ACCREDITATION SYMPOSIUM

Stamp out the fear of accreditation!
Meeting Hosts

UMMC
Office of Academic Affairs

MAIR
INTRODUCTIONS
MAIR Officers

Mitzi Norris  
UMMC

Tim Dedeaux  
PRCC

Emily Dabney  
DSU

Kelli Hefner  
NEMCC

Katie Busby  
Ole Miss

Tiffany Perryman  
Co-Lin CC

Carley Dear  
UMMC
Special thanks to the MAIR Webmaster Team!

Eric Atchison, Arkansas System
Chrisa Mansell, Delta State University
Amber Nelms, Northeast MS Community College
SAVE THE DATE!

Mississippi Association for Institutional Research
Annual Meeting
March 26 & 27, 2020
Courtyard Beachfront
Gulfport, MS
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
INTRODUCTIONS
Meet Our Team

Carley Dear
UMMC

Mitzy Johnson
MSU

Rilla Jones
ICC

Debbie Norris
MC

Mitzi Norris
UMMC

Dorothy Singleton
UMMC
Content Overview—edit when finalized

Accreditation: The Right Thing to Do
Why Do Accreditation
Writing Compliance Reports
Accreditation Themes
First Impressions: On Site Visit
Lesson on Accreditation
### INTRODUCTIONS

**Accreditation Experience**

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<td>American Chemical Society</td>
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<td>Association of Christians Schools International</td>
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<td>Association to Advance Collegiate Schools of Business</td>
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<td>College of American Pathologist</td>
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<td>Commission on Accreditation for Health Informatics &amp; Information Management Education</td>
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<td>Commission on Accreditation for Respiratory Care</td>
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<td>Liaison Committee on Medical Education</td>
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<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
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<td>National Association of School Psychologists</td>
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<td>National Association of Schools of Music Accreditation</td>
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<tr>
<td>National Commission on Orthotic &amp; Prosthetic Education</td>
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<td>National Committee for Clinical Laboratory Science Accreditation</td>
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<td>National Council for the Social Studies</td>
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<tr>
<td>National Science Teachers Association</td>
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<tr>
<td>SHAPE America-Physical Education</td>
</tr>
<tr>
<td>Southern Association for Colleges and Schools Commission on Colleges</td>
</tr>
<tr>
<td>Western Association of Schools and Colleges</td>
</tr>
</tbody>
</table>
What is your year?
What type of accreditation?
What is your role with accreditation?
“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

BASICS

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

**BASICS**

**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

Institutional accreditation can be either regional or national accreditors. These accreditations assess the quality and effectiveness of the entire institution.

SPECIALIZED

Accreditation that focuses on specific standards in areas such as quality of student performance, faculty qualifications, and curriculum design within a specific program at an institution. Also referred to as “programmatic” accreditation.
INSTITUTIONAL
Self-regulatory peer review

SPECIALIZED
Self-regulatory peer review
INSTITUTIONAL

Generic language

SPECIALIZED

Prescriptive language
INSTITUTIONAL
US Department of Education

SPECIALIZED
May be recognized by US Department of Education

https://www2.ed.gov/admins/finaid/accred/accreditation_pg5.html#NationallyRecognized
Title IV: Financial Aid

INSTITUTIONAL

SPECIALIZED

National Certifications/Licensure Examinations
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
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

Joint Review Committee on Education in Radiologic Technology

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

Accreditation Commission for Education in Nursing (ACEN)

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

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 Review Process
REGIONAL: SACSCOC

**INITIAL MEMBERSHIP**
- ✔ Pre-applicant workshop
- ✔ Application for Membership
- ✔ Candidacy Committee Visit
- ✔ Accreditation Committee Visit

**REAFFIRMATION**
- ✔ Orientation (December)
- ✔ Compliance Certification
- ✔ Quality Enhancement Plan
- ✔ Off-Site Reaffirmation Committee (peer)
- ✔ On-Site Reaffirmation Committee (peer)
- ✔ Review by SACSCOC Board of Trustees

**INTERIM REPORTS**
- ✔ Fifth-year interim report
- ✔ Annual reports: Enrollment (January) Finance (July)
- ✔ Substantive Changes (may require visit)
BASICS

Accreditation Review Process

PROGRAMMATIC: GENERIC

INITIAL MEMBERSHIP

- ✓ Application for Membership
- ✓ Hire Program Director
- ✓ Initial Self-Study

REAFFIRMATION

- ✓ Self-studies submitted via electronic portal using electronic templates
- ✓ Peer review or programmatic accreditation staff
- ✓ On-site Reaccreditation Committee
- ✓ Committee report and program’s response are reviewed by Board

