

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.

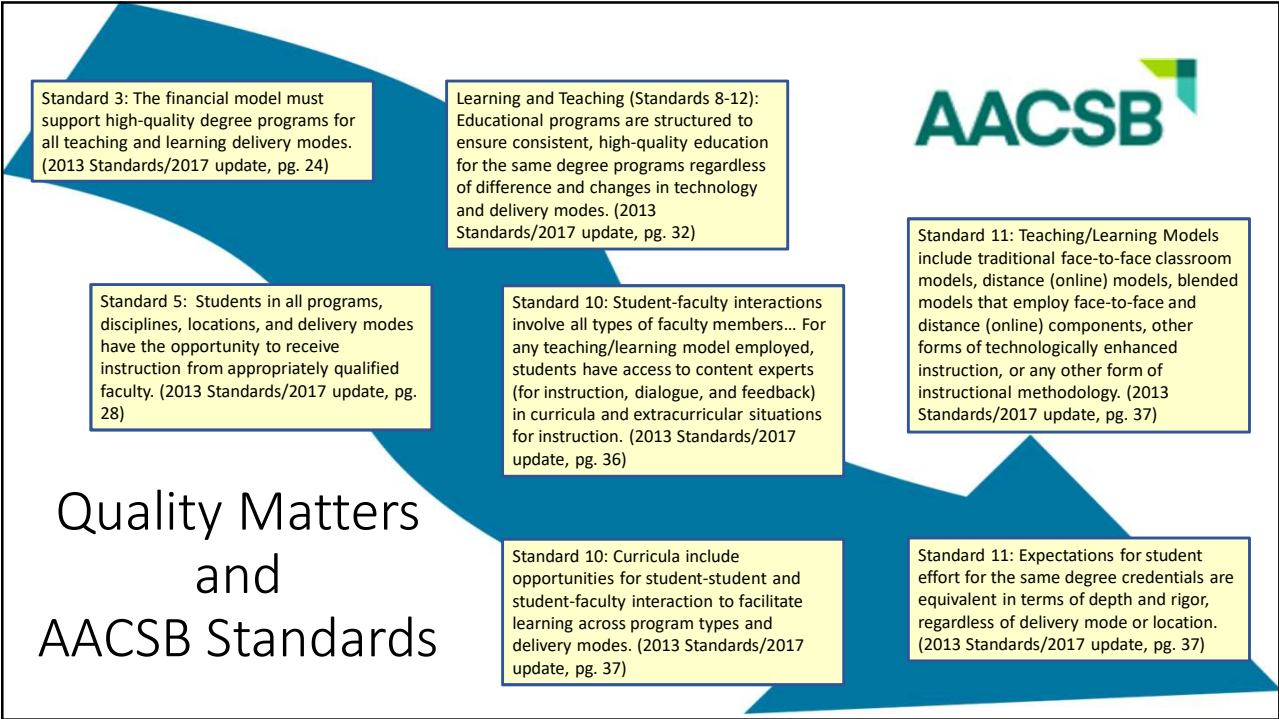
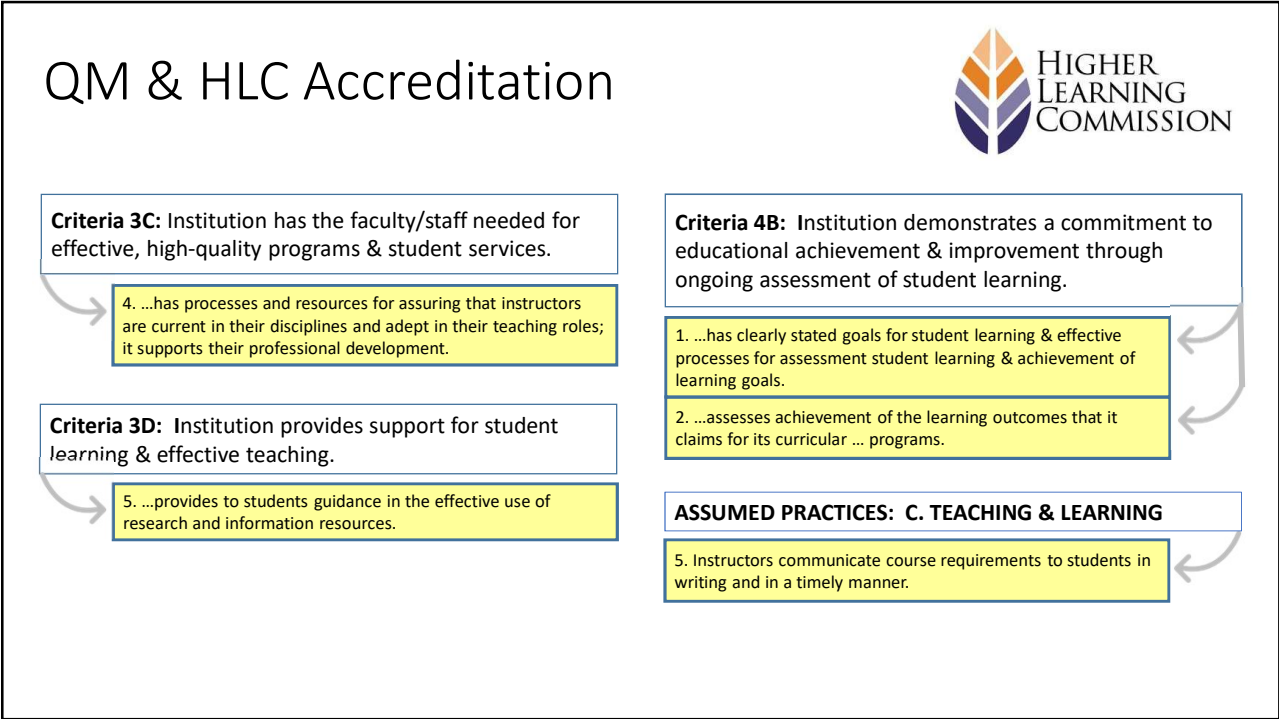
1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on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

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

1. 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.





**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.

Self Study Report: 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.

Self Study Report: 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.

Self Study Report: 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.

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.

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.

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
- Policies: 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



Course Learning Objectives	Course Educational Activities	Assessments	Knowledge Domain	Miller's Pyramid
For each course:				

Miller's Pyramid of Assessment provides a framework for assessing clinical competence in medical education and can assist clinical teachers in matching learning outcomes (clinical competencies) with expectations of what the learner should be able to do at any stage.

Behavior

- Does**: Daily patient care: assessed by direct observation in clinical settings (performance)
- Shows how**: Demonstration of clinical skills: tested by OSCE, standardized patients, clinical exams, etc. (competency)

Cognition

- Knows how**: Application of knowledge: tested by clinical problem solving, etc.
- Knows**: Knowledge: tested by written exams

CAHOM[®]

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
- ~~6~~ **7** 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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