Successful SACS-COC On Site Visit

The much anticipated reaccreditation visit by the SACS-COC (Southern Association of Colleges and Schools-Commission on Colleges) On Site Committee concluded very successfully. The committee reviewed 711 pages of narrative that contained over 1800 links to documentation. After that review, the committee issued only one recommendation on a portion of one of the 90 principles that institutions are required to address. The committee recommended that the institution develop an assessment plan that explicitly assesses identified goals for the Quality Enhancement Plan. The recommendation is being implemented and will be reported to SACS-COC by the end of the summer. The final determination of reaccreditation will be in December.

Dozens of committees and hundreds of individuals worked collectively to achieve this successful outcome. Schools and service areas developed policies, updated handbooks, provided information, and assisted throughout the entire years-long process to achieve the excellent reaccreditation report that UMMC received. These efforts will continue to benefit the institution by providing consistent information and services to both faculty and students. Maintaining the information will be important as we continue the reaccreditation process. SACS-COC reaccreditation is an ongoing process with a mid-cycle review that is due in less than five years.

What’s next?

The Quality Enhancement Plan (QEP) “Professionalism Across the Curriculum” is being implemented across all schools and will unfold over the upcoming years. The plan is a result of the reaccreditation process and is anticipated to be an enduring asset for our campus.
News from Rowland

The library is no longer charging to conduct database searches for researchers and faculty members!

Having problems with too many or not enough search results or just don't have the time to get your searching done? Professional reference librarians can use the information you provide to craft and carry out a customized search and then email you the results. Searching is available in any database listed through the library’s Web page. (Patrons will still be responsible for any charges incurred in searching “fee-based” databases such as EMBASE.) Faculty members may access the library resources in person, by telephone (984-1231), by email or by filling out a computer search request form on the library’s Web page, www.library.umc.edu

Remember the library offers instruction to faculty, staff and students on:

- developing and refining searches,
- the use of various library resources,
- creating and using an NCBI account (allows an individual to create a “My Bibliography,” create or save searches or collections, or have specific searches run on a regular basis),
- accessing library resources via a smart phone (available resources include DynaMed, Essential Evidence Plus, Micromedex, PubMed, and EBSCO Databases),
- finding evidence-based information for patient care, and
- more information on specific courses is available here.

Instruction is available to individuals or groups and can be offered in a classroom or office as well as at the library.

Please contact Gongchao Yang (601-984-1237) or Adelia Grabowsky (601-984-1239) to request a search or Helvi McCall (601-984-1238) or Melissa Wright (601-984-1241) to schedule instruction.
The Learning Page

News and Science on Education and the Neurobiology of Learning

Book Review: *Academically Adrift: Limited Learning on College Campuses*

Published in January, 2011, this 272 page condemnation of higher function learning on America’s college campuses has elicited a fire-storm of debate.

Initially hailed as summarizing a landmark study that identified serious deficiencies of collegiate rigor in coursework and faculty expectations for student performance, questions have been raised concerning the instrument used to evaluate student readiness, the scope of the study, and the sample of students/institutions employed (http://chronicle.com/article/Academically-Adrift-a/126371/).

Richard Arum (Professor of Sociology, New York University) and Josipa Roksa (Assistant Professor of Sociology, University of Virginia) used a single survey (Collegiate Learning Assessment; http://www.cae.org/) that was administered to over 2,300 undergraduate students at 24 four-year colleges. Each student was tested in the first semester of their freshman year (fall, 2005), again in the final semester of their sophomore year (spring, 2007), and finally in the final semester of their senior year (spring, 2009). *Academically Adrift* only reports the results from freshman and sophomore evaluations.

