



ACCREDITATION NEWSLETTER

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Temple Visit Highlights

Baylor College of Medicine achieved a significant milestone by successfully hosting the SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) Substantive Change Site Visit committee from January 30th to February 1st, 2024.

During the visit, the committee meticulously evaluated the College's personnel, facilities, and resources as outlined in our Substantive Change Report. Their thorough assessment also encompassed the quality of instructional and support services provided at the Temple regional campus.

We are pleased to report that the site visit yielded no recommendations or citations, affirming the excellence of our institution and marking this endeavor as a resounding success. The site team's report will next be reviewed by the SACSCOC Board of Trustees.



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O&P Mock Visit Update

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

During their visit, the site visitors will engage with College leadership, O&P Program faculty and staff, as well as students. Additionally, they will hold 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. This mock visit serves 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.



**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

IPEDS Integrated Postsecondary
Education Data System

2023-2024 IPEDS report updates:

- Thanks to the collaborative efforts of the Registrar, Financial Aid, Finance, Human Resources, and Library offices, we successfully completed and submitted the IPEDS survey for 2023-2024 reporting cycle by March 2024.
- We are pleased to announce the addition of the Temple campus to our Reporting Map. Its data is now consolidated with the Houston campus, reflecting our unified approach as “One school, two campuses”.
- The Post-Baccalaureate Certificate in Biomedical Sciences and Health Equity (BSHEq) program has been included in the AY 2022-23 12-month Enrollment and Fall 2023 Enrollment surveys.
- The [Data Feedback Report 2023 for BCM](#), offering comparative insights with peer institutions, is now available for review.

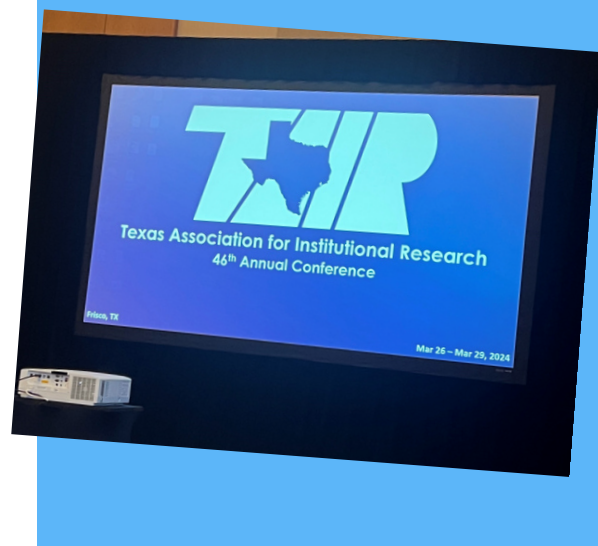
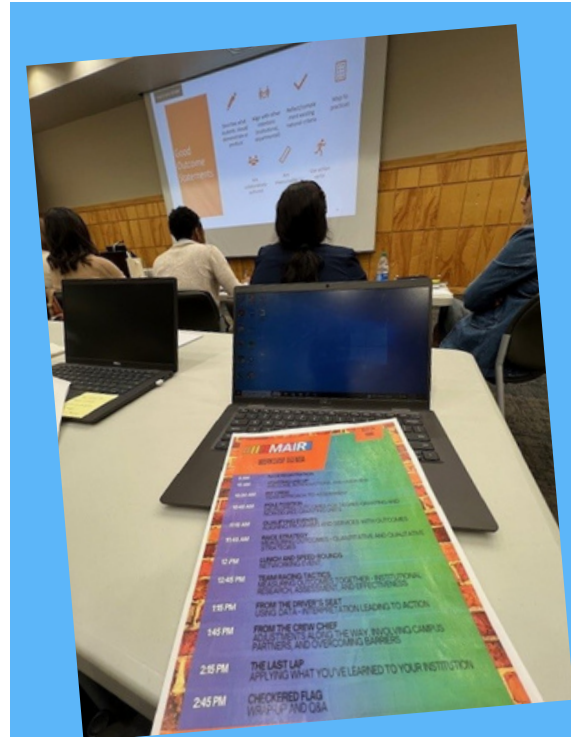
PROFESSIONAL DEVELOPMENT

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:

- Texas Association for Institutional Research 46th Annual Conference
- Inaugural Continuous Improvement Summit (virtual)
- Mississippi Association for Institutional Research Workshop

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 teams remains at the forefront of Accreditation, ensuring they bring the necessary knowledge and forward-thinking approach to the College.



