



ACCREDITATION

NEWSLETTER

ISSUE 2 • AUGUST 2023



Dear Colleagues,

This newsletter will continue to aim to keep you informed about the latest developments, initiatives, and accomplishments related to Baylor’s education accreditation enterprise.

As many of you know, accreditation plays a pivotal role in maintaining the quality, integrity, and reputation of our institution. It ensures that we meet the highest standards of education and continuously strive for excellence in all aspects of our academic and administrative endeavors.

Through this newsletter, we will share updates on accreditation activities, progress reports, and any upcoming visits or evaluations from accrediting bodies. It will serve as a platform to celebrate our successes, acknowledge the efforts of our dedicated faculty and staff, and recognize the exceptional achievements of our students.

Moreover, we believe in transparency and inclusivity. As such, we encourage you to actively engage with us through this newsletter. Share your thoughts, ideas, and suggestions on how we can collectively work towards maintaining and enhancing our institution’s accreditation status.

Thank you for your ongoing support, enthusiasm, and dedication to making our institution a center of academic excellence. We look forward to your active participation in this accreditation journey, and we’re confident that, as a united community, we will achieve even greater heights of success.

Sincerely,
Ricky Mercado, Director of OAEE

ACCREDITATION NEWSLETTER

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ACCREDITATION SITE VISIT UPDATES

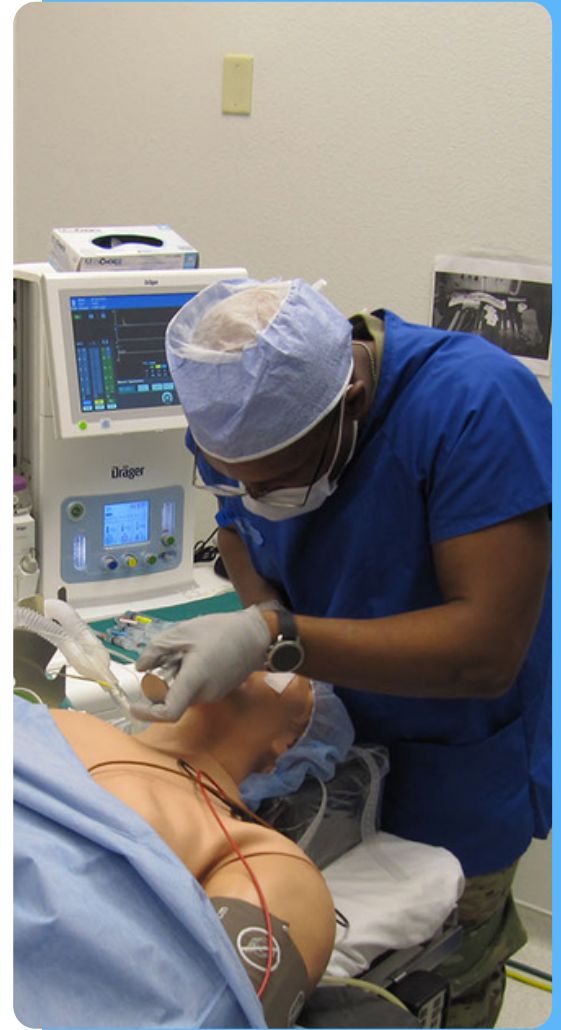
**COA Site Visit
Oct. 16th to Oct. 17th**

The Baylor College of Medicine Doctor of Nursing Practice Program – Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The program was last reviewed in 2013 and received the maximum 10 years continued accreditation. The program is currently undergoing review for continued accreditation in accordance with the 10 year accreditation cycle. Dr. Rachel Davis, Associate Professor and Director of the DNP Program is leading the team of DNP Program Faculty and Staff to complete the self-study and prepare for the onsite visit.

