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Office of Institutional Research *and* Effectiveness

Coming of Age: Steps, Challenges, and Lessons Learned from Becoming Separately Accredited

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Agenda

- Brief overview of institution and context
- Challenges and opportunities in becoming a separate institution
 - SACSCOC Application and Compliance Certification
 - IE Process and related standards
- Strategies to ensure autonomy and compliance with application standards: Lessons learned
- From the perspective of an HRI
- Questions & Answers



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Texas Tech University Health Sciences at El Paso





Our Institution: TTUHSC EL Paso

- TTUHSC El Paso began operating more than 40 years ago as a regional campus of the Texas Tech University (TTU) School of Medicine.
- TTUHSC El Paso was established in 2013 as the fourth university within the TTU System.
- TTUHSC El Paso is the ONLY health sciences center (HSC) in El Paso and the ONLY medical school on the U.S.-Mexico border.
- Submitted application for separate accreditation in January 2017.
- Submitted Compliance Certification in November 2017.
- Successful SACSCOC on-site review in January 2018.
- TTUHSC El Paso was separately accredited in June 2018 and commended for a “culture of excellence.”



New Institution: Challenges and Opportunities

- Finalizing independent operation
 - Establishing offices, policies, procedures, etc.
- New Office of Institutional Research and Effectiveness
- Lack of institution-wide knowledge about Commission, SACSCOC standards, and accreditation process
- Aggressive timeline: submit application and CC in the same year!
- Cultural context of former institution
- Cultural context of new institution
 - Leadership change in 2014
 - Large numbers of new employees



Start with a Plan

- Timeline
 - Identify scope of work
- Organizational Support Structure
 - Committees, taskforces
- Work Flow and Organization
 - Dissect and map work to timeline
 - Assign tasks and set deadlines
 - Web-based accreditation management system
- Develop IE Plan for campus-wide planning and assessment cycle
 - Develop training workshops and materials
 - Define cycle dates and deadlines
- Who will help?
 - Available staff and resources
 - Taskforces: IE, Institutional Research (IR) and Accreditation
 - Consultant review
 - Colleagues at parent institution



