

# ANNUAL ACCREDITATION REPORT 2022

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# NOTE FROM THE DIRECTOR OF ACCREDITATION

## 2022 in Brief

July 2022 saw the departure of long-time Accreditation Coordinator, Rachael Bommarito. We were very saddened by the loss but also excited for her as she moved into accreditation of continuing education programs and healthcare agencies in her local region.

Around the same time, we also saw the closure of three Member Schools- two that completed extended teach-outs, and one precipitous closure. These closures have had impacts in the midwifery world as well as at MEAC. At the same time, MEAC remains committed to the ongoing support and success of our Member Schools and we continue to look at ways we can make the accreditation burden easier without compromising quality. Promisingly, we've also seen several new schools making steady progress in preparing for initial accreditation as well as continued enrollment increases among current Member Schools overall.

On a related note, 2022 saw MEAC implementing an updated accreditation process with changed timelines for both initial and renewal of accreditation. Our hope is that the adjustments will more appropriately address the differing levels of complexity between schools, provide a clearer starting point for initial applicants, allow our volunteer peer-reviewers to focus their attention across a shorter time commitment, and ultimately result in an easier review process for all participants. The updated [MEAC Accreditation Handbook Section D: Accreditation Process is available on our website](#).

## Looking at 2023

As we start the new calendar year, MEAC's staff are excited to welcome Kai Purnell to the Accreditation Coordinator role that was left open by Rachael's departure. Kai has jumped right into accreditation training and has been attending meetings with schools as a part of that (if you see them in one of your upcoming meetings, say "hi"! ). You can expect an update sometime in the next few months as we make some adjustments in which Accreditation Coordinator is assigned to which school.

2023 will be a year for MEAC to build capacity as 2024 is looking very full with numerous Member School reaccreditations and the start of MEAC's renewal of recognition with the US Department of Education.

On a personal note, this will be the last “Note from the Director of Accreditation” that I write as I have a planned departure from MEAC at the end of April (I’ll be shifting full time to my other work in addressing rural food access and security). During the remainder of my time here, I’ll be focusing on project handover with the hope that capable hands will be able to pick up the work where I leave off.

My time at MEAC has been both challenging and rewarding. I’ve greatly enjoyed interacting with all of the school administrators, MEAC’s Board, volunteer peer-reviewers, and especially the accreditation staff. Over the span of the last six years at MEAC (and last 12 years in midwifery education) I’ve seen MEAC and its schools grapple with changes in higher education, changes in accreditation, and changes in midwifery. I’ve seen time and again how this community has risen to the challenges it faces, made needed improvements, and renewed efforts to meet best practices. I believe that the accreditation of midwifery education is moving in the right direction and has a bright future ahead of it. I wish MEAC and all of its Member Schools continued success and engagement with the ongoing assessment and improvement processes of accreditation!

**Amari Fauna**  
**Director of Accreditation**  
**January 26, 2023**

# 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.*

# OUR 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: Cassaundra Jah, CPM, MS, PhD
- Treasurer: Carolina Nkouaga, MPH, LM, CPM
- Secretary: Scottie Hale Buehler, CPM, Ph.D
- Public Member: Aimee Eden, Ph.D
- Karen Ehrlich, CPM, LM, MA
- Gina Gerboth, MPH, RM, CPM, IBCLC
- Abigail Reece, Ph.D, CNM, RN

# 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, BA**
  - 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 and employee 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: 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. Marissa also volunteered as an ARC member (peer-reviewer) for MEAC.
- **Accreditation Coordinator: Kai Purnell, BA**
  - Kai comes to MEAC with a background in research, academic journal editing and publishing, outreach education, and public health. Kai is also trained as a postpartum doula.

# 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
- 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 serve as a volunteer peer-reviewer you can earn CEUs?)*



# 2022 ACCREDITATION ACTIVITIES

## TRAC Reports

- Number: 14
- Focus Benchmarks
  - (2013 Standards): II.C1, III.B2, IV.C3
  - (2020 Standards): II.A3, II.A5, II.C1, III.A5, III.B1, III.B4, V.C2, V.C3, VIII.A1, IX.B1, X.A1, X.B1, B.C1