The team consists of: Dr. Megan Bullerwell, Associate Director; Dr. Aimee Langley, Associate Director; Dr. Jessica Gaines, Mr. Nate Jones, Dr. Jim Walker, Ms. Emily Hughes, and Ms. Ramona Miller. The Office of Accreditation, and SHP Dean, Dr. Todd Reinhart have also been invaluable throughout this process.

The self-study was submitted to the COA on August 7. We will welcome the onsite review team for a visit October 16-17.

While here, the review team will meet with College leadership, DNP Program faculty and staff, Clinical Faculty, including CRNAs and Anesthesiologists, and the entire student body. They will observe Student Registered Nurse Anesthetists in the clinical setting, and tour the facilities in which our students learn and train.



**Temple SACSCOC Substantive Change
Site Visit
Jan. 29th to Feb. 1st**

The School of Medicine welcomed its inaugural class of medical students to the Temple regional campus this summer. Forty students make up the group of first year students. Ninety-two percent of the Temple students are from Texas. As part of this process of “One School, Two Campuses” Baylor College of Medicine will host the SACSCOC (Southern Associate of Colleges and Schools Commission on Colleges) accreditation body next year in Temple, TX.

The substantive change committee visit ensures the site has the personnel, facilities, and resources identified by an institution in its application or prospectus and ensures the quality of instructional and support services offered at the site.

“One School, Two campuses”



LCME CORNER

On August 8, 2023, Dr. Barbara Barzansky, LCME Secretariat, made a brief visit to BCM's School of Medicine to comply with an on-site follow-up visit requirement by the Department of Education for any medical education program accredited through a virtual visit due to the Federal public health emergency for COVID-19.

The visit focused on elements actively under follow-up and presented an opportunity for the School of Medicines team to speak/consult about these areas.

LCME ELEMENT 8.1 - CURRICULAR MANAGEMENT

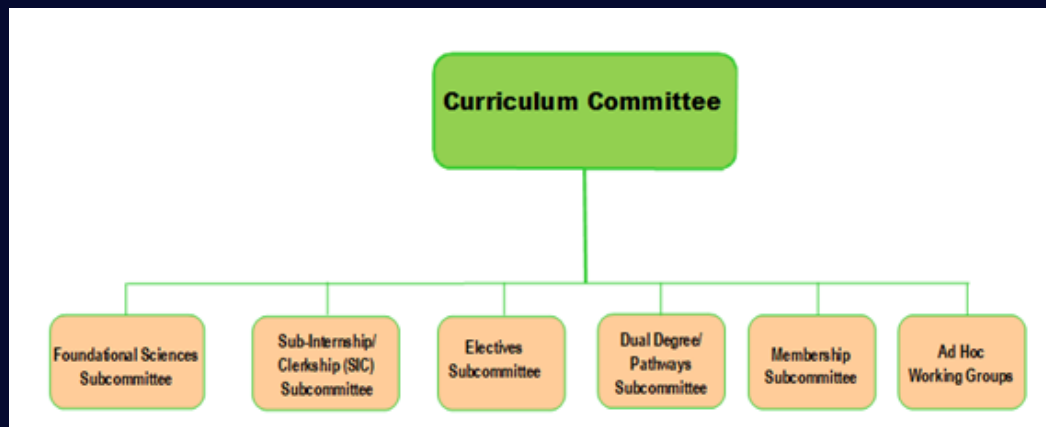
"A medical school has in place a faculty committee that has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum."

Element 8.1 focuses on a particular organizational body that is responsible for the curriculum. This committee is a system of organized people working together to get things done efficiently and to detect and respond to short-term concerns/needs and long-term challenges/needs efficiently and effectively to making sure that the curriculum is working.

The School of Medicine's Curriculum Committee is the faculty committee with primary responsibility for the oversight and management of the undergraduate medical education curriculum. The source of the Curriculum Committee's authority is specified in the [Faculty Bylaws of Baylor College of Medicine](#) (BCM login required). The Curriculum Committee's authority is further specified, as a connection from the faculty by laws to BCM's [Establishment and Operation of Institutional and School Committees policy](#) (BCM login required). In addition, the policy includes the [charge of the Curriculum Committee](#).

