

# ANNUAL ACCREDITATION REPORT 2021

Released January 24, 2022

---

[meacschools.org](http://meacschools.org)



# TABLE OF CONTENTS

MEAC's Mission	3
MEAC's Board of Directors	4
Note from the Director of Accreditation	5
Our Accreditation Staff	7
Our Accreditation Review Committee (ARC) Members	8
2020 Accreditation Activities	9
Monitoring Reports	9
Compliance Reports	9
Initial and Renewal of Accreditation Reports	9
Site Visits	9
Substantive Changes	9
Accreditation Decisions Made	10
2019 Annual Reports compiled data	11
Key Indicator 2: Assets to Liabilities Ratio	11
Key Indicator 5: Enrollment Count and Change	11
Key Indicator 6: Enrollment Change in Distance/Correspondence Ed	11
Key Indicator 7: Student Retention	12
Key Indicator 8: Student Completion	12
Key Indicator 9: NARM Exam Pass Rate	12

# MEAC'S MISSION

*The Midwifery Education Accreditation Council's mission is to promote excellence in midwifery education through accreditation. It creates standards and criteria for the education of midwives. MEAC standards incorporate the nationally recognized core competencies and guiding principles set by the Midwives Alliance of North America (MANA), The International Confederation of Midwives (ICM), and the requirements for national certification of the North American Registry of Midwives (NARM). MEAC's accreditation criteria for midwifery education programs reflect the unique components and philosophy of the Midwives Model of Care.*

*The purpose of MEAC is to establish standards for the education of competent midwives, and to provide a process for self-evaluation and peer evaluation for diverse educational programs. MEAC is a non-profit organization approved by the U.S. Secretary of Education as a nationally recognized accrediting agency.*

# MEAC'S BOARD OF DIRECTORS

The Board is MEAC's primary decision-making body. The Board is composed of peers, educators, practitioners, academic and administrative personnel, and public members. The Board is elected by Member Schools.

- President: Katie Krebs, MPH
- Vice President of Outreach and Development: Kristi Ridd-Young, BS
- Vice President of Accreditation: Carolina Nkouaga, MPH, LM, CPM
- Vice President of Institutional Memory: Cassaundra Jah, CPM, MS
- Treasurer: Scottie Hale Buehler, CPM, Ph.D
- Secretary, Public Member: Aimee Eden, Ph.D
- Karen Ehrlich, CPM, LM, MA
- Gina Gerboth, MPH, RM, CPM, IBCLC
- Abigail Reece, Ph.D, CNM, RN
- Public Member: Sandra Lee Wise, Ph.D

# NOTE FROM THE DIRECTOR OF ACCREDITATION

## 2021 in Brief

2021 continued the 2020 theme of rollercoaster ups and downs as we all attempted to respond to the shifting normal of now. MEAC saw some of how this impacted our Member Schools and we also saw our own shifts during this time. I'd be remiss in not also mentioning the clash that occurred between meeting administrative obligations and taking care of our people. Again, this clash was visible in both Member Schools and within MEAC's administrative staff and Board. We know how hard it was to prioritize in 2021 and acknowledge our own part in that difficulty.

One of the ups in 2021 was the decision by USDE to continue MEAC's federal recognition as an accreditor. We are incredibly grateful to have come through that review without any additional reporting and with the maximum length for recognition (five years). We have already begun planning for our next review and how we can continue to improve our ability to meet the changing federal regulations.

2021 also saw MEAC gaining clarity in our scope of recognition with regard to distance vs correspondence education. We took the initial steps in removing correspondence education from MEAC's policies and from our standards. We still have some work to do around this, but will continue taking steps to ensure that our documents are clear and that our schools are appropriately supported in the use of distance education.

As a last look at 2021, I also want to highlight MEAC's use of the Timely Review, Advisory, and Consultation (TRAC) Reports. As you'll see in this document, we conducted more TRAC Reporting than any other type of report in 2021. Our accreditation staff have seen positive results from these reports and are glad that we have this mechanism for addressing potential issues while the stakes are lower - it certainly appears to have decreased the number of compliance issues requiring a "last chance to get it right" compliance report.

