Fan the Waves of Quality:

Accreditation as a Catalyst for QM Engagement

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Institutional Outcomes with QM



- Aiding the accreditation process
- Improving learner outcomes persistence, retention, etc.
- Consistency in course design (although not necessarily course content)
- Maximizing organizational resources
- Showcasing the quality of online courses
- Creating an evidence-based process for maintaining online learning quality

Arkansas Tech University's Application

- Use the QM Rubric/Framework to organize and guide the accreditation process
 - Includes HLC, ABET, AACSB, CAHIIM
 - Have not reviewed ACEN, ACPHA, COAPRT, CORE, CAEME, NASM or NCATE ... yet
- Dovetail in Assessment activities to streamline and coordinate efforts
- Incorporate into Curriculum and Course Development



QM & HLC Accreditation



Criteria 2E: The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

- The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
- ${\bf 2}.$ Students are offered guidance in the ethical use of information resources.
- 3. The institution has and enforces policies on academic honesty and integrity.

Criteria 3A: The institution's degree programs are appropriate to higher education.

- Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
- 2.The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-grad, and certificate programs
- 3.The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements, or any other modality)

Criteria 3B: Institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

2. ...articulates purposes/content/intended learning outcomes of its undergrad general education requirements. ... imparts broad knowledge & intellectual concepts to students & develops skills/attitudes institution believes every college-educated person should possess.

QM & HLC Accreditation



Criteria 3C: Institution has the faculty/staff needed for effective, high-quality programs & student services.

4. ...has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Criteria 3D: Institution provides support for student learning & effective teaching.

5. ...provides to students guidance in the effective use of research and information resources.

Criteria 4B: Institution demonstrates a commitment to educational achievement & improvement through ongoing assessment of student learning.

- 1. ...has clearly stated goals for student learning & effective processes for assessment student learning & achievement of learning goals.
- 2. ...assesses achievement of the learning outcomes that it claims for its curricular ... programs.

ASSUMED PRACTICES: C. TEACHING & LEARNING

5. Instructors communicate course requirements to students in writing and in a timely manner.

Standard 3: The financial model must support high-quality degree programs for all teaching and learning delivery modes. (2013 Standards/2017 update, pg. 24)

Standard 5: Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. (2013 Standards/2017 update, pg. 28)

Quality Matters and AACSB Standards Learning and Teaching (Standards 8-12): Educational programs are structured to ensure consistent, high-quality education for the same degree programs regardless of difference and changes in technology and delivery modes. (2013 Standards/2017 update, pg. 32)

Standard 10: Student-faculty interactions involve all types of faculty members... For any teaching/learning model employed, students have access to content experts (for instruction, dialogue, and feedback) in curricula and extracurricular situations for instruction. (2013 Standards/2017 update, pg. 36)

Standard 10: Curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. (2013 Standards/2017 update, pg. 37)



Standard 11: Teaching/Learning Models include traditional face-to-face classroom models, distance (online) models, blended models that employ face-to-face and distance (online) components, other forms of technologically enhanced instruction, or any other form of instructional methodology. (2013 Standards/2017 update, pg. 37)

Standard 11: Expectations for student effort for the same degree credentials are equivalent in terms of depth and rigor, regardless of delivery mode or location. (2013 Standards/2017 update, pg. 37)



Standard 12: The school provides development activities focused on teaching enhancement to all faculty members, appropriate professional staff, and graduate students who have teaching responsibilities across all delivery modes. Faculty are adequately prepared to teach while employing the modalities and pedagogies of degree programs. (2013 Standards/2017 update, pg. 38)

Standard 12: The school has policies and process to enhance the teaching effectiveness of faculty and staff involved with teaching across the range of its educational programs and delivery modes. (2013 Standards/2017 update, pg. 38)

6. Curriculum and Learning Issues: The design of learning experiences will greatly influence the success of a distance learning program. ... Supplement content specialists with people who have specific expertise in learning design to create appropriate learning experiences. (1999 Quality Issues in Distance Learning/2007 Revision, pg. 10)

5. Faculty: Implementing distance learning programs requires new technical and pedagogical skills. The school must provide resources to expand and develop these skills in the faculty. (1999 Quality Issues in Distance Learning/2007 Revision, pg. 9)

7. Instructional Resources: Design, implementation, and assessment of distance learning programs should place additional emphasis on access to, and utilization of, learning resources. (1999 Quality Issues in Distance Learning/2007 Revision, pg. 12)

Quality Matters and AACSB Standards

Engineering Engineering Technology Applied & Natural Science Computing (v. 2.0)

Baccalaureate Program Accreditation

SYLLABI Requirements

- · Instructor's or course coordinator's name
- Textbook information and other supplemental materials
- Specific course information and prerequisites or co-requisites
- Specific goals for the course/student outcomes
- Brief list of topics to be covered

Criterion 1. Students

- Student performance must be evaluated.
- Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives.

<u>Self Study Report:</u> List the student outcomes for the program. Indicate where the student outcomes are documented.

Criterion 3. Student Outcomes

 Have documented student outcomes that prepare graduates to attain program objectives.

<u>Self Study Report:</u> Describe mapping of program's student outcomes to the learned capabilities and requirements listed in program criteria.