The Curriculum Committee has the responsibility and authority to make necessary changes in the curriculum to meet Liaison Committee on Medical Education (LCME) standards and to ensure that the students fulfill the Core Competency Graduation Goals (CCGGs). The Curriculum Committee is also responsible for updating the Sr. Dean of the Schools of Medicine and Health Professions on its actions.

Although the Curriculum Committee has the responsibility and authority to make necessary changes in the curriculum, to facilitate ongoing review, the curriculum committee charges the Subcommittees to focus on specific aspects of the curriculum.



The subcommittees make recommendations for changes in content and direction of the course or clinical rotation by utilizing data analysis and reporting support from the Curriculum Office, directors of each course, clerkship, elective and sub-internship to the Curriculum Committee for discussion and approval.

The Curriculum Committee receives recommendations from the subcommittees, and through review and discussion of the recommendations, it may approve, modify, table, or reject the recommendations. Minutes of the Curriculum Committee meetings include the reports and recommendations of the subcommittees; summaries of deliberations, actions taken, and recommendations made by the Curriculum Committee.

The composition of the Curriculum Committee, how its members are selected, the number and categories of its members, and member terms of service are described in the [Curriculum Committee Procedures](#).

The 2023-2024 voting members of the Curriculum Committee consists of 19 faculty members:

Sandra Haudek, Ph.D., Chair
Anna Rueda, M.D., Vice-Chair
Doris Kung, D.O., FAAN
Anita Kusnoor, M.D.
Sharon Plon, M.D., PH.D.
David Rowley, Ph.D.
Cara Foldes, M.D.
Lauren Blieden, M.D.
Beth Scholz, M.D.
Catherine Daniel, M.D.
Donna Huang, M.D.
Joanna Stacey, M.D.
Kristy Rialon, M.D.
Nalini Ram, M.D.
Marcus Hoffman, M.D., FACS
Muhammad Adrish, M.D.
Roma Patel, M.D.
Sarah Blutt, M.D.
Scott Leikin, M.D.

INSTITUTIONAL RESEARCH

Institutional Research (IR) is excited to share some important information regarding the [Integrated Postsecondary Education Data System \(IPEDS\)](#) reporting for the upcoming 2023-24 academic year ([reporting calendar](#)):

Why is IPEDS reporting important?

Accurate and timely reporting through IPEDS is vital for Baylor as it influences institutional rankings, federal funding allocations, and various research initiatives. The data collected helps policymakers, researchers, and the public make informed decisions about higher education.

