

HMSOM Hosts In-Person Visit with Self-Study Site Evaluation Team Chair

By: Jesse Jacondin in collaboration with Sabrina Kovler, M.H.A., and John Schiavone, M.B.A.

In April, the Hackensack Meridian School of Medicine passed a major milestone on its road to potential full accreditation with the Middle States Commission on Higher Education (MSCHE). On Tuesday, April 19th, 2022, HMSOM hosted an in-person visit with the Chair of the Site Evaluation Team, Dr. José A. Capriles-Quirós, M.D., M.H.S.A., Dean of the Universidad Central del Caribe School of Medicine.

The Middle States accreditation evaluation process consists of a peer review component conducted by a Site Evaluation Team. The Site Evaluation Team is chosen from a pool of qualified individuals based on the institution’s educational focus, mission, and goals. Their purpose is to evaluate an institution’s candidacy for full accreditation based on the Middle States Standards for Accreditation, the institution’s Self-Study Report, and a full-team site visit conducted at the end of the Self-Study process.

Four months prior to the full-team Site Visit, the Site Team Chair conducts a preliminary visit of the campus. This in-person visit is intended to:

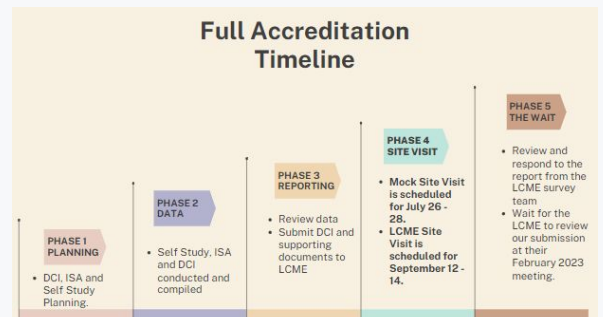
- assist the institution in understanding how the Site Evaluation Team will operate,

HMSOM Seeks Full Accreditation from the LCME

By: Tamiera Whitten, M.P.A.

The Liaison Committee on Medical Education (LCME) accreditation process is a peer reviewed quality improvement process which ensures that the medical education we provide to our students at the Hackensack Meridian School of Medicine (HMSOM) meets very specific and defined standards. Following these standards guarantees that MD graduates exhibit the leadership, professional, and educational skills necessary to provide exceptional patient care which aligns with the mission and vision of our school. LCME full accreditation is mandated for schools providing the MD degree.

On our road to obtaining LCME full accreditation, HMSOM staff, faculty, administrators, and students have worked together to complete the multiple phases of the full accreditation timeline (see below). We are currently in Phase 4 of the timeline. Our in-person Mock Site Visit is scheduled for July 26th-28th, which is “practice” for our in-person LCME Full Site Visit. The LCME Site Visit is scheduled for September 11th-14th.



- assist the Site Team Chair in planning for the full-team Site Visit,
- introduce the Site Team Chair to the institution, and
- ensure that the institution is ready to host the full-team Site Visit.

During his visit, Dr. Capriles was greatly impressed with several aspects of the School. He remarked that his lunch with six students representing all four Cohorts was a real highlight of the day. He praised the *CQI Chronicle*, and was impressed with the Simulations Lab. Dr. Capriles also gave HMSOM some helpful feedback on how to prepare for the full-team Site Visit and tweak the existing Self-Study Report. He recommended that we focus more intently on assessment and continuous improvement activities, pare down the Evidence Inventory, and include students in the full-team Site Visit.

The full-team Site Visit will run from August 28th - August 31st, 2022.

OIEA Welcomes Three New Team Members

The Office of Institutional Effectiveness and Assessment (OIEA) welcomed three new team members recently.

Erin Taylor comes over to OIEA to fill the newly created role of Curriculum Data Coordinator. Erin spent the last two years as SSR Course Coordinator, supporting students and faculty at the School of Medicine as part of the Phase 1 team. She is looking forward to expanding this support to curriculum assessment and improvement. She has a Master's degree in Arts Administration with a background in music performance, but has always been drawn to education, both as a learner and coordinator. She has 14 years of experience working in continuing and higher education environments. When she is not in the classroom or a Zoom meeting, she enjoys walking her dogs and setting personal bests on the Peloton.

Evelyn Paredes steps into the role of Assessment Information System (AIS) Manager. Mrs. Paredes has dedicated her career to the connection of technology, assessment, and accreditation. She holds a Bachelor's degree in Computer Science, possesses a strong academic background, and has eleven years of extensive experience in higher education. Mrs. Paredes previously held the position of Assessment/Accreditation and Data Manager at Eastern Oregon University (EOU) in La Grande, Oregon where she also served as the Field Placement Coordinator and Teacher Licensure Officer. She also formerly worked for San Diego State University in Calexico, California as an IT Consultant. Prior to her west

coast employment, Mrs. Paredes worked at Mercy College in Dobbs Ferry, New York in dual roles as the Information System Coordinator and the Assessment System Administrator. She has presented at various conferences on topics such as assessment systems, ePortfolios, data reporting, and achieving accreditation from the Council for the Accreditation of Educator Preparation (CAEP) as well as the National Council for Accreditation of Teacher Education (NCATE).

Kyle Featherston joins the OIEA in the role of Assessment Specialist. Dr. Featherston is an experienced researcher who holds a Ph.D. in Psychological and Brain Sciences from Washington University in St. Louis, Missouri. His research background is in cognitive psychology with expertise in the assessment of memory and the relationship between memory and other areas of cognition. As a research psychologist, Dr. Featherston developed expertise in measurement and assessment as well as research methods and statistics. He gained research experience as a market research associate and research assistant before moving on to graduate school in psychology. Dr. Featherston has published multiple research articles in scholarly publications and presented his research at many professional conferences. He is looking forward to working with both students and faculty on research and assessment at the School of Medicine.

Annual Reporting to the U.S. Department of Education

By: Jesse Jacondin

Every year, higher education institutions across the country must fill out surveys conducted by the U.S. Department of Education's National Center for Education Statistics (NCES). The system by which NCES collects and gathers these surveys is called the Integrated Postsecondary Education Data System (IPEDS). If a college, university, technical, or vocational institution participates in federal student financial aid programs, it is mandatory that they participate in IPEDS reporting.

IPEDS reporting is conducted in three cycles annually - the Fall cycle, the Winter cycle, and the Spring cycle. These surveys ask for information about our institutional characteristics, completions, enrollment financial aid, finance, human resources, and library.

Federal and state governments, other educational institutions, and, most importantly, students and parents all utilize IPEDS data. A summary of HMSOM's current IPEDS data is available to the public on the [NCES's website](#).