SACSCOC FIFTH-YEAR INTERIM REPORT: COMMONLY CITED STANDARDS

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OUTLINE

- Changes to the Principles of Accreditation (POA)

- Changes to the Fifth-Year Interim Report

- Commonly Cited Fifth-Year Standards

- Tips for Success

- Questions

CHANGES TO THE POA

- Reordering by 14 topic areas

- Remove overlap and redundancies

- Complex Standards Stated in explicit parts

- Added a few standards, deleted a few standards

CHANGES TO FIFTH-YEAR STANDARDS

2012 EDITION POA

- 17 select standards

- 2 Core Requirements

2018 EDITION POA

- 22 select standards

- 5 Core Requirements

- 4 new standards (new to Fifth-Year but not new standards)

# CHANGES TO FIFTH-YEAR STANDARDS

- Core Requirements (Fifth-Year)

  - CR 6.1 (Full-Time faculty)

  - CR 12.1 (Student support services)

  - CR 8.1 (Student achievement)

  - CR 9.1 (Program content)

  - CR 9.2 (Program length)

- New to Fifth-Year

2012 Standard/Requirement	2018 Standard
*Representation of status, etc. Policy CS 3.14.1	14.1 (Publication of accreditation status)
Safe & secure environment, CS 3.11.2	13.8 (Institutional Environment)
Other Policies (for additional Dear Colleague Letters)	10.3 (Archived information) 10.9 (Cooperative academic agreements)

MOST FREQUENTLY CITED STANDARDS

Most Frequently Cited Standards at the Fifth-Year
June 2018-June 2019
(N = 81)

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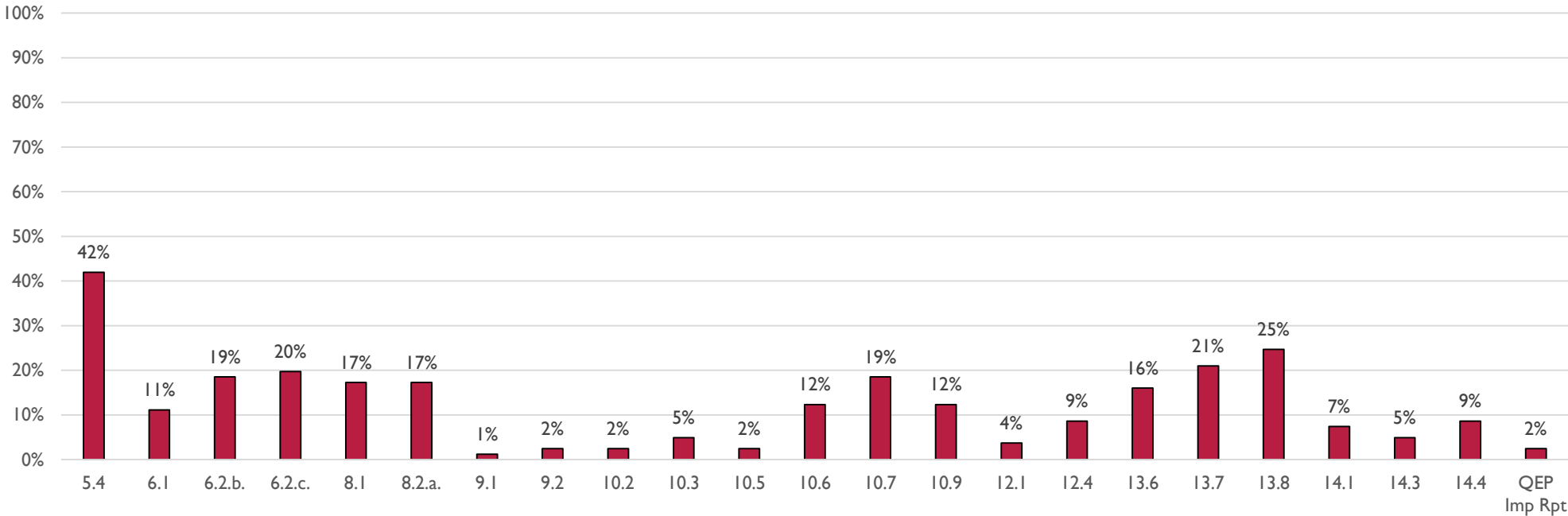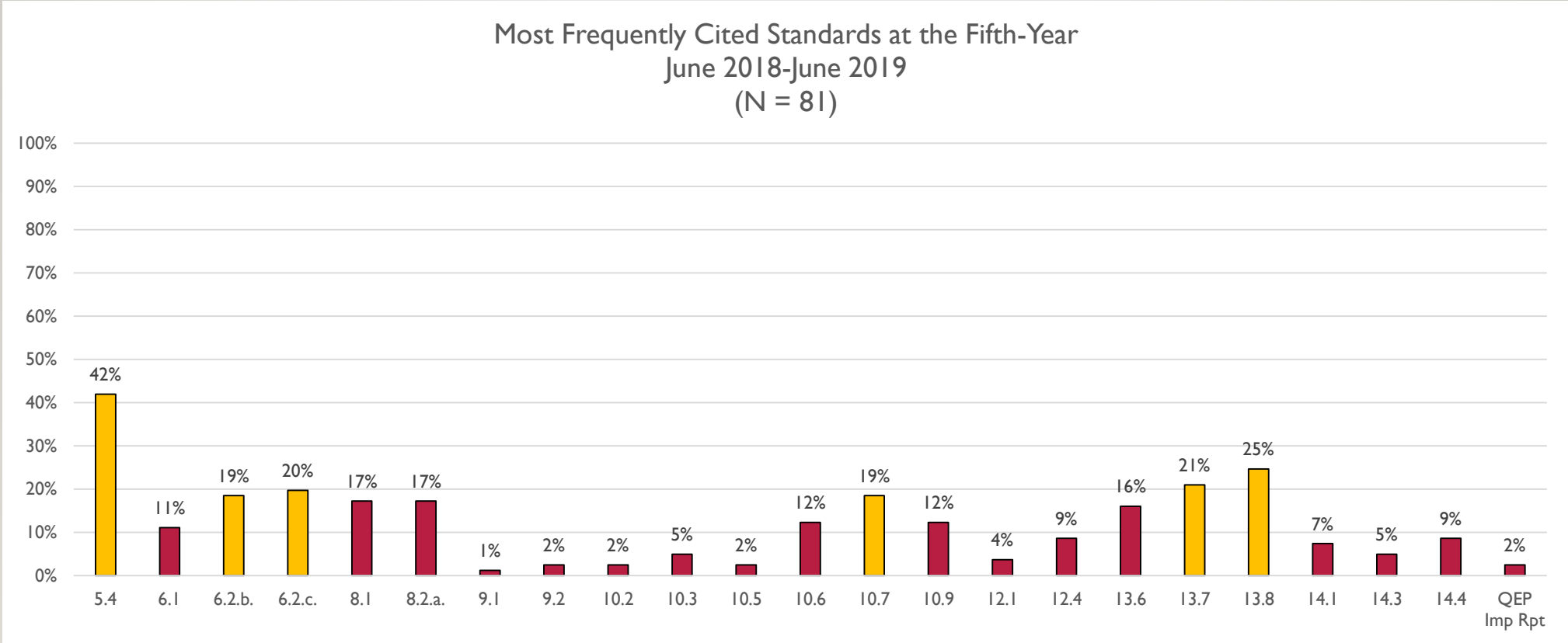
COMMONLY CITED STANDARDS