INTERIM REPORTS

- ✓ Annual reports (possible)
- ✓ Substantive Changes (may require visit)
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
Reflection
Benefits

• Identify problems and fix them
• Review/update
• Establish a continuous cycle
• Engage others
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?
Getting Started

Set a Timeline

• When is document due?
• How long will final preparation take?
Set a Timeline

• When is document due?
• How long will final preparation take?
• Will you have an external reviewer? Copy editor?
Getting Started

Set a Timeline

• When is document due?
• How long will final preparation take?
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• How long will the editor(s) need?
Set a Timeline

• When is document due?
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• When should writers submit their narrative and documentation?
Set a Timeline

• When is document due?
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• 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?
Getting Started

Set a Timeline

• When is document due?
• How long will final preparation take?
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• When should writers submit their narrative and documentation?
• What training/instruction does your team need?
• What initial preparations need to be made?
Getting Started

Set a Timeline

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• When should writers submit their narrative and documentation?
• What training/instruction does your team need?
• What initial preparations need to be made?
ANYTHING THAT CAN GO WRONG WILL GO WRONG

Murphy’s Law
Six months Prior to Due Date
- Receipt of Interim Report Request Letter from the JRCERT with due date for submission of Interim Report.
- Develop a timeline for development of Interim Report.

Three and Four Months Prior to Due Date
- Write narrative and review Checklist for materials to be submitted.
- Start gathering exhibits.

One Month Prior to Due Date
- Review narrative and exhibits for quality.
- Have Interim Report reviewed by peers for quality.
- Send Interim Report to Administrators for review.

Due Date or Sooner:
- Submit Interim Report through the JRCERT AMS portal.
- Assure Administrative signatures are received.

Submission of Interim Report

Five Months Prior to Due Date
- Assign specific Standards to faculty members to begin writing narrative and gathering exhibits.
- Provide timeline and exhibits to be gathered to appropriate faculty member.

Two Months Prior to Due Date
- Scan and convert exhibits to pdf documents.
- Organize and arrange exhibits and supporting documents.

Getting Started
Writing Workshop
Set a Timeline
Getting Started

Gather Resources

• Build your team
• Consult institutional resources
WRITING WORKSHOP
Getting Started

Gather Resources

- Build your team
- Consult institutional resources
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
Making Your Case: Compliance

• A statement of the institution’s perception of its compliance with the principle
Making Your Case: Compliance

- A statement of the institution’s perception of its compliance with the principle
  - Restate standard with institutional specific information
  - Reflect mission statement
  - Address each element
  - Include information on off site/distance education
  - Answer each standard as a stand alone
Making Your Case: Compliance

• A statement of the institution’s perception of its compliance with the principle

Rationale for Judgment of Compliance
The University of Mississippi Medical Center (UMMC) provides student-support programs, services, and activities - consistent with its threefold mission - that promote student learning and enhance the development of all its students. UMMC has upper-level undergraduate, graduate, and professional students and is a nonresidential campus. UMMC provides student services campus wide and within individual schools. UMMC addresses on-campus and distance education (DE) student needs through a combination of UMMC campus-wide support structures and programming housed within each of its five schools.
Making Your Case: Compliance

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Making Your Case: Compliance

• The rationale for the assertion
  • Unpack standard
  • Mirror language in accreditation standard
  • Write clearly for each element
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)
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(Academic policies)
Responding to the standard

Standard Five

Assessment

Standard Five: The program develops and implements a system of planning and evaluation of student learning and program effectiveness outcomes in support of its mission.

Objectives:

In support of Standard Five, the program:

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, professionalism, and communication skills.

Program Effectiveness

5.2 Documents the following program effectiveness data:

- Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation,
Responding to the standard

Standard Five
Assessment

Standard Five: The program develops and implements a system of planning and evaluation of student learning and program effectiveness outcomes in support of its mission.

Objectives:
In support of Standard Five, the program:

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, professionalism, and communication skills.

