



# NEWSLETTER

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## Office of Accreditation and Education Effectiveness Website

We are thrilled to announce the launch of our newly designed website for the Office of Accreditation and Education Effectiveness (OAEE) at Baylor College of Medicine. Our goal with the new website is to provide the Baylor community improved access to our services and increased availability of information and resources.

Key Features of the New Website:

- **User-Friendly Navigation:** Our new website offers a clean, easy-to-navigate functionality, and a content-rich site experience.
- **Comprehensive Information:** Visitors can find detailed information about our accreditation processes, educational effectiveness initiatives, and the various services we offer.
- **Resource Hub:** Access a wide range of resources including templates for educational agreements, data dashboards, and information on assessment and evaluation processes.
- **Interactive Elements:** Engage with interactive features that provide a deeper understanding of our accreditation standards and educational effectiveness strategies.

We invite you to explore the new website and discover the full spectrum of services and resources available to support our academic community. Whether you are a student, faculty member, or an external partner, our website is designed to provide you with the information you need in a clear and accessible manner.

Visit us at [BCM OAEE](#) and stay connected with the latest updates and developments in accreditation and education effectiveness.

### ACCREDITATION NEWSLETTER

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## O&P Mock Visit Update

Baylor College of Medicine hosted an accreditation mock site visit for the Orthotics and Prosthetics Program on May 13th to May 14th, 2024. We welcomed esteemed site visitors Chad Duncan from Salus University and Kate Muller from California State University Dominguez Hills.

During their visit, the site visitors engaged with College leadership, O&P Program faculty and staff, as well as students. Additionally, they held discussions with program administrators, program alumni, and employers of program graduates, while also embarking on a comprehensive tour of the facilities where our students learn and train. The mock visit served as a crucial preparatory step for our upcoming accreditation site visit in the Fall of 2024, ensuring that our O&P Program is well-equipped for success and the self-study report due August 15th, 2024.



**Chad Duncan, PhD,  
CRC, CPO, LPO**  
Program Director,  
Orthotics and Prosthetics Program  
at Salus University



**Kate Muller, CPO,  
FAAOP**  
Faculty,  
Orthotics and Prosthetics Program at  
California State University Dominguez  
Hills

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## COA Accreditation Update

The Council on Accreditation of Nurse Anesthesia Educational Programs granted the School of Health Professions' Doctor of Nursing Practice Program, Nurse Anesthesia continued accreditation for the next 10 years. COA accredited the program for its continuous accomplishment of providing a high quality, graduate-level nurse anesthesia curriculum that results in a degree and credential of Doctor of Nursing Practice. The accreditation became effective May 22, 2024.



# SACSCOC Substantive Change Visit Update

From January 30th to February 1st, 2024 Baylor College of Medicine hosted the SACSCOC Substantive Change Committee in Temple, TX. The substantive change committee visit ensured the site had the personnel, facilities, and resources identified by our institution in its application and prospectus and ensured the quality of instructional and support services offered at the site.

On July 1st, 2024 Baylor College of Medicine received notification from the SACSCOC Board of Trustees that on June 13, 2024 at their meeting they continued accreditation following the review of the institution's branch campus in Temple, TX. No additional report was requested.



## PROFESSIONAL DEVELOPMENT

The Office of Accreditation and Education Effectiveness consistently engages in professional development and actively participates in conferences to enhance their skills and knowledge base. Recognizing the dynamic nature of their respective fields, team members prioritize staying abreast of the latest methods and best practices. Our own staff had the opportunity to attend the following conferences:

- SACSCOC Summer Institute
- 2024 Association of Institutional Research Forum

Attending conferences serves as a valuable platform for networking, sharing insights, and gaining exposure to innovative ideas. Through these experiences, the team not only deepens their expertise but also fosters a culture of continuous learning within Baylor College of Medicine.

By investing in professional development, the OAE team remains at the forefront of accreditation, ensuring they bring the necessary knowledge and forward-thinking approach to the College.



