiency is similar as a that of a material weakness but is less severe yet important enough to merit attention by those responsible for oversight of financial reporting.
Panel Discussion
RILLA JONES

• Curriculum

Responsibility for curriculum begins and ends with faculty
Describe curriculum development and revision process
Include work product from every step in the process
Describe curriculum review process
Include work product from every step in the process

Panel Discussion
RILLA JONES

Curriculum and Faculty

Panel Discussion
RILLA JONES

Panel Discussion
CARLEY GEAR

• Facilities


https://champlain.instructure.com/courses/200147/files/27111122/file_preview?annotate=0

https://champlain.instructure.com/courses/200147/files/27111122/file_preview?annotate=0
Institutional Effectiveness

• Institutional Effectiveness

ANALYSIS of the Unit Mission Statement

(What does our unit mission statement say?)

• Characteristics:
  What kind of unit is this?
• Commitments:
  What values are expressed in the statement?
• Population/ Clients:
  What population does the unit intend to serve?
• Services:
  What range of services does the unit offer?
• Other:
  Is the statement inclusive, covering all of the unit’s functions?

Program Mission and Student Learning Outcomes versus Program Outcomes


Institutional Effectiveness/Assessment Report EXAMPLE

Expected Outcomes

Assessment Procedure

Criterion

Assessment Results

Criterion Met

Type of Results

Program Mission

Student Learning Outcomes versus Program Outcomes

https://www.youtube.com/watch?v=jHoCfIvOce0

STANDARD IV - SETTING THE STAGE

To analyze and use data for program improvement, all outcomes must have:

• expected level of achievement - statements of desired and predetermined levels of student, faculty, and program achievement

In Key Elements IV.B, IV.C, IV.D, and IV.E, CQF has set the expected level of achievement (relative), as required by the U.S. Department of Education, and these expectations are detailed in the elaboration statements.

https://www.youtube.com/watch?v=jYo6C66T1w4
Panel Discussion
CARLEY DEAR

Let’s Practice
MITZI JOHNSON
(Which are the SLOs?)

- The ABC Department will have a national reputation.
- The Electrical Engineering Department will be accredited by ABET.
- Students will be able to use calculus techniques to find the area under a curve.
- Students will earn 124 hours to receive an undergraduate degree.
- Students will gain an understanding of the plastic arts which include drawing, architecture, sculpture, painting, graphics, minor arts, & industrial arts on a conceptual basis.

Panel Discussion
MITZY JOHNSON

• Academic and Student Support

Panel Discussion
MITZY JOHNSON

• Faculty


Panel Discussion
TOPICS OF NOTE
Rilla Jones

- Distance Education
- Off-site Locations

Panel Discussion
TOPICS OF NOTE
CARLEY DEAR

Substantive changes

http://www.acenursing.net/manuals/Policies.pdf

Logistics of a Site Visit

Standard of Hospitality

- Welcome your guests
- Take care of your guests
- Make them feel special

Peer Reviewers
- Important aspect of accreditation
- Additional review work
- Time away from work
Prior to the Visit
Prepare for Site Visit
- Start early
- Reserve campus space
- Board room
- Interview rooms
- Staff work room
- Prep room
- Reserve a day ahead to protect space for set up
- Notify administration
- Notify key individuals
  - Governing board
  - Educate to campus

Prior to the Visit
Prepare for the Review Team
- Identify review team
- Research members
  - Biographical sketch
  - Photographs
- Understand Communication Channels
  - Chair of the committee
  - Who will make hotel reservation?
  - Who will make restaurant reservation?
- Provide information
  - Closest airport
  - Hotel location
  - Ascertain team preferences
  - Order name badges

Prior to the Visit
Organize a Logistics Team
- Use institutional resources (org chart)
- Develop team
  - Technology experts
  - Housekeeping
  - Facilities management and grounds
  - Police
  - Public affairs
  - Food
  - Workers
  - Informal photographer
- Review expectations
- Compile information
  - Timeline
  - Contact information
Prior to Visit

Document Room Setup

Prior to Visit

Create an institutional contact list

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janelle Work</td>
<td>Director of Accreditation</td>
<td>54138</td>
</tr>
<tr>
<td>Pam J. Clark</td>
<td>Associate Director Facilities Management</td>
<td>54138</td>
</tr>
<tr>
<td>Jeffrey White</td>
<td>Vice President Facilities Management</td>
<td>54138</td>
</tr>
<tr>
<td>Michael Stamps</td>
<td>Chief of Police</td>
<td>54138</td>
</tr>
</tbody>
</table>

Prior to the Visit

Technology/Equipment

- IT Personnel on call
- Laptops
- Copier
- Printer
- Shredder
- Technology

Prior to the Visit

Hotel

- Visit hotel at night to gauge safety
- Check reviews
- Reserve workroom, if needed
- Coordinate room assignments with hotelier
- Coordinate time room will be ready/ability to leave gifts/information for guest

Coordinator Tip:

- Establish a relationship with two hotels in the area and recommend programs to use preferred list.