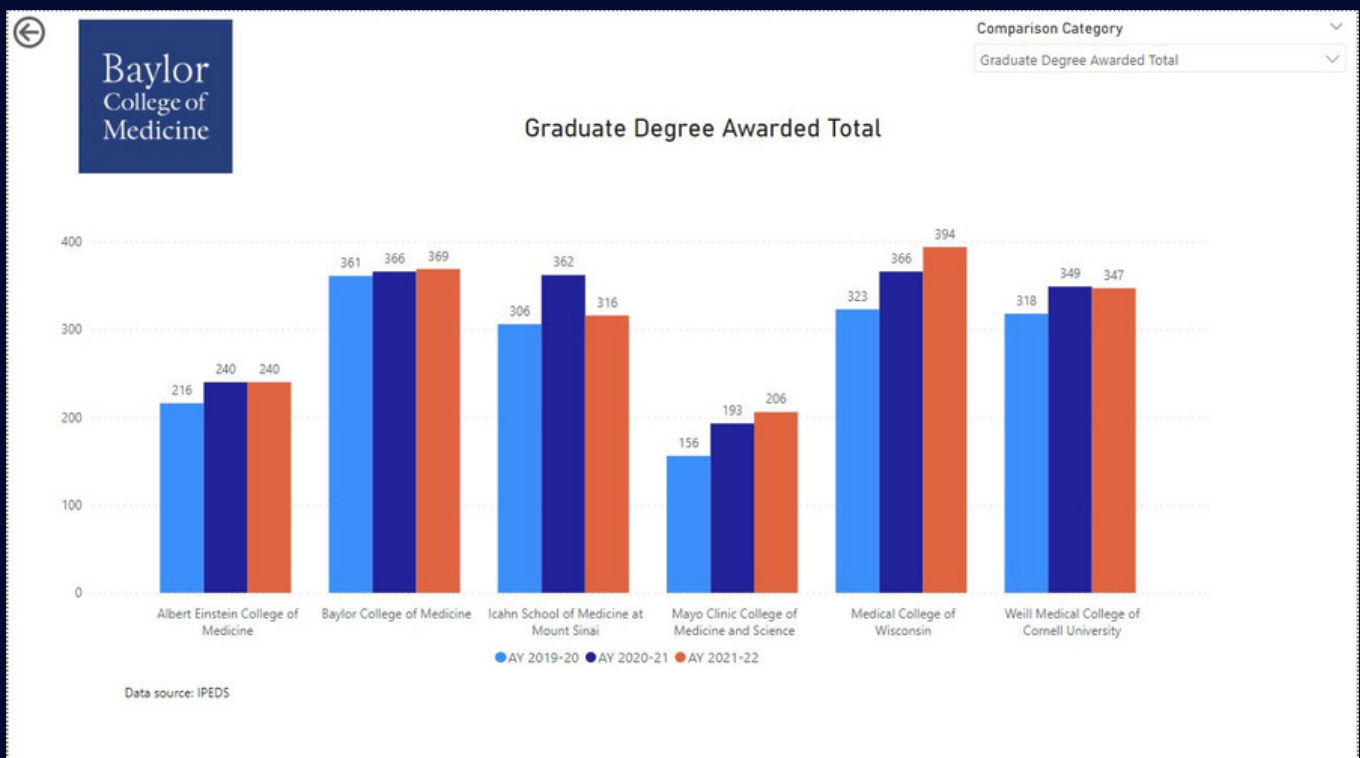
Our Commitment to Data Accuracy

At Baylor, we are dedicated to upholding the highest standards of data accuracy and integrity. IR, in close collaboration with the Office of the Registrar, Office of Student Financial Aid, Finance, Human Resources, and Library departments, has been diligently preparing for the IPEDS reporting to ensure the submission of accurate and timely data.

Useful IPEDS Resources

- [College Navigator](#): Users can 1) search colleges based on location, programs, degree offerings, and other characteristics. 2) obtain information on admissions, student expenses, financial aid awarded, retention and graduation rates, enrollment, completions, accreditation status, and more. 3) designate favorite institutions by comparing up to four institutions side-by-side.
- [College Affordability and Transparency Center](#): The site highlights institutions with the highest and lowest tuition and fees and the highest and lowest net prices. Net price is the cost of attendance minus grant and scholarship aid. The site also houses College Scorecard, which summarizes information from IPEDS and other data sources to help students and families make more informed decisions about which college to attend.
- [IPEDS Databases](#): The IPEDS database allows the public to retrieve current and historical IPEDS data. The data is used by institutions, researchers, education providers, professional associations, private businesses, the media, and many others.
- [Data Feedback Reports](#): This annual report, published each fall, may be useful to institutional leaders for benchmarking and peer comparison. Here is the [DFR 2022 Report for BCM](#).