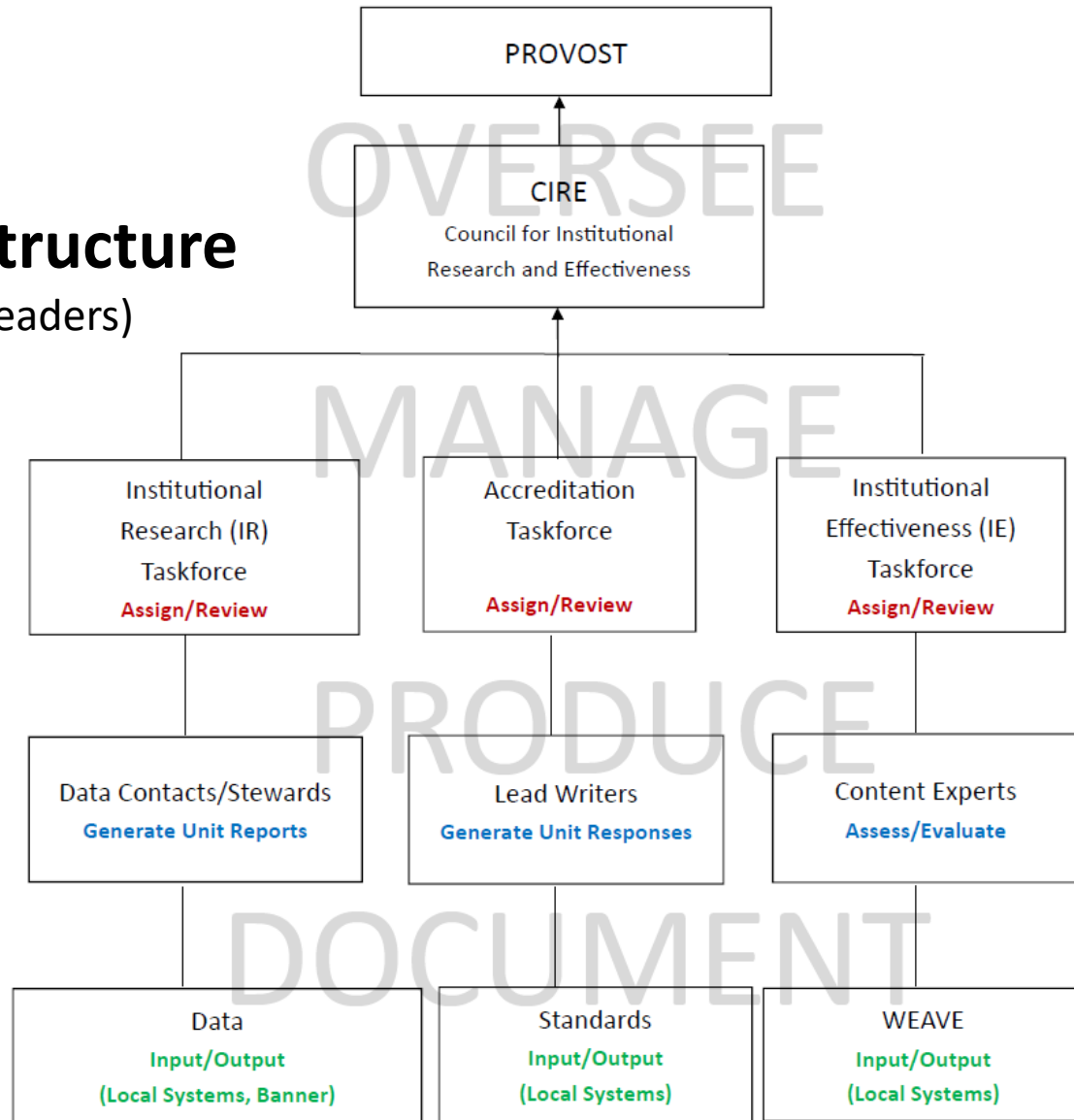
Timeline: Lessons Learned

- Ensure timeline is achievable
 - Negotiate if needed and if possible
- Talk to others with experience
- Assess availability of resources and support
 - STAFF: you need a team!
 - What other responsibilities do team members have?
 - What other work needs to happen?



Organizational Support Structure

- Council (Authority, Division/School Leaders)
- Taskforces (Working Groups)
- Content Experts (Information)
- Lead Writers/Reviewers (Narratives)
- Data Stewards (Data)
- Documentation (System Support)





Support Structure: Lessons Learned

- Educate!
 - Use *every platform* to talk about accreditation and SACSCOC
 - Presentations on SACSCOC and IE
 - Use every opportunity to link every-day work and processes to accreditation
- Involve division leaders as much as possible
 - Leaders are busy - but want to contribute
 - Keep leaders informed and involved
 - Communicate regularly, cc on messages
 - Limits work conflicts
 - Leaders create availability for staff and faculty who are needed for the work



Lesson Learned: Take Control of the Writing

- Small team of writers
- Become content experts!
- Write as much as you can
- Ask department/school repos for review/edits and ***filling in of gaps***
 - Creates a way of communicating gaps/need for documentation
 - Helps leaders understand what a comprehensive response looks like...***and the underlying processes/practices that are needed!***
- Develop a style guide for those on the writing team
- Limit who can edit narratives within writing platform



Developing the Application: Work Flow and Organization

- Writing platform
 - Version control, tracks changes
 - Central location, accessible online
 - No need to email, access folders, etc.
 - Allows for task assignment with reminders
- Centralized document library
 - Develop work flow for collecting and storing evidence
 - Save evidence as you write; create evidence library
 - Develop naming convention for files and library folders
- Linking evidence
 - Link evidence in narrative as it is saved
 - Designate at least one person to link and manage evidence