## Monitoring Reports

- Number: 7
- Focus Benchmarks
  - (2013 Standards): III.B3, III.D1, IV.D2, IV.D3, IV.D4, IV.D5, IV.D6, V.A2, V.C2, V.D1, VI.B1, VII.A2, IX.B1
  - (2020 Standards): II.A5, III.B6, III.C1, III.D1, III.E2, IV.B2, IV.D2, IV.E1, V.C2, V.D1, VI.B1, VII.A1, IX.A3

## Compliance Reports

- Number: 3
- Focus Benchmarks (2020 Standards): I.C1, III.D1, IV.D3, IV.E1, VII.A3

## Initial and Renewal of Accreditation

- Part I Application for Initial Accreditation (2)
- Part I Application for Renewal of Accreditation (0)
- Part II Self Evaluation Reports (1)
- Part II Additional Information Reports (0)
- Part IV Response to Draft ARC Reports (2)

## Site Visits

- None

## Substantive Changes

- Location of Administrative Offices (1)

## Teach-Outs

- 4 total (one ongoing program closure, three completed institution closures)

## Accreditation Decisions Made

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

# 2021 ANNUAL REPORTS COMPILED DATA

This data is being provided as a part of public transparency to see how MEAC Member Schools are performing in relation to MEAC's quantitative benchmarks. Only aggregate data has been provided. Individual school data is not publicly released at this time. For more information on any of the key indicators listed below, see the corresponding benchmark in MEAC's 2020 Standards for Accreditation.

This data is also being provided for MEAC Member Schools to use in planning and improvement processes. Member Schools may wish to use their submitted 2021 Annual Reporting Workbook and 2021 Annual Report Board Reports to make a comparative analysis between their individual data and the compiled data below.

## Key Indicator 2: Financial Composite Score

*Corresponding Benchmark 2020 V.B5*

- Evaluates institution's most recent fiscal year (institutional accreditation only)
- N= 4 institutions (two institutions were not included as audit data was not available at the time of reporting)
- Range: 1.7 to 3.0 (possible range -1.0 to 3.0, 1.5 and higher indicates financially responsible)
- Median: 2.85

## Key Indicator 4: Enrollment Count and Change

*Corresponding Benchmark 2020 I.C1*

- Evaluates enrollment as of 12/31/2021 compared to previous year
- N= 14 programs
- Range: -61% to 450% (prior year -61% to 83%)
- Median change: 6% (prior year 16%)
- Total Count: 853 students enrolled as of 12/31/2021 (prior year 798)
- Range per Institution: 46-292 (prior year 6-219)
- Range per Program: 2 to 231 (prior year 2-199)
- Median Count per Institution: 124 (prior year 71)
- Median Count per Program: 27 (prior year 33)

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

*Corresponding Benchmark N/A, required by 34 CFR 602-19(e)*

- Evaluates enrollment as of 12/31/2021 compared to previous year
- N= 6 institutions
- Range: 3% to 283% (prior year 11% to 38%)
- Median: 15% (prior year 38%)

## Key Indicator 6: Student Retention

*Corresponding Benchmark 2020 I.C2*

- Evaluates retention into the second year of cohorts enrolling in each program during years 2016, 2017, 2018, 2019 and 2020
- N= 13 programs (one program did not count toward this measure as it did not have any data to report)
- Range: 60% to 100% (prior year 56% to 100%)
- Median: 84% (prior year 88%)

## Key Indicator 7: Student Completion

*Corresponding Benchmark 2020 I.C3*

- 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= 12 programs (two programs did not count toward this measure due not having any data to report)
- Range: 17% to 100% (no change from prior year)
- Median: 47% (prior year 43%)

## Key Indicator 8: NARM Exam Pass Rate

*Corresponding Benchmark 2020 I.C4*

- Evaluates students from each program taking the NARM exam in years 2019, 2020, and 2021

- N= 10 programs (two programs did not count toward this measure due not having any data to report, two programs did not count toward this measure due to not leading to NARM certification)
- Range: 50% to 100% (no change from prior year)
- Median: 96% (prior year 98%)
  
- Total Count (2021): 109 (prior year 107)
- Range per Institution: 5-23 (prior year 0-24)
- Range per Program: 0-21 (prior year 0-24)
- Median Count per Institution: 16 (prior year 7)
- Median Count per Program: 8 (prior year 7)

## Informational Data 2: Graduate Count

- Counts number of students who graduated in 2021
- N= 14 institutions/programs
- Range per Institution/program: 0-22 (prior year 0-27)
- Median Count per Institution/Program: 5 (prior year 6)
- Total Count (2021): 105 (prior year 115)