Program Effectiveness
5.2 Documents the following program effectiveness data:
   • Five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation,
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

• 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
Making Your Case: Compliance

• The evidence supporting the assertion
  • Process
    • What you say you do
  • Application
    • Evidence that you do what you say
Making Your Case: Compliance

- The evidence supporting the assertion

Documentation

**Process**
- Policy
- Procedure
- Handbook
- Bulletin
Making Your Case: Compliance

- The evidence supporting the assertion

Documentation

<table>
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<tr>
<th>Process</th>
<th>Application</th>
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<td>Policy</td>
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<td>Procedure</td>
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<td>Handbook</td>
<td>List</td>
</tr>
<tr>
<td>Bulletin</td>
<td>Agenda</td>
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<tr>
<td></td>
<td>Flyer</td>
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<td></td>
<td>Training Slides/PPT</td>
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</table>
Making Your Case: Compliance

• The evidence supporting the assertion

Documentation

Tips:
Use PDF documents
Highlight important elements within PDF
Label appropriately
Do not link to websites
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
Making Your Case: Compliance

• 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
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>
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<tbody>
<tr>
<td>Andrea Lewis</td>
<td>Chancellor</td>
<td>Ph.D., Clark Atlanta University</td>
<td>Twenty-one (21) years of experience as a senior administrator in public higher education</td>
</tr>
<tr>
<td>Miller</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Elaine Vallette</td>
<td>Interim Vice Chancellor for Academic Affairs</td>
<td>Dr.P.H., Tulane University</td>
<td>Twenty-two (22) years of experience as an administrator in public higher education; also served as faculty member</td>
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## UMMC Accreditation Schedule – AY 2019-20

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<tr>
<th>Program</th>
<th>Accrediting Body</th>
<th>Reporting Schedule Last Visit/Next Visit</th>
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<tbody>
<tr>
<td><strong>Institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Mississippi Medical Center Campus-wide</td>
<td>Southern Association of Colleges and Schools Commission on Colleges (SACS COC)</td>
<td>2011 / 2022</td>
</tr>
<tr>
<td><strong>School of Dentistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2017 / 2024</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2017 / 2024</td>
</tr>
<tr>
<td><strong>School of Health Related Professions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Health Informatics and Information Management</td>
<td>Commission on Accreditation for Health Informatics &amp; Information Management Education (CAHIIM)</td>
<td>2002/2020</td>
</tr>
<tr>
<td>Bachelor of Science in Histotechnology</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>2019 / In Process</td>
</tr>
<tr>
<td>Bachelor of Science in Medical Laboratory Science</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>2017 / 2027</td>
</tr>
</tbody>
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[https://www.umc.edu/Office%20of%20Academic%20Affairs/About-Academic-Affairs/Academic%20Effectiveness/Accreditation/UMMC%20Accreditations.html](https://www.umc.edu/Office%20of%20Academic%20Affairs/About-Academic-Affairs/Academic%20Effectiveness/Accreditation/UMMC%20Accreditations.html)
Using Graphs

Capital Assets – Buildings and Equipment
Capital assets, net of depreciation, increased significantly from $33.4 million in 2007 to $73.3 million in 2010 (Change in Capital Assets Net of Depreciation, 2007 to 2010).

![Graph showing change in capital assets net of depreciation from 2007 to 2010.](https://www.uscupstate.edu/about-the-university/southern-association-college-schools-commission-colleges/sacs-compliance-report)

Capital Assets – Land
Land, totaling approximately 350 acres for campus master plan development, has been acquired by Spartanburg County for use by USC Upstate. These land assets, valued at $5,582,260, are in addition to the capital assets for building and equipment shown in the University’s financial statements.

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
Making Your Case: Compliance

• The overall judgment of the case for compliance

Summary
  • 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**

<table>
<thead>
<tr>
<th>How satisfied are you with your student experience at UMMC?</th>
<th>Overall</th>
<th>Traditional</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>VS/S%</td>
<td>VS/S#</td>
<td>Total</td>
<td>VS/S%</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>82.88%</td>
<td>944</td>
<td>1139</td>
<td>82.63%</td>
</tr>
</tbody>
</table>
Tools for Writing

• Develop a Style Guide
  • Include font and size
  • Set templates for tables, charts
  • Construct examples of documentation
  • Demonstrate effective use of headers/sub-headers

• 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

- File structure options
Organizing the Files

Flash Drive File Structure

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
WRITING WORKSHOP

Real-life Example
Real-life Example
Real-life Example
• Create policies/processes aligned with standards

  **SUSTAINABILITY**

• Continuously monitor
**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....

**Coordinator Tip:**
- Create basic descriptions of the institution to be used by multiple programs
Lunch Networking
Table Discussions

- Allied Health
- Institutional Effectiveness
- Preparing for Self-Study
- Faculty and Finance
- Leadership
- QEP
- Specialized accreditation
- Software
Topics of Note: Panel Discussion
• 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 intuition'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.