SACSCOC Summer Institute



OAE Team Members Ricky Mercado and Caroline Young at the SACSCOC Summer Institute



AIR Forum



# LCME Accreditation Notable '25-26' DCI Changes

The following notable changes have been made to the LCME 2025-2026 Data Collection Instrument (DCI) for Full Accreditation Surveys:

The **Independent Student Analysis (ISA)** questions across the DCI have been updated. The LCME has moved away from "satisfaction" questions to "agreement" statements, focusing on awareness, availability, and accessibility of resources directly related to the intent of the element. Data will now be reported using three responses: Agree, Disagree, and N/A (for those who did not experience the services mentioned). For **Element 3.3 Diversity Programs and Partnerships**, schools no longer need to provide data on faculty and senior administrative staff. Instead, schools must describe how they prepare faculty and senior administrative staff to support a diverse student body. In **Element 6.3 Self-Directed and Life-Long Learning**, the table title has changed from "Satisfaction with Self-Directed Learning Opportunities in the Pre-Clerkship Phase" to "The Curriculum Provides Sufficient Practice in the Skills of Self-Directed Learning as Defined by the LCME." For **Element 12.6 Student Health and Disability Insurance**, schools need to identify the individual(s) to whom medical students can address their questions regarding disability insurance. Additionally, **new definitions** have been introduced: the **Chief Academic Officer** is the medical school official (e.g., dean, senior associate dean for medical education) responsible for ensuring the quality and sustainability of the medical education program, and **Mission-Appropriate Diversity** has been revised to remove references to "faculty and staff."

## LCME STATUS REPORT UPDATE

The LCME Status Report was submitted to the LCME on August 1, 2024. It will be reviewed during the LCME's October agenda, and we expect to receive an update on their decision regarding the four cited elements from our 2021 site visit in late October or early November. Thank you to everyone who contributed to this effort!



# CLINICAL OBSERVERSHIPS/OUTSIDE LEARNERS

The Office of Accreditation and Education Effectiveness is responsible for reviewing and processing Observer requests.

An Observer at BCM is invited by a Sponsor to observe operations on campus, assessing career interest in the Sponsor's field. An Observership offers time-limited, observation-only access to BCM's environment without hands-on training or academic/professional credit.