## Looking at 2022

As we move further into this new year, MEAC's accreditation focus remains on the ongoing updates to the Accreditation Handbook as a part of the shift to the 2020 Standards. We are currently revising the accreditation process to improve the length of time it takes to complete a comprehensive review and also to improve MEAC's ability to remain on timeline during those reviews. We continue to draft the supplemental materials that will serve as a companion to the 2020 Standards and help explain each benchmark in detail (as you can imagine, writing a highly detailed explanation for all 90-something benchmarks is taking some time).

We're excited that 2022 will also see MEAC completing the last few reviews under the 2013 Standards. These are schools that began a reaccreditation review prior to the implementation of the 2020 Standards. Our accreditation staff and Board are very much looking forward to full use of the 2020 Standards.

Finally, as we look at 2022 we're also looking at the continuing COVID allowances (namely the temporary use of distance ed and virtual site visits). While there is much unknown that still remains, especially as new variants and waves come and go, we hope that our Member Schools will keep in touch with your assigned accreditation coordinator. It is far easier to strategize and plan around issues before they become dire than waiting until crisis-mode has set in.

Here's hoping for a gentler year that will allow us all the time and space to breathe and recuperate.

**Amari Fauna**  
**Director of Accreditation**  
**January 24, 2022**

# OUR ACCREDITATION STAFF

The accreditation staff are the coordinators responsible for ensuring that report cycles follow published processes and for contributing to consistency between reviews. The accreditation staff also serve as experts in accreditation when interpreting MEAC Standards, answering questions, and providing informal feedback to institutions/programs.

- **Director of Accreditation: Amari Fauna, BS**
  - Before coming to MEAC, Amari worked at a MEAC Member School in a number of roles, where she coordinated institutional accreditation efforts, state degree authorizations, federal compliance with Title IV programs, and oversaw institutional processes such as policy and procedures, publication of student handbooks. Amari also has experience in outreach education, behavioral health, assisted living, and end-of-life care. Amari was a MEAC Accreditation Coordinator prior to becoming the Director of Accreditation.
- **Accreditation Coordinator: Rachael Bommarito, Ph.D**
  - Rachael is a social science researcher who studies direct-entry midwifery and planned home birth in high-resource settings. In recent years, she has worked as a research associate at the University of Minnesota and an adjunct professor at Metropolitan State University in Saint Paul, Minnesota. Rachael also has experience in the health sector. Between 1997 and 2007, she worked as a personal care attendant, health care assistant, public health educator, and doula. She served as a MEAC ARC volunteer from 2015 to 2016.
- **Accreditation Coordinator: Marissa Delgado Ohoyo, BS**
  - Marissa worked as a midwife, birth assistant and doula before beginning work at a MEAC Member School. As a MEAC school administrator for over 13 years, they served in various roles including Clinical Coordinator and Program Supervisor. From 2015-2017 they volunteered as an ARC member for MEAC.

# OUR ACCREDITATION REVIEW COMMITTEE (ARC) MEMBERS

ARC members are peers, responsible for conducting comprehensive reviews of all institution/program applications for initial accreditation, renewal of accreditation, and some substantive changes. ARC members are appointed by the Director of Accreditation in coordination with the MEAC Board President. Member Schools are given the opportunity to request alternate appointments.

- Kristen Benoit, Mercy In Action College of Midwifery
- Claudia Breglia
- Dolly Browder
- Justine Clegg, Commonsense Childbirth School of Midwifery
- Teresa Cramer, Birthwise Midwifery School
- Sharon DeJoy, Florida School of Traditional Midwifery
- Heidi Filmore, Birthwise Midwifery School
- Rebekah Frankie, Mercy In Action College of Midwifery
- Vicki Headley
- Diane Holzer
- Shira Jacobs, Bastyr University Master of Science in Midwifery Program
- Deborah Kaley
- April Kline, Midwives College of Utah
- Megan Koontz, Midwives College of Utah
- Elizabeth Kukura
- Safiya McCarter
- Suzy Myers
- Chrissy Owens
- Nichole Reding
- Kaylee Ridd, Midwives College of Utah
- Patricia Ross
- Hilary Schlinger
- Connie Tucker

Thank you to all the ARC members for all the work you put in!