The Collegiate Learning Assessment is intended to measure proficiency in reading and writing skills and critical reasoning abilities. While some aspects of this test’s ability to accurately or thoroughly measure the learning outcomes it purports to evaluate are currently debated, the study did note disturbing general patterns for American higher education practices. Specifically, students had less exposure to critical reading and writing tasks in class than would be hoped for collegiate education. In an article written for the Los Angeles Times this June, Arum and Roksa summarized:

“*In a typical semester, 50% of students did not take a single course requiring more than 20 pages of writing, 32% did not have any classes that required reading more than 40 pages per week, and 36% reported studying alone five or fewer hours per week.*” (Arum and Roksa, 2011; http://articles.latimes.com/2011/jun/02/opinion/la-oe-arum-college-20110602).

The most widely cited results of the study have been that 45% of all students tested showed no significant improvement in their scores on the survey after two years of college study and that, on average, students spend only around 12 hours per week studying. The results seem to be a condemnation of the lack of rigor in the collegiate system of education.

Questions we can ask ourselves from this debate are whether this poor preparation applies to students who come to UMMC seeking health science training and whether this “lack of rigor” is perpetuated in our educational efforts?
UMMC faculty and staff are encouraged to utilize the Office of Academic Counseling Services (ACS), a resource for students, residents, and fellows who have concerns about academic, professional, or personal matters. ACS accepts self-referrals, faculty and staff members play an important role in referring and encouraging individuals to seek assistance.

ACS provides assistance that enables students to develop relevant skills and behaviors essential to academic success and personal growth. Individuals frequently seek assistance with a wide range of issues.

- Transition to professional school
- Study skills assessment and training
- Time management and organizational skills
- Test taking strategies
- Clarifying career goals and interests
- Increasing self-confidence and coping with self-doubt
- Coping with depression and/or anxiety
- Stress management
- Relationship issues with faculty, peers, or family
- Loss and bereavement

These issues may be addressed by direct or referral assistance. Early intervention and supportive counseling are encouraged to resolve these issues and maintain the focus required to succeed in professional school.

ACS is open year-round from 8:00 a.m. until 5:00 p.m., Monday through Friday. Appointments can also be scheduled before and after regular office hours. Although ACS is available for urgent situations, appointments are preferred. Appointments may be made by phone, by email, or by stopping by the Academic Counseling Services office. The ACS contact information is below.

Natalie W. Gaughf, PhD
Director, Academic Counseling Services
Academic Affairs
Verner Holmes Learning Resource Center, U155-02
(601) 815-4233
nwgaughf1@umc.edu
http://academics.umc.edu/academic_counseling/
2011 Inductees—Norman C. Nelson
Order of Teaching Excellence

School of Dentistry
Basic Science
Susan Warren, PhD, Associate Professor of Anatomy
Roger Johnson, DDS, PhD, Professor, Periodontics and Preventive Sciences

Clinical Science
James Hupp, DMD, MS, Associate Professor, Department of Endodontics
James Lott, DMD, Assistant Professor, Care Planning and Restorative Sciences

School of Health Related Professions
Elizabeth Carr, RDH, BS, Instructor of Dental Hygiene
Kristi Moore, MS, Assistant Professor of Radiological Sciences
Javis Knott, PhD, RRT, Associate Professor of Health Sciences
Angela Morey, MSM, Assistant Professor of Health Informatics and Information Management

School of Medicine
Basic Science
Duane Haines, PhD, Professor Emeritus of Anatomy
Jack Correia, PhD, Professor of Biochemistry
Richard O’Callaghan, PhD, Professor and Chairman of Microbiology

Clinical Science
Jeff Crout, MD, Associate Professor of Pediatrics
Jose Subauste, MD, Professor of Medicine
Michelle Horn, MD, Assistant Professor of Medicine

School of Pharmacy – Jackson
Brian Crabtree, Pharm.D., Associate Professor of Pharmacy Practice
Justin Sherman, Pharm.D., Associate Professor of Pharmacy Practice

School of Nursing
Mary Stewart, PhD, RN, Associate Professor of Nursing
Sharon Lobert, PhD, RN, Professor of Nursing
Laree Hiser, PhD, Associate Professor of Nursing
Karen Winters, PhD, RN, Assistant Professor of Nursing

Please join us in recognizing the outstanding contribution these faculty have provided to the first mission of UMMC—Education of future health science professionals.