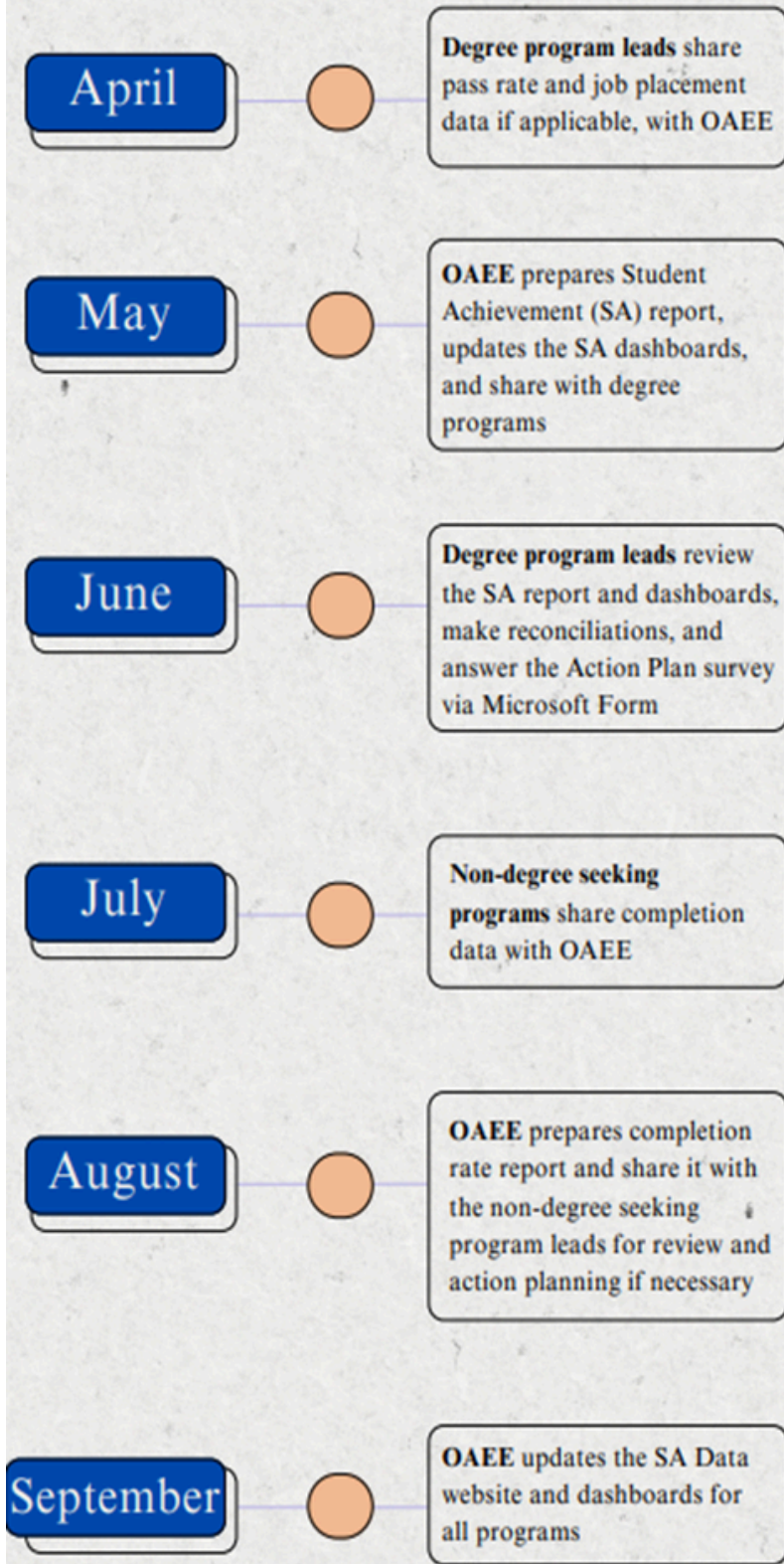
## Steps to Establish Observerships

1. Sponsor must fill out the [Clinical Observership/Outside Learner Authorization form](#).
2. Sponsor must complete the form fully before submitting it to [EducaionalAgreements@bcm.edu](mailto:EducaionalAgreements@bcm.edu). (NOTE: If signatures or necessary documentation are not provided, your request will be returned until all required signatures and/or documents are included).
3. Documents required: [Clinical Observership/Outside Learner Authorization Form](#), [Observer/Outside Learner Checklist](#), [Observer Immunization Record Certificate of Compliance](#), [Observer Confidentiality Statement](#) (NOTE: All potential observers must have documentation of TB testing from within the past year).
4. Email the completed [Clinical Observership/Outside Learner Authorization form](#) and any required documents to [EducationalAgreements@bcm.edu](mailto:EducationalAgreements@bcm.edu).
5. [EducationalAgreements@bcm.edu](mailto:EducationalAgreements@bcm.edu) will forward all forms and documentation to the Senior Dean's designee for processing (review and final approval).
6. If approved, [EducationalAgreements@bcm.edu](mailto:EducationalAgreements@bcm.edu) will notify you via email, attaching the signed and approved forms.
7. Department administrators can provide additional guidance regarding Observer onboarding.

Please refer to the [Clinical Observers & Observerships Policy](#) for more details. This policy also covers Observer Ineligibility.