LCME STATUS REPORT

Baylor College of Medicine's School of Medicine is fully accredited by the Liaison Committee on Medical Education (LCME) and is currently addressing several areas for improvement identified by the LCME in September 2021. These areas include:

- Student study space and lounge areas at clinical sites
- Career advising
- Fair and timely summative assessment
- Monitoring student time

BCM's M.D. Program is currently preparing a status report for submission to the LCME by August 2024.

INSIDE LOOK ON THE AFFILIATION AGREEMENTS PROCESS

The Office of Accreditation and Education Effectiveness (OAEE) is responsible for reviewing and processing educational affiliation agreements for both the School of Medicine and School of Health Professions.

Prior to submitting an agreement, it is crucial that the program/sponsoring unit works with the OAEE. OAEE plays a critical role in reviewing draft agreements to ensure the proposed collaboration is aligned with the College's overall mission and strategic goal. The program/unit should be in close contact with the OAEE throughout the review process.

Steps to Establish an Educational Affiliation Agreement

1. To initiate a new agreement, please complete the [request form](#) for the Educational Affiliation Agreement specific to Baylor College of Medicine's Undergraduate Medical Education (UME) program or a program within the School of Health Professions (SHP).
2. All requests are directed to the Accreditation Coordinator for processing.
3. The Accreditation Coordinator will review the request and forward it to the designated department for the Dean/Program Director's assessment.
4. Upon review and approval by the Dean/Program Director, the partially executed agreement will be sent to the General Counsel for their review and approval.
5. If General Counsel determines that adjustments are necessary to tailor the template to BCM's requirements, these modifications will be made using "track changes". The agreement will then be returned to the affiliate for their review and approval/denial of the changes. Please note that a draft may have to go through some back-and-forth before it can be finalized.
6. If no alterations are necessary and General Counsel approves the template as is, it will be forwarded to the Sr. Dean of the School of Medicine and School of Health Professions, Dean for the School of Health Professions, Program Director and/or Regional Campus Dean.
7. Upon receiving the signed partially executed agreement from BCM representatives, General Counsel will return it to EducationalAgreements@bcm.edu for further processing.
8. The Accreditation Coordinator will then send the partially executed agreement to the affiliate for their signature.
9. Once all parties have signed, copies of the fully executed agreement will be distributed to all involved parties for their records.
10. A copy of the fully executed agreement will be stored and maintained by the Office of Accreditation and Education Effectiveness.

DATA REQUEST SERVICES

At Baylor, we are committed to fostering a culture of data-driven decision-making and continuous improvement. The mission of the Office of Accreditation and Education Effectiveness Data Request Service is to empower stakeholders with timely and relevant data to enhance institutional effectiveness and facilitate informed decision making.

How it Works:

If you are unable to locate the data you need on other BCM webpages, please submit a short online data request form by clicking on the link below:

[Internal Data Request Form](#)

By submitting a data request, you initiate a collaborative process with our Institutional Research team. We review your request, clarify any specifics if needed by email or phone calls, and work diligently to provide you with precise and comprehensive data. Our goal is to fulfill your request within 5 business days. However, the timeline for completion may vary based on the complexity of your request and the existing volume of pending requests. We appreciate your understanding and patience as we work to provide you with accurate and comprehensive data.

All requests will adhere to guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). If you are requesting data for a publication or grant, you must provide an IRB approval number before we can complete your request.

What We Offer:

The Institutional Research Data Request Services provides access to a wide array of institutional data, including but not limited to:

- Enrollment and demographic statistics
- Graduation and retention rate
- Faculty information
- Degrees awarded
- Surveys and assessment results

Moreover, we provide additional services such as:

- Survey design
- Data analysis (descriptive and inferential)
- Data interpretation
- Data visualization (Power BI Dashboard)

SHOWCASING USE OF RESULTS IN A PROGRAM ASSESSMENT REPORT EXEMPLAR: GENETIC COUNSELING

A question that frequently arises in academic program assessment is, "What is there to improve, if the criteria for success are continually met?"

Below is one example within the 2022-2023 Genetic Counseling Program's assessment report that demonstrates continuous program improvement after initial success criteria for this method was met for several years in a row:

Outcome Name

Professional Ethics and Values (Domain IV)

Learning Outcome

Students will demonstrate a working knowledge of the code of ethics for practicing genetic counselors.