TOPICS OF NOTE
Panel Discussion
MITZI NORRIS

• Governance
Governance

The institution’s governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institution mission. Integral to strong governance is the absence of undue influence from external sources.
Panel Discussion

DEBBIE NORRIS

• 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 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

Form G: Professional Didactic Curriculum
Standard C4

Complete this form using lecture and laboratory courses. **Clinical education hours should not** be included on this form. Also note that clock hours, **not** credit hours, are requested in the columns.

If a content area is taught across multiple courses please list each course in the space provided. List only the specific number of clock hours in each course that are devoted to that particular content area.

<table>
<thead>
<tr>
<th>Courses containing this content (list by course prefix &amp; number)</th>
<th>Total Lecture Clock Hours</th>
<th>Total Laboratory Clock Hours</th>
<th>TOTAL CLOCK HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Cross-sectional Anatomy</td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Nuclear Medicine Statistics</td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>Nuclear Medicine &amp; Radiation Physics</td>
<td></td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

## Panel Discussion

### TOPICS OF NOTE

**RILLA JONES**

### Form I: Competency Confirmation

**Standard C7**

#### A. Professionalism

A nuclear medicine technology graduate must:

1. Practice in accordance with ethical standards, legal statutes and published standards of practice
2. Demonstrate professionalism befitting a health care provider
3. Collaborate as a member of an interprofessional team
4. Display respect for diversity
5. Apply problem-solving, critical-thinking and decision-making strategies
6. Evaluate published research studies and apply appropriate principles to improve evidence-based practice

#### B. Patient Care

A nuclear medicine technology graduate must:

1. Practice universal precautions
2. Practice aseptic technique

---

### Panel Discussion

**TOPICS OF NOTE**

RILLA JONES

---

#### ENVIRONMENTAL POLICY CURRICULUM MAP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manage Information</td>
<td>B</td>
<td>B</td>
<td>I</td>
<td>1</td>
<td>1</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>1. Creative and Critical Thinking</td>
</tr>
<tr>
<td>2. Analyze Issues</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>I</td>
<td>1</td>
<td>A</td>
<td>I</td>
<td>A</td>
<td>2. Ethical Reasoning</td>
</tr>
</tbody>
</table>

---

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

MITZY JOHNSON

• Institutional Effectiveness
Panel Discussion

Institutional Effectiveness (IE)/ Assessment

“.relates to a process of planning, collecting assessment data related to those plans on a annual basis, comparing this feedback with planned expectations (expected outcomes), recognizing and continuing successes, making corrections and improvements when indicated, and using the results in the next planning cycle.”
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?
**Panel Discussion**

**MITZY JOHNSON**

### TOPICS OF NOTE

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Procedure</th>
<th>Criterion</th>
<th>Assessment Results</th>
<th>Criterion Met</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure to have two types of assessments/criterions per each outcome</td>
<td></td>
<td></td>
<td></td>
<td>Y/N</td>
<td></td>
</tr>
</tbody>
</table>

**What**

**Instructional Units:**
do you want students to know, think or do when they have completed the program?

**OR**

**All other Units**
Name of the Unit/Client will (fill in the blank) Name of the Current Service?

**(Future verb tense)**

<table>
<thead>
<tr>
<th>How</th>
<th>How</th>
<th>What were the results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>will you measure?</td>
<td>will you measure?</td>
<td>Was performance up to the level you set?</td>
</tr>
<tr>
<td>What measurement activity will demonstrate that students/clients or unit accomplished the outcome, include:</td>
<td>What overall level of performance do you wish to set?</td>
<td>Give Results.</td>
</tr>
<tr>
<td>-Specific identification of the means</td>
<td>-How well the service/group of participants “ought” to score</td>
<td>(Past Verb Tense)</td>
</tr>
<tr>
<td>-To whom &amp; when it will be administered</td>
<td>-By whom &amp; based upon what the results will be judged</td>
<td></td>
</tr>
<tr>
<td>(Future verb tense)</td>
<td>(Future verb tense)</td>
<td>(Future verb tense)</td>
</tr>
</tbody>
</table>

**Input Y (Yes) if Criterion was met based upon the Assessment Results OR N (No) if Criterion was not met based upon the Assessment Results**

**Either**

**Make a change and state that change**
(This change should be different from previous assessment cycle.)

**Or state**

**“No action necessary.”**

**(Past or Present Verb Tense)**

**“Closing the Loop”**
Student Learning Outcomes

versus

Program Outcomes

Program Mission
A program’s mission statement may include concepts such as the types of students served, the program’s responsibility to the community, the role of teaching or research, or a commitment to diversity. The mission of an academic program must align with the mission of the department and/or college it is housed within and the institution’s mission.