Prior to the Visit

Transportation

- Cars/vans
- Drivers

Name tents

https://www.umc.edu/Office%20of%20Academic%20Affairs/About-Academic-Affairs/Academic%20Effectiveness/Accreditation/Institutional%20Resources/Institutional%20Resources.html
Prior to the Visit

Interviewees

• Identify interview teams
• Appropriate for standards reviewed
• Schedule rooms
• Reserve time on interviewee’s calendar
• Mock interview/interview preparation
• Interview (with time for pre-interview briefing)
• Prepare briefing material
  • Biographical sketches/photos of site visitors
  • Sections to address during interview
  • Reminders about salient elements

Prior to the Visit

Order Food/Make Reservations—restaurants and on-site

• Consider dietary restrictions
• Remember that arriving team members are likely to be hungry
• Survey the committee to determine snack preferences
• Highlight local flavor over chain restaurant dining
• Coordinate meal payment with SACSOC representative prior to meal

Prior to the Visit

LOGISTICS

• Consider dietary restrictions
• Remember that arriving team members are likely to be hungry
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Prior to Visit

Site Visit

Drivers
• Host/hostess
• Airport
• Monitor arrival time
• Communicate with driver
• Signs with team member name/picture
• Water and snacks in car (arriving team members may be hungry)
• Talking points for faculty transporting reviewers
• Text/talk with team

During the Visit

Hotel
• Greeter
• Baggage assistance
• Information in rooms
• Contacts
• Hotel information
• Wireless access
• Site visit schedule
**During the Visit**

**Hotel**
- Greeter
- Baggage assistance
- Information in rooms
  - Contacts
  - Hotel information
  - Site visit schedule
- Work room with supplies
- Personalized happy (if allowed)
- Personal welcome note

**Campus Set-Up**

**Campus Set-Up: Board Room**
- Printed compliance document
- Bulletin
- Handbooks
- Institutional publications

**Campus Set-Up: Work Room**
- Printer
- Shredder
- Laptop
- Stapler
- Tape dispenser
- Pens/pencils/highlighters
- Sticky notes
- Notepads
- Paper clips/binders
- Copier paper
- Phone charger
- Wet Ones

**Campus Set-Up: Resource Documents**
- Snacks
- Drinks
- Mints
- Chocolate
- Kleenex
- Tylenol, etc 😊
- Anything the committee requests
During the Visit
Pre-interview Briefing
• Set up check in station
• Call interviewees who are not timely
• Identify facilitator
• Identify time keeper
• Provide instructions
  • Contribute to discussion
  • Turn off phone
• Provide information/resources
  • Narrative for standards covered in interview
• Identify reviewers – have biographical sketch & photographs
• Provide food & drink
• Provide name tent
• Plan bio break

During the Visit
Post-interview Briefing
• Identify facilitator
• Collect comments from interviewees
• Take action if needed

During the Visit
Daily Logistics
• Greet visitors
• Plan tour if needed
• Update schedule as needed
• Provide escorts if needed
• Restock supplies

During the Visit
Campus Tour
• Identify route
• Develop narration
• Train escorts
• Practice presentation
• Time length of tour

During the Visit
Schedules & Notebooks
• Campus lead team
• Reviewers
• Transportation
• Tour leaders

During the Visit
Site Visit Agenda
• The following should be completed prior to the on-site evaluation.
  1. The institutional accreditation process unethical and unfair
  2. The institutional accreditation process unethical and unfair
  3. The institutional accreditation process unethical and unfair
  4. The institutional accreditation process unethical and unfair
As a faith-based institution, you would like your site reviewers to experience your culture. So, rather than using a hotel you elect to house site members at a retreat center.

When choosing a hotel, there is a chain that offers several amenities for business travelers and a luxury resort that offers several top-end amenities. You select the luxury resort.

The On-Site Team requests additional documentation two weeks prior to the visit. The requested documents are provided in print and on flash drives in the hotel and campus workrooms.

The hotel workroom is small and you are concerned that bringing in a printer will make it cramped for team members. Therefore, you have a printer in the campus workroom but not in the hotel.

An institution is expanding to include its first off-site location. When the Substantive Change Committee visits, it is standard operating procedure for the President to welcome them. Is it okay to have someone else do the welcome so the President doesn’t have to travel?

To be sure all IT needs are met, you work in advance with the IT department at your school. You have an IT employee on call all day at campus and have an IT employee stay at the hotel in case there are issues there.

The On-Site Team requests additional documentation two weeks prior to the visit. The requested documents are provided in print and on flash drives in the hotel and campus workrooms.

An program is having a specialized accreditation on-site visit. When the Committee visits, is it okay to have someone else do the welcome so the President/CEO doesn’t have to come?

Two On-Site Team members are arriving on the same flight. It is fine to have a single driver for these two.

Two On-Site Team members are arriving within one hour of each other. It is fine to have a single driver for these two.

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Two On-Site Team members are arriving within one hour of each other. It is fine to have a single driver for these two.

• Celebrate
• Thank the team – publically
• Thank the team in writing
• Public Relations – announce
• Become a reviewer
Standardize Process

Coordinator Tip:
- Use your intranet or a Canvas resource course to house documents that help accreditation teams

Reviewer Centered Approach

- Meeting reviewer needs helps the team focus on what is important: Your Site Visit!
- Helps avoid last minute changes to institution plans
- Reviewers want to provide a service to the institution
- When the visit is well-planned, glitches that do occur are less disruptive

Experience Lessons

Evaluation Link

http://uofmississippi.qualtrics.com/jfe/form/SV_9vrcRmnmvLE99W4

Experience Lessons

Evaluation Link

http://uofmississippi.qualtrics.com/jfe/form/SV_9vrcRmnmvLE99W4