*(Did you know that when you volunteer you can earn CEUs?)*



# 2021 ACCREDITATION ACTIVITIES

## TRAC Reports

- Number: 9
- Focus Benchmarks (2013 Standards): III.A5, V.A2, V.B2

## Monitoring Reports

- Number: 2
- Focus Benchmarks (2013 Standards): II.A4, III.C1, IV.C4, V.A2, V.B2

## Compliance Reports

- Number: 4
- Focus Benchmarks (2013 Standards): I.C2, II.A4, V.A4, V.B2, V.B4

## Initial and Renewal of Accreditation Reports

- Part 1 (3)
- Part 2 Self Evaluation Reports (4)
- Part 2 Additional Information Reports (3)
- Part 4 Response to Draft ARC Reports (2)

## Site Visits

- Bastyr University, Master of Science in Midwifery Program (virtual visit as part of reaccreditation)
- Heritage School of Midwifery (virtual visit as part of initial accreditation)
- Mercy In Action College of Midwifery (virtual visit as part of reaccreditation)
- National Midwifery Institute (virtual visit as part of reaccreditation)

## Substantive Changes

- Distance Education (2)

## Teach-Outs

- 3 total (one new, two ongoing)

## Accreditation Decisions Made

- Preaccreditation (1)
- Initial Accreditation (0)
- Renewal of Accreditation (3)
- Continuation of Accreditation (0)
- Removal of Probation (0)
- Substantive Changes (2)
- Adverse Actions (0)
- Show Cause (1)

# 2020 ANNUAL REPORTS COMPILED DATA

This data is being provided for MEAC Member Schools to use in planning and improvement processes. Member Schools may wish to use their submitted 2020 Annual Reporting Workbook and 2020 Annual Report Board Reports to make a comparative analysis between their individual data and the compiled data below.

## Key Indicator 2: Assets to Liabilities Ratio

- Evaluates institution's most recent fiscal year
- N= 8 institutions (one institution was not included as audit data was not available at the time of reporting)
- Range: 1.065 to 34.429 (prior year 1.098 to 100)
- Median: 3.2145 (prior year 2.507)

## Key Indicator 4: Enrollment Count and Change

- Evaluates enrollment as of 12/31/2020 compared to previous year
- N= 16 programs (one program was not included as it has been under a teach-out and is expected to decline in enrollment as a part of that)
- Range: -61% to 83% (prior year -14% to 55%)
- Median change: 16% (prior year -4%)
- Total Count: 798 students enrolled as of 12/31/2020 (prior year 714)
- Range per Institution: 6-219
- Range per Program: 2 to 199
- Median Count per Institution: 71 (prior year 57)
- Median Count per Program: 33 (prior year 25)

## Key Indicator 5: Enrollment Change in Distance/Correspondence Ed

- Evaluates enrollment as of 12/31/2020 compared to previous year
- N= 3 institutions
- Range: 11% to 38% (prior year -14% to 55%)
- Median: 38% (prior year 12%)

## Key Indicator 6: Student Retention

- Evaluates retention of cohorts enrolling in each program during years 2015, 2016, 2017, 2018 and 2019
- N= 16 programs (one program did not count toward this measure as it did not have any data to report)
- Range: 56% to 100% (prior year 60% to 100%)
- Median: 88% (prior year 89%)

## Key Indicator 7: Student Completion

- Evaluates most recent five-year period within which cohorts have reached 150% of the normal time to completion, years evaluated vary by individual program
- N= 14 programs (two programs did not count toward this measure due not having any data to report, one program had data errors preventing an accurate calculation)
- Range: 17% to 100% (prior year 13% to 100%)
- Median: 43% (prior year 49%)

## Key Indicator 8: NARM Exam Pass Rate

- Evaluates students from each program taking the NARM exam in years 2018, 2019, and 2020
- N= 14 programs (three programs did not count toward this measure due to not leading to NARM certification)
- Range: 50% to 100% (no change from prior year)
- Median: 98% (prior year 100%)
- Total Count (2020): 107
- Range per Institution/Program: 0-24
- Median Count per Institution/Program: 7 (prior year 5)

## Informational Data 3: Graduate Count

- Counts number of students who graduated in 2020
- N= 15 institutions/programs (one institution did not differentiate between total institution and individual program graduate counts)
- Range per Institution/program: 0-27

- Median Count per Institution/Program: 6
- Total Count (2020): 115

### **Informational Data 4: NARM Exam Retake Rate**

- Roughly estimates the rate of students needing multiple attempts at the NARM exam in 2018, 2019, and 2020
- N= 12 institutions/programs (three programs did not count toward this measure due to not leading to NARM certification, one institution did not differentiate between overall institution and individual program retake rates)
- Range: 0% to 50%
- Median: 7%