Program Student Learning Outcomes
Program student learning outcomes (PSLOs) identify the purpose of the program and its curriculum. For consistency in its documents, the JRCNMT will refer to these as PSLOs but it is recognized that some institutions use the term program goals instead.

Identifying appropriate outcomes advances the program toward fulfilling its mission. Outcomes are stated operationally and identify the knowledge, skills and attitudes students are expected to acquire in the academic program. They are defined in further detail in course-level learning outcomes.

**TOPICS OF NOTE**

**Panel Discussion**

**CARLEY DEAR**

- **Operational Outcomes**

---

**STANDARD IV - SETTING THE STAGE**

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

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

- **actual level of achievement** - results describing real student, faculty, and program achievement

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

https://www.youtube.com/watch?v=jHoCflvOce0
### Panel Discussion

**TOPICS OF NOTE**

### CARLEY DEAR

#### CERTIFICATION EXAM PASS RATES

Please “check” which successive years to use to determine Three Year Averages:

<table>
<thead>
<tr>
<th>For students who graduated between:</th>
<th>7/1/15 – 6/30/16**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7/1/16 – 6/30/17</td>
</tr>
<tr>
<td></td>
<td>7/1/17 – 6/30/18</td>
</tr>
<tr>
<td></td>
<td>7/1/18 – 6/30/19</td>
</tr>
</tbody>
</table>

#### ASCP-BOC (ACCREDITED & APPROVED PROGRAMS) OR AMT, NCCT, & NHA (FOR APPROVED PROGRAMS)

- **Programs with Self-Study Due Dates between 2/1/18 and 6/29/18 may choose to use this column since a full year will not have gone by to collect data for the last column. Those submitting on or after 6/30/18 cannot use this column.**

<table>
<thead>
<tr>
<th>A) Total # of Graduates</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B) # who sat for the exam within first year of graduation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C) # who passed the exam within first year of graduation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: [NAACLS-Standards-Compliance-Guide.aspx](https://www.naacls.org/getattachment/ebe17500-2511-4d1f-80eb-a674487a7967/NAACLS-Standards-Compliance-Guide.aspx)
Let’s Practice
(Which are the SLOs?)

The ABC Department will have a national reputation.
Let’s Practice
(Which are the SLOs?)

The Electrical Engineering Department will be accredited by ABET.
Students will be able to use calculus techniques to find the area under a curve.
Let’s Practice
(Which are the SLOs?)

Students will earn 124 hours to receive 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.
• Academic and Student Support
What are Academic and Student Support Services and do they align with our Mission?

Reference the Mission
Organizational Chart
Services may be housed in academic, student affairs, or administrative offices.

Appropriate Range of Services
Descriptions
Publications and Websites
All Students
All Locations
All Modes of Delivery

Documentation
Data to Demonstrate Usage of Programs and Services
Surveys indicating Faculty and Students needs are being met
Panel Discussion

MITZY JOHNSON

• Faculty
TOPICS OF NOTE
Panel Discussion
MITZY JOHNSON

Part-Time Faculty
SREB States

<table>
<thead>
<tr>
<th>Public Four-Year Colleges and Universities</th>
<th>Public Two-Year Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 Part Time 54% Full Time 46%</td>
<td>2013-14 Part Time 69% Full Time 31%</td>
</tr>
<tr>
<td>2017-18 Part Time 54% Full Time 46%</td>
<td>2017-18 Part Time 85% Full Time 15%</td>
</tr>
</tbody>
</table>

Note: At four-year colleges and universities, part-time faculty include teaching and research assistants. Source: SREB analysis of National Center for Education Statistics data.

## Clinical Facility Fact Sheet (All Programs)

<table>
<thead>
<tr>
<th>Facility</th>
<th>Institution</th>
<th>Address</th>
<th>City, State, Zip</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Accredited by</th>
<th>TJC</th>
<th>CLIA</th>
<th>COLA</th>
<th>CAP</th>
<th>Other (please list)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check all that apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Clinical Liaison as required by Standard VII.C.2

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Credentials</th>
<th>Education</th>
<th>Length of Experience in Clinical Laboratory</th>
<th>Types of Positions held in the Field</th>
</tr>
</thead>
</table>

**For each of the following clinical areas, please identify (add rows as needed):**

<table>
<thead>
<tr>
<th>Department</th>
<th># Students in clinical experience at one time</th>
<th>Length of clinical experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