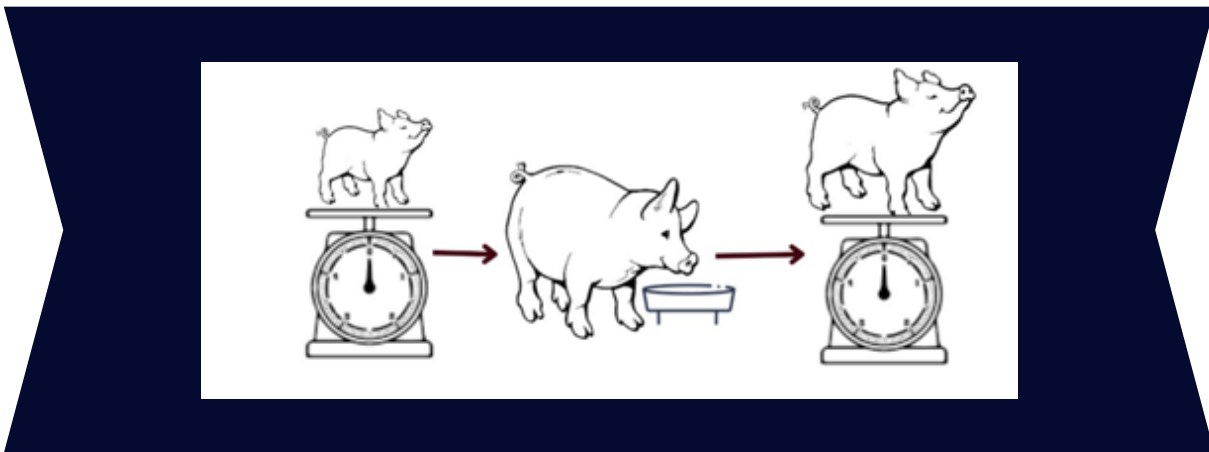
Snapshot example of OAAE utilizing IPEDS data to compare the total number of degrees awarded over time among peer institutions.



EDUCATION EFFECTIVENESS

It's the start of another academic year which means another assessment cycle! Over the past few months each education program has been working with the office's Lead of Education Effectiveness, Caroline Young, EdD to begin the process of reporting on the past year's assessment activities and look ahead to how we will implement our continuous improvement plans this year.

A fundamental principle for learning improvement, the "Weigh Pig, Feed Pig, Weigh Pig" model, is the idea that growth does not happen by way of simply providing measurements; we must feed the pig.



Fulcher, K.H., Good, M.R., Coleman, C.C., & Smith, K.L. (2014). A simple model for learning improvement: Weigh pig, feed pig, weigh pig. NILOA Occasional Paper #23.

We look forward to working closely with each program to support all continuous improvement activities by:

- Creating or modifying assessment plans, providing guidance on appropriate design of outcomes, methods, and criteria.
- Assisting in selection, design, or validity/reliability of assessment instruments.
- Supporting analysis of assessment and program review data.
- Providing workshops and presentations on assessment-related topics.
- Creating crosswalk documentation to include discipline-specific accreditation requirements.
- Conducting survey support and management.

Coming Soon:

- Training on the new Nuventive platform.
- Assessment Workshops Series.

OUR MISSION, OUR PURPOSE

Mission: Our mission at Baylor College of Medicine is to provide guidance, support and resources to help faculty and staff create and implement effective changes while ensuring the highest quality of education for our students.

Purpose: Our purpose is to promote academic excellence and innovation through accreditation and education effectiveness. We strive to foster a culture of continuous improvement and to provide resources and support for faculty and staff to develop and implement effective educational programs that prepare students for success.

The Office of Accreditation and Education Effectiveness supports the Baylor College of Medicine education enterprise by:

- Facilitating institutional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and monitoring ongoing compliance with SACSCOC principles of accreditation
- Providing support for program level specialized accreditation
- Coordinating ongoing assessment of educational programs and the university's quality enhancement plan (QEP)
- Conducting and reporting the results of academic program reviews
- Conducting general institutional research and data analysis
- Reporting key academic performance metrics to federal, state, and professional organizations
- Conducting general institutional research and data analysis
- Providing process expertise in the approval of substantial changes to existing programs
- Managing educational affiliation agreements, observerships, and external learners

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