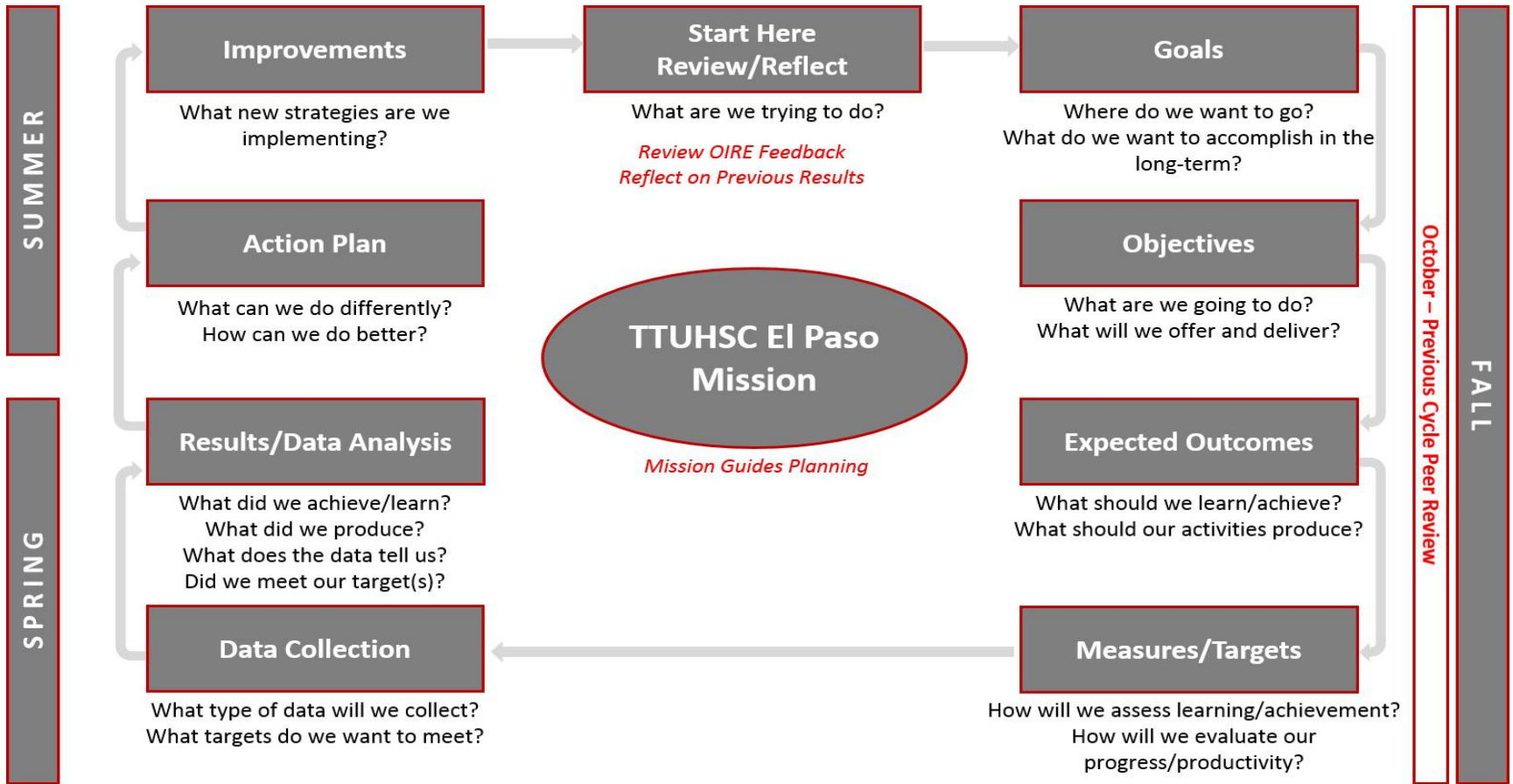


Institutional Effectiveness Process

- Design and establish IE processes for TTUHSC El Paso
- Develop training and workshops on IE elements:
 - *mission statement, goals, measures, targets, results, improvement strategies, and documentation.*
 - Develop rubrics, materials, resources, update website
- Provide group and individual trainings/consulting
- Implement peer review process
- Document assessment cycle



TTUHSCEP Assessment Cycle





Peer Review Process

- Teams of TTUHSC El Paso faculty and staff reviewed and evaluated all academic and administrative assessment plans.
- Rate the assessment plan in predetermined groups: independently, then adjudicate
- All reviewers received training prior to the review process.
- Two rubrics were provided by our office in the evaluation of the assigned assessment plans.



Institutional Effectiveness Process: Lessons Learned

- Keep it simple and facilitate as much as you can
- What review processes, reports, and data already exists?
- Find the overlap
 - link to program review/evaluation, school-based accreditations, program development
- Develop simple format for reviewers
 - Develop a template to present annual assessment data and improvements
 - Make it easy to read; tell a simple story
- Assess and improve your own IE process
 - Assess and refine
 - From group training series to overview workshops and focused individual consultations
 - Implemented electronic review forms for peer review
- Review unit structure as organization changes



From the HRI Perspective...

- Professional School Accreditations
 - Pros
 - Understanding of accreditation processes
 - Rigorous program reviews
 - Existing data
 - Ongoing assessment processes
 - Cons
 - Difference in scope and focus
 - Limited understanding beyond professional accreditation standards
 - State laws
 - Federal regulations
 - Placing more importance on professional accreditation



HRI Perspective: Lessons Learned

- Educate AND Learn
- How do agency standards compare/overlap?
- What are data needs? What is regularly collected? *What has been written?*
- Find opportunities for overlap and alignment
 - Eliminate extra work!
- Streamline/centralize documentation



Cultural Context: Lessons Learned

- From former to new institution
 - Change is wanted
 - Change is also difficult
 - Loss of routine
 - Loss of control
 - Lesson in leadership:
 - Empower and create opportunities for development/ownership



Time for Discussion



Thank you!