• Distance Education
• Off-site Locations
### Substantive Changes

<table>
<thead>
<tr>
<th>Type of Substantive Change</th>
<th>Approval from ACEN Required</th>
<th>Submission Procedure</th>
<th>Focused Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program’s overall (aggregated for the program as a whole) annual job placement rate over two (2) consecutive academic years (e.g., from 2017 to 2018) falls 30% or more below the program’s established expected level of achievement (ELA); or the annual job placement rate in a single year falls more than 45% below the program’s established ELA</td>
<td>No</td>
<td>Procedure 4</td>
<td>Possible</td>
</tr>
</tbody>
</table>

**DISTANCE EDUCATION**

Offering 50% to 100% of the number of credit hours or the number of clock hours of the nursing courses via distance education; once approved to offer any nursing program via distance education, approval is not required to offer subsequent programs.

<table>
<thead>
<tr>
<th>Type of Substantive Change</th>
<th>Approval from ACEN Required</th>
<th>Submission Procedure</th>
<th>Focused Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Procedure 1</td>
<td>Possible</td>
</tr>
</tbody>
</table>

Logistics of a Site Visit
LOGISTICS

Standard of Hospitality

• Welcome your guests
• Take care of your guests
• Make them feel special
Standard of Hospitality

Who comes?

Peer Reviewers

• Important aspect of accreditation
• Additional review work
• Time away from work
Just ASK! early
LOGISTICS

Prior to the Visit

Prepare for Site Visit

• Start early
### Logistics

**Start Early**

- Painting/building repair
- Schedule
- Ordering flowers/mulch
- IT needs
- Transportation
- ROOM RESERVATION

---

**SACSCOC Accreditation School Freshen Up Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2019</td>
<td>Academic Affairs Repainted</td>
</tr>
<tr>
<td>December 2019</td>
<td>SOM Touch-ups for LCME</td>
</tr>
</tbody>
</table>
| July 2020   | Student Union—SGA Offices
              SON—1st floor, Classroom wing 1st floor
              SOD—5th and 6th floor
              SHRP—1st floor West Wing                               |
| December 2020 | Student Union—2nd floor     |
               SON—2nd floor                                           |
               SOD—3rd and 4th floor                                   |
               SHRP—2nd floor Library                                 |
| July 2021   | Student Union—1st floor
              SON—3rd and 4th floor
              SOD—1st and 2nd floor                                   |
              SHRP—1st floor East Wing                                |
| December 2021 | Student Union—Entryway        |
                SON—Foyer                                               |
                SOD—Foyer and Admin offices                            |
                SHRP—Foyer and auditorium                              |
                SOM                                                     |
                SOPH                                                    |
                Academic Affairs—Suite                                |

**Site Visit: Spring 2022**

*Extra plantings of flowers around Peachtree St entrance, SHRP, Student Union, and SOM*
LOGISTICS
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
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

### LOGISTICS

### Personalize the Experience

<table>
<thead>
<tr>
<th>NAME</th>
<th>ARRIVAL</th>
<th>DEPARTURE</th>
<th>BED</th>
<th>FOOD</th>
<th>SNACKS</th>
<th>DISLIKES</th>
<th>SODAS</th>
<th>COFFEE</th>
<th>SWEETNER</th>
<th>BOTTLED WATER</th>
<th>JUICE</th>
<th>EXERCISE</th>
<th>COMPUTER</th>
<th>SOFTWARE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta 5603</td>
<td>5:04 pm</td>
<td>Delta 5217</td>
<td>King</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>American</td>
<td>9:40 pm</td>
<td>American</td>
<td>King</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>Delta #5273</td>
<td>3:38 pm</td>
<td>Delta #4099</td>
<td>King</td>
<td>Fruit/Nuts</td>
<td>Pasta, Fish</td>
<td></td>
<td></td>
<td></td>
<td>Splenda</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Own Laptop</td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>US Airways</td>
<td>6:24 pm</td>
<td>Delta 5217</td>
<td>King</td>
<td>Diet Coke</td>
<td>Diet Coke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
<td>IPAD</td>
<td>Own Laptop</td>
</tr>
<tr>
<td>US Airways</td>
<td>6:24 pm</td>
<td>US Airways</td>
<td>Double chickens</td>
<td>Pretzels</td>
<td>Diet Coke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cranberry</td>
<td>Yes</td>
<td></td>
<td>Own Laptop</td>
<td></td>
<td>Broken Ankle - wheelchair</td>
</tr>
<tr>
<td>Delta #5273</td>
<td>3:38 pm</td>
<td>Delta #5210</td>
<td>King</td>
<td>Low Fat Chips, White Chocolate Chips Cookies, Fresh Fruit</td>
<td>Regular Ginger Ale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
<td></td>
<td>UMMC Laptop</td>
</tr>
<tr>
<td>Arriving</td>
<td>2:25 pm</td>
<td>2:05 PM</td>
<td>King</td>
<td>Cheese, Nuts, dried fruit, hummus, dill pickle spears</td>
<td>Diet Coke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
<td></td>
<td>Will need VPN access to SACS, Earl Grey Tea and clean pot for hot water</td>
</tr>
</tbody>
</table>
Prior to the Visit

