

10th Annual SACS-COC Institute on Quality Enhancement and Accreditation

*July 20-23, 2014
New Orleans, LA*

*Attendees: Julia Garcia, Kevin Behr, Kelly Rea,
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Networking Opportunities



Attendance in 2014 was increased to 1,000 participants for the first time.

OVERVIEW

- ▶ The Fifth-Year Report
- ▶ Quality Enhancement Plan
- ▶ Finance
- ▶ Substantive Change
- ▶ Assessment/Program Review
- ▶ Closing with Barry Goldstein

Fifth-Year Interim Report

The U.S. Department of Education requires accrediting agencies that it recognizes to monitor its institutions more often to ensure that institutions having access to federal funds continue to meet accreditation standards. To that end, the Commission has developed a Fifth-Year Interim Report.

The Fifth-Year *Interim* Report is divided into five parts:

- ▶ Part I. Signatures Attesting to Integrity (*applicable to all institutions*)
- ▶ Part II. Institutional Summary Form Prepared for Commission Reviews (*applicable to all*)
- ▶ Part III. Fifth-Year Compliance Certification (*applicable to all institutions*)
- ▶ Part IV. Fifth-Year Follow-Up (*applicable to select institutions*)
- ▶ Part V. Impact Report of the Quality Enhancement Plan (*applicable to all institutions*)

The Fifth Year Report

- ▶ Due Date: Mid-September
- ▶ SACS-COC will send a letter notifying the institution of the exact due date.
- ▶ Report includes 17 areas.
- ▶ Process begins first year after reaffirmation.

Tips to Submitting an Impressive 5th Year Report

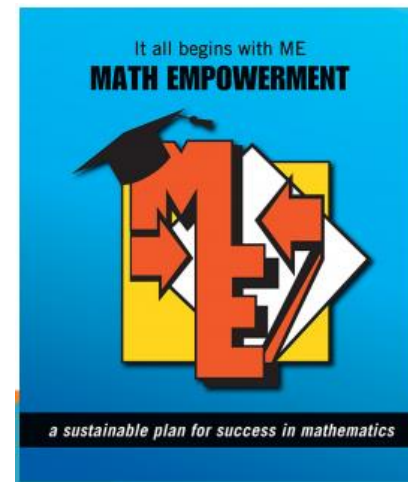
1. Must have a user-friendly and organized website.
2. Provide CLEAN and CLEAR syllabi.
3. Work with the “highest” ranking person to verify information provided.

Quality Enhancement Plan

CR 2.12 Quality Enhancement: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning **outcomes** and/or the environment supporting student learning and accomplishing the **mission** of the institution.

- demonstrates institutional capability
- broad-based involvement (communicate with others)
- identify goals and assess achievements
- Manage the plan

Example of a successful QEP: Cedar Valley College
(Dallas County Community College District)



Financial Resources

- ▶ CBC's deficit has DECREASED - On the road to recovery!
- ▶ Must submit a financial report for the two most recent years and it will include the most recent **financial aid audit**.
- ▶ Must submit a Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt.



Substantive Change

“Substantive change is a significant modification or expansion of the nature and scope of an accredited institution.”

- ▶ Where are your classes located?
- ▶ How are your classes being delivered?

Most Common Substantive Changes are:

- ▶ NEW off-campus sites where 50% or more of the credits in a program are being offered.
- ▶ Offering for the first time 50% or more of an educational program delivered via technology-based instruction.
- ▶ The addition of a new-based programs that are significantly different from current offerings.

“Initiate an off-campus site - **including a dual-enrollment high school site** - at which a student may earn at least 25% but less than 50 percent of credits toward a program *(please be sure to include the street address and starting date)*.”

Assessment

Classroom Assessment: Determination of individual student performance at course by instructors.

Course Assessment: Determination of how well a course is meeting student learning outcomes (SLO's)

Program Assessment: Determination of how well an academic program is meeting student learning outcomes & Determination of how well an educational support program is meeting its objectives.

Institutional Assessment: Determination of institutional performance.

Assessment

Basic Questions Guiding Assessment

- ▶ What should students learn from our educational programs and experience?
- ▶ How can we document and evaluate how well we are teaching and how well students are learning?
- ▶ What changes should we make to improve teaching and learning?
- ▶ Do the improvements we make work?



Assessment

Evidence of S-U-C-C-E-S-S

Sincerity means people believe the process has benefits

Usefulness means the process improves programs

Clarity means people understand the process

Commitment means that leaders are supporters and people will do it

Enthusiasm means the people want to do it

Systemic and Sustainable means everyone is continuing to use it throughout the institution

Support means people are not on their own—help is available

Closing Session with Barry Goldstein

- ▶ Always look at SACS-COC website for updates & changes.
- ▶ Institutions must have an electronic catalog which is archived & available.
- ▶ If there is a new program or change, it can be included in catalog, but make sure it states “pending approval” (3.14.1).
- ▶ Institution has an obligation for public disclosure of the report.
- ▶ 4.1. states “criteria for student achievement **MUST** be published.”
- ▶ Committees are **CRUCIAL**. They must be defined and have set goals.
- ▶ Must justify why goal was chosen. Example: NCLEX exam passing rate is 50%” will not be approved because Board of Nursing set goal is 85%.
- ▶ Data must be provided to back-up justifications.

Resources

<http://www.sacscoc.org/institute/2014/2014SIHANDOUTS/main.html>

All Institute Presentations



SACS-COC Mission

... To enhance educational quality throughout the region and improve the effectiveness of member institutions by ensuring that they meet standards established by the higher education community and address the needs of society and students ...