"But if a man considers his education complete when the seal is applied to his diploma- if, instead of continuing to develop, he merely subsides into a mechanical way of taxing his memory for rules of practice, he will certainly not find it agreeable. [...] The last and greatest qualities which I mention [...] are knowledge of the art, and industry for its improvement. Let no man touch its threshold who is not determined to add to its resources by discoveries of his own. [...] greater things await us in the future, and he that seizes on new truth, and embodies it in practice for the benefit of man, is doing service for all time."

Excerpt from "The Surgeon" by Prof. E. Andrews, A.M., M.D.; An introductory lecture, delivered before the medical department of Lind University, Session 1861-2. October 14, 1861.

Method	Success Criteria	Prior Action Plan	Most Recent Results	Use of Results/Action Plan
In the Ethical and Legal Issues in Human Genetics course (spring of year 1), students will submit a write-up of ethical dilemmas encountered in a case they observed or in which they participated and will provide recommendations based on the NSGC code of ethics for clinicians involved in such cases. Students will be scored using the Case Write-up Rubric.	All students will score at least a 2 on the 3 domains that have a point value of up to 3 points and a score of at least a 5 on the Evaluation domain which has a total possible point value of 6. This will allow us to focus on potential weaknesses in the components of the case writeup that may be present for each student.	Has the prior action plan led to improved student achievement? Yes. The performance of students on this cohort was the highest yet. The new criteria for success have been met by all students in all domains described by the ethics essay rubric.	Since the criteria for success in previous years was successfully met for three years in a row (score 80% or more on the essay rubric), the criteria were changed this year to explore the individual domains of the rubric on a more granular level. This year, the cohort of 9 students achieved the minimum required score on all four of the domains within the rubric. 8 of the 9 students scored 100% on the exam rubric and the 1 other student scored 90% (with 2 out of 3 in the Presentation of the Issue domain & 5.5 out of 6 in the Ethical Evaluation domain of the rubric). The supporting evidence documents provided are entitled "Combined Student performance 2022-2023 Final.xlsx" under the tab Ethics Essay 2023 and Rubric Case Ethics Write Up 2023.docx.	All of the students were successful in achieving the criteria for success. The change to explore the specific domains of the grading rubric will allow us to determine if there is a particular domain where a deficiency exists. This will lead to target interventions to improve performance if and when a deficiency is identified. Since there were no individuals that did not meet the criteria for success, no specific interventions were needed for this cohort of students. In the event such deficiencies are identified, students will be offered remediation any deficiencies if they fail the assignment. A failing grade is given if the student scores below 76% on the assignment.



It is with great pleasure that our office extends our congratulations to Caroline Young for achieving her Certification in Professional Healthcare Quality (CPHQ) from the National Association for Healthcare Quality (NAHQ).

Caroline's dedication and commitment to excellence in healthcare quality have been exemplary throughout her career. This prestigious certification not only reflects her expertise in the field but also her unwavering passion for improving patient care and safety standards.

By obtaining the CPHQ certification, Caroline has demonstrated her proficiency in healthcare quality management, data analysis, and process improvement methodologies. Her achievement not only enhances her professional credibility but also underscores her commitment to ongoing learning and development in this critical domain.

In an era where quality assurance and patient satisfaction are paramount, Caroline's attainment of the CPHQ certification is a testament to her unwavering dedication to advancing healthcare standards. Her leadership and expertise will undoubtedly continue to drive positive change and innovation within our College and beyond.

Please join our office in congratulating Caroline on this outstanding accomplishment. Her achievement is not only a personal milestone but also a testament to the value she brings to our College.



New Faces, New Beginnings: Introducing Our Newest Team Member

Palmira Britton-Wilson is thrilled to rejoin Baylor College of Medicine as a Coordinator within the Office of Accreditation and Education Effectiveness, bringing with her over two decades of invaluable experience in the medical field.



In her role, Palmira will be the primary liaison for affiliation agreements, observers, and external learners across the Schools of Medicine and Health Professions. She will spearhead the collection of essential documents and information necessary for these agreements, observerships, and external learning experiences, ensuring adherence to administrative and legal standards. Palmira's collaborative spirit will shine as she works closely with team members, deans/program directors, and educational and administrative leaders to meet critical objectives.

We eagerly anticipate Palmira's contributions and growth alongside our dedicated team.

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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