LOGISTICS

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
## LOGISTICS

### Prior to Visit

Create an institutional contact list

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
<th>OFFICE EXTENSION</th>
<th>CELL PHONE</th>
<th>BACKUP</th>
<th>BACKUP CONTACT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitzi Norris (C)</td>
<td>Director of Accreditation</td>
<td><a href="mailto:mnorris@umc.edu">mnorris@umc.edu</a></td>
<td>5-4233</td>
<td></td>
<td>Carley Dear</td>
<td></td>
</tr>
<tr>
<td>Patrick Casey</td>
<td>Executive Director Facilities Management</td>
<td><a href="mailto:pcasey@umc.edu">pcasey@umc.edu</a></td>
<td>4-1410</td>
<td></td>
<td>Myra White</td>
<td><a href="mailto:mwhite@umc.edu">mwhite@umc.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coleman Bond</td>
<td><a href="mailto:cbond@umc.edu">cbond@umc.edu</a></td>
</tr>
<tr>
<td>Jeffrey White</td>
<td>Assoc. Director Facilities Management</td>
<td><a href="mailto:jwhite@umc.edu">jwhite@umc.edu</a></td>
<td>4-1413</td>
<td></td>
<td>Julie Kelley</td>
<td><a href="mailto:jdkelley@umc.edu">jdkelley@umc.edu</a></td>
</tr>
<tr>
<td>Michael Stamps</td>
<td>Chief of Police</td>
<td><a href="mailto:mstamps@umc.edu">mstamps@umc.edu</a></td>
<td>4-1363</td>
<td></td>
<td>Deveesha Magee</td>
<td><a href="mailto:dmagee@umc.edu">dmagee@umc.edu</a> 4-1366</td>
</tr>
</tbody>
</table>
LOGISTICS

Prior to Visit

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

Technology/Equipment

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

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
LOGISTICS
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/photographs of site visitors
  • Sections to address during interview
  • Reminders about salient elements
Prior to 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 SACSCOC representative prior to meal

Coordinator Tip:
• Establish a relationship with three or four preferred restaurants in the area and suggest programs use those when arranging visit logistics.
• Many teams request private rooms.
• Have a way to pay for alcohol.
## LOGISTICS

### Prior toVisit

<table>
<thead>
<tr>
<th>Name</th>
<th>Arrival</th>
<th>Departure</th>
<th>Bed</th>
<th>Food</th>
<th>Snacks</th>
<th>Dislikes</th>
<th>Sodas</th>
<th>Coffee</th>
<th>Sweetner</th>
<th>Bottled Water</th>
<th>Juice</th>
<th>Exercise</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta 5603</td>
<td>5:04 pm</td>
<td>Delta 5217 1:39 pm</td>
<td>King</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>American</td>
<td>#2857 3:40 pm</td>
<td>American 3204 2:30 pm</td>
<td>King</td>
<td>Diet Coke or Diet Pepsi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>Delta 5273</td>
<td>3:38 pm</td>
<td>Delta 4099 3:55 pm</td>
<td>King</td>
<td>Prefer Fruit/Nuts</td>
<td>Pasta, Fish</td>
<td>Caffeine Free Diet Coke</td>
<td>Splenda</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>US Airways</td>
<td>2525 6:24 pm</td>
<td>Delta 5217 1:39 pm</td>
<td>King</td>
<td>Diet Dr. Pepper</td>
<td>Regular</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>Delta 4099</td>
<td>3:32 pm</td>
<td>US Airways #2374 4:05 pm</td>
<td>Double</td>
<td>Prefer Chicken or Fish and Fruit &amp; Vegs</td>
<td>Pretzels</td>
<td>Diet Coke</td>
<td>Cranberry or Grapefruit</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>Own Laptop</td>
</tr>
<tr>
<td>US Airways</td>
<td></td>
<td>US Airways</td>
<td>Wheelchair</td>
<td>Low carb -</td>
<td>Bleu cheese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[https://www.umc.edu/Office%20of%20Academic%20Affairs/About-Academic-Affairs/Academic%20Effectiveness/Accreditation/Institutional%20Resources/Institutional%20Resources.html](https://www.umc.edu/Office%20of%20Academic%20Affairs/About-Academic-Affairs/Academic%20Effectiveness/Accreditation/Institutional%20Resources/Institutional%20Resources.html)
Site Visit
LOGISTICS