# WHY IS STUDENT ACHIEVEMENT REPORT ESSENTIAL?

## TIMELINE Student Achievement Report



Every year, the Office of Accreditation and Education Effectiveness (OAEE) collaborates with both degree and non-degree seeking programs for Student Achievement (SA) reporting as mandated by [SACSCOC Core Requirement 8.1](#). This process is more than just a requirement—it's a way for us to continuously improve and ensure we're delivering the best education possible. By looking at five SA metrics identified by the college: graduation rate (completion rate for non-degree seeking programs), retention rate, time to degree, first-time pass rate, and job placement, we can identify strengths and areas for improvement. This helps us make evidence-based decisions and stay transparent with our students, faculty, and other stakeholders. This annual report is all about staying committed to student success and meeting the needs of our community.

### Results and Findings

In the 2023-2024 Student Achievement reporting cycle, most of our programs consistently met or exceeded their threshold of acceptability and targets, demonstrating impressive outcomes in the graduation rate, retention rate, time to degree, pass rates for licensure or national certification exams, and job placement rate. The SA data is also disaggregated by student groups, including gender, race, ethnicity, citizenship, and socioeconomic status, to promote quality education to ensure all students have the opportunity to succeed. The detailed [SA report](#) and [dashboards](#) can be found on the OAEE website.

# ASSESSMENT CYCLE UPDATE

The 2024-2025 assessment cycle is upon us! Thank you to all who completed the survey and shared initial/refresher program assessment reporting training invitation information.

The 2026 SACSCOC Reaffirmation of Accreditation provides an opportunity for program leaders to ensure that assessment reports convey clear and evidence-supported accounts of how curricular and programmatic revisions are informed by purposeful and systematic assessment of student learning outcomes.

Our primary objective is to demonstrate implementation fidelity toward enhancement – not achievement. To serve this end, a meta-assessment rubric was designed in the style of a validated single-point rubric with the purpose of providing BCM program assessment liaisons a clear and transparent set of expectations within a growth mindset framework.

- For each construct, detailed feedback will be provided on areas requiring attention, as well as specific areas of strength.
- Suggestions for growth will be offered for continuous improvement of the overall program assessment reporting.
- Program liaisons will not be given scores based on the reports. Rather, program report scores are housed within the Office of Accreditation and Education Effectiveness for the purpose of longitudinal analysis and to inform professional development needs.

Liaisons will receive a copy of the rubric to guide report writing, and mini-lectures are available on each area.

All assessment reports should be completed in Nuventive by Thursday, October 31st.

Thank you for everything you do!



Meta-Assessment Rubric for Academic Program Assessment Reports

Concerns <i>Areas that Need Attention</i>	Criteria <i>Standards for Academic Program Assessment Reports</i>	Highlights <i>Evidence of Exceeding Standards</i>
	<b>Clarity</b> <ul style="list-style-type: none"> <li>• Methods and results are explained, analyzed, and interpreted in lay person's language.</li> <li>• Results are contextualized to clarify what the results mean to the institution and to student learning for transparency.</li> </ul>	
	<b>Methods</b> <ul style="list-style-type: none"> <li>• All outcomes are assessed using at least one direct method.</li> <li>• The relationship between each method and outcome is clear.</li> </ul>	
	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• The success criteria make logical sense in alignment with the outcome and historical data (if available).</li> </ul>	
	<b>Data</b> <ul style="list-style-type: none"> <li>• Data collection process is clearly explained (e.g., sample size, timeframe of implementation, pre-post design).</li> <li>• If available and appropriate, data are disseminated and summarized for different groups, cohorts of students, and compared with peer institutions or programs if appropriate.</li> </ul>	
	<b>Impact on Student Learning</b> <ul style="list-style-type: none"> <li>• Action plan components (who, what, how, when) are described in sufficient detail.</li> <li>• Action plan follow-up indicates clear progress or revision for timely achievement.</li> <li>• Evidence is inclusive of examples of documented use of assessment results to inform faculty-driven decisions about curricular and programmatic revisions.</li> </ul>	
<b>Suggestions for growth from the Office of Accreditation and Education Effectiveness:</b>		

# 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

## CONTACT US

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