 [Program criteria could include statements to add specificity to the requirements for student outcomes. Add'l statements differentiate the discipline designated by the program's title and are included in the mapping to the program's student outcomes.]

Criterion 4. Continuous Improvement

- Must regularly use appropriate, documented processes for assessing and evaluating level that student outcomes are being attained.
- Results of these evaluations must be systematically utilized as input for the continuous improvement of program.

<u>Self-Study Report:</u> Summarize processes for regularly assessing and evaluating extent student outcomes are being attained/used for continuous improvement of the program.

- Assessment Metrics and Methods of Student Outcomes: list the metric(s), measure(s) or indicator(s) used for each student outcome.
 Describe the process for collecting data or making assessments for each
- Assessment Schedule and Frequency: present the schedule and frequency for each type of assessment as well as points of accountability.
- Evaluation: present evaluation schedule, points of accountability, and expected level of attainment for each student outcome.

QM Matters & AHIMA Standards



CAHIIM Mission Statement

CAHIIM serves the public interest in advancing the value of health informatics and health information management through quality education by...

- · Assessing student achievement ...
- · Emphasizing the principle of volunteerism and peer review ...
- · Embracing a culture of continuous quality improvement.

Public Value

By stating that a program has met established academic standards, CAHIIM accreditation provides the following values for Academic Institutions:

- Provides a structured framework for ensuring sound educational practices, which involve faculty and staff in a comprehensive evaluation plan for the academic program;
- Stimulates self-improvement by providing nationally acceptable standards against which the program can self evaluate to meet the needs of students, the profession, and the public;
- Provides a frame of reference for the program to identify resources that may be needed to maintain or enhance the curriculum;
- Provides consultative feedback on possible areas of concern and where excellence is achieved.

Content Mapping

After identifying the courses in the core curriculum, the faculty set about the task of mapping the content of each course to the CAHIIM standards. This mapping process led to a systematic way of ensuring consistency of content being taught, and also demonstrates that our student learning outcomes were both reasonable and measurable.

Useful Syllabus

- Fully inform students of course expectations, timeline, how course fits into program
- · Prerequisite knowledge/courses
- Faculty information
- · Course Objectives/Learning Outcomes
- AHIMA Curriculum Competencies mapped
- Polices: attendance, grading, other relevant institutional procedures
- Course Schedule including course activities & what content they
 cover
- Resources needed/additional costs/textbooks

QM Matters & AHIMA Standards

HIM Accreditation Standards

3 Program Effectiveness Measures/5 Program Planning & Assessment

- systematic evaluation of mission, goals and measurable outcomes
- ongoing effort to determine its effectiveness/quality improvement cycle

18 Curriculum

Teaching and assessment methods should be active, and evidence
 based

19 Syllabi

- must document standard curriculum competencies
- be clearly written & include course objectives/evaluation methods that assess student learning outcomes
- must include the entry-level competencies
- Stated what is required/expected/will be experienced/evaluation for successful completion of course

22 Curriculum—Evaluation of Students

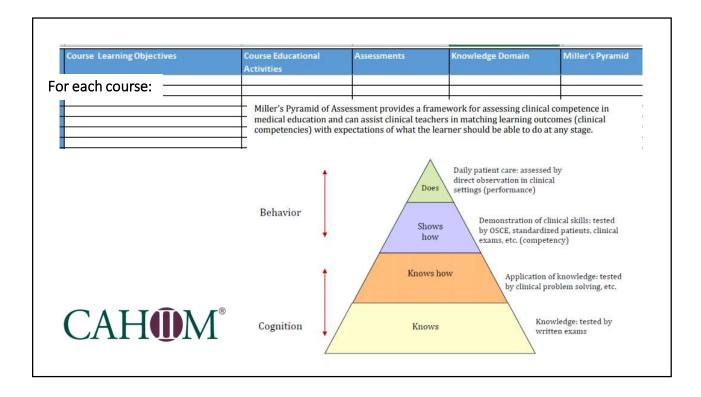
- indications of the students' progress toward and achievement of the competencies stated in the curriculum
- methodologies must be conducted frequently, and must be able to test the different cognitive levels
- must show students are being taught and assessed at a variety of taxonomic levels, with emphasis being placed on the use of application and problem-solving techniques

Health Informatics Standards

3 Program Effectiveness Measures/4 Program Planning

- ongoing effort to determine its effectiveness/quality improvement cycle
- program's goals must be stated as educational outcomes to be achieved; made sufficiently explicit; defined with measurable target outcome statements
- systematic evaluation of the mission, goals and outcomes and a process for continuous improvement
- 13 Program-Specific Curriculum
- reflect the program's mission, goals and objectives
- must include evaluation methods used to assess student learning outcomes
- curriculum must focus on program's defined knowledge, skills and values
- Requires alignment of competencies and outcome assessments with the program's mission, goals and objectives





Institutional Progress with QM

- QMUG 30 62 70 members strong
- 14 22 29 Faculty and Staff have created QM User Accounts (representing Ozark & Russellville)
- 12 16 9 are currently registered for QM Courses (including APPQMR, PRC, AFFC, RCPR courses)
- 5 40 110 completed QM Courses
- 13 22 External Course Reviews Completed
- 67 are Peer Reviewers
- 4 are Registered for Master Reviewer Course
- 4 are Master Reviewers
- 6th Edition QM Rubric books have been distributed to users



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