During the Visit

Transportation

• 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 your visit to the School of Medicine at the University of Mississippi Medical Center, we would be happy to arrange transportation to the Baptist Healthplex, which provides health and fitness facilities for the guests of the Fairview Inn.

Facilities and equipment include:

- Cushioned indoor track
- Whirlpool
- Treadmills
- Free weights
- Concept 2 rower
- Airdyne and recumbent exercise bicycles
- Shock-absorbent aerobics floor
- 20 meter indoor heated lap pool
- Strength fitness system (Star Trac)
- Group cycling
- Elliptical trainers
- Stairmasters and seated steppers

Identification needed:
- A photo ID
- Fairview Inn key
- Completion of a short waiver

Hours during your stay:
- Sunday: 1:00 pm – 5:00 pm
- Monday, Tuesday, Wednesday: 5:00 am – 9:00 pm

To arrange for transportation, please call:
Dr. Mitti Norris (501) 259-2377
During the Visit

Hotel

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

Campus Set-Up

- Home Room/Board Room
  - Institutional accreditation resources
  - Work supplies
  - Food
- Interview rooms
- Staff work room
- Intake
- Pre-Interview/Briefing
- Post-Interview/Debriefing
LOGISTICS

During the Visit

Campus Set-Up: Board Room
During the Visit

Campus Set-Up: Board Room
During the Visit

Campus Set-Up: Board Room
During the Visit

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
LOGISTICS

During the Visit

Campus Set-Up: Board Room

- Snacks
- Drinks
- Mints
- Chocolate
- Kleenex
- Tylenol, etc 😊
- Anything the committee requests
During the Visit

Campus Set-Up: Resource Documents

- Printed compliance document
- Bulletin
- Handbooks
- Institutional publications
LOGISTICS
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
LOGISTICS

During the Visit

Daily Logistics

• Greet visitors
• Plan tour if needed
• Update schedule as needed
• Provide escorts if needed
• Restock supplies
LOGISTICS

During the Visit

Campus Tour

• Identify route
• Develop narration
• Train escorts
• Practice presentation
• Time length of tour
LOGISTICS

During the Visit

Schedules & Notebooks

- Campus lead team
- Reviewers
- Transportation
- Tour leaders
During the Visit

Site Visit Checklist

The following should be completed prior to the onsite evaluation:

1. Coordinate agenda with team chair – Chair will contact you.
2. Coordinate lunches with team chair – working lunch is typically appropriate.
3. Coordinate transportation between the airport, clinical sites, and the program with the site visitors. JRCERT believes the program should be responsible for this transportation and not depend on buses, trains, shuttles, etc.
4. Book hotel with internet access provided in the rooms and restaurant availability for site visitors. The hotel accommodation expenses must be direct billed to the sponsoring institution;* effective May 1, 2016.
5. Provide a private workspace within reasonable proximity to the program offices. Coordinate with team chair if wifi is needed versus a desktop computer with internet access.
6. Provide site visit team with access to distance education courses (if applicable) prior to the visit.

The following is a list of potential items (if not previously submitted within the self-study) that should be available to the site visit team in a private workspace. These are simply suggestions. The program should work collaboratively with the site visit team chair to facilitate the site visit.

1. Hard copies of the program’s student handbook and college catalog, if available
2. An organizational chart and a faculty roster which includes names, titles, offices/classrooms, and hours
3. Schedule of classes (course numbers and titles, meeting times, room numbers, instructors) and the enrollment roster for each class on the days of the visit.
What would you do?
<table>
<thead>
<tr>
<th>Scenario 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOGISTICS</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOGISTICS</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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 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?
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?
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.

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.
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.
LOGISTICS

After the Visit

• Celebrate
• Thank the team – publically
• Thank the team in writing
• Public Relations – announce
• Become a reviewer
Coordinator Tip:

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

https://www.umc.edu/Office%20of%20Academic%20Affairs/About-AcademicAffairs/Academic%20Effectiveness/Accreditation/Institutional%20Resources/Institutional%20Resources.html
LOGISTICS

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
Thank You!