- 5.4 Qualified Administrative/Academic Officers

- 6.2.c. Program Coordination

- CR 8.1 Student Achievement

- 13.8 Institutional Environment

- 14.4 Representation to Other Agencies

5.4 QUALIFIED ACADEMIC/ADMINISTRATIVE OFFICERS

- The institution employs and **regularly evaluates** administrative and academic officers with appropriate experience and qualifications to lead the institution.

5.4 QUALIFIED ADMINISTRATIVE/ACADEMIC OFFICERS

- The Commission considers an evaluation cycle of _every three years or less_ to meet the expectation of "regular" evaluation.

- Standard applies to key decision makers within the institution's governance structure. _Does not apply the CEO._

- Organizational chart clarifying leadership roles, job descriptions and names is _very_ helpful to evaluators.

- The institution should provide a rationale for the group of persons addressed by the standard.

- Resumes, if provided, should be _current_ .

6.2.C. PROGRAM COORDINATION

- For **each** of its educational programs, the institution assigns appropriate responsibility for program coordination.

6.2.C. PROGRAM COORDINATION

- **Take the time to organize your information.**

- Be consistent throughout your Report with the identification of academic programs.

- Include the program coordinator's name, background (degree <u>and</u> field), and the programs he/she is responsible for coordinating.

- Address situations when a coordinator oversees programs which are not in his/her field or major.

- Include academic programs offered at off-campus sites and via distance learning.

CR 8.1 STUDENT ACHIEVEMENT

- The institution identifies, evaluates, and **publishes** goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. **The institution uses multiple measures to document student success.**

CR 8.1 STUDENT ACHIEVEMENT

- For each criteria:
  - Identify goals ➤ Evaluate data (outcomes) ➤ Publish data (goals and outcomes)
- Provide rationale/justification for criteria selected and thresholds of acceptability
- Graduation/completion rates must be among criteria addressed in 8.1
  - Address in the context of baseline indicator selected by the institution and reported to SACSCOC (IPEDS, NSC, Profile Data)
  - Disaggregation of graduation/completion data (race, gender, etc.) is expected going forward

13.8 INSTITUTIONAL ENVIRONMENT

- The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

13.8 INSTITUTIONAL ENVIRONMENT

- As of March 2017, Institutions must include within 13.8 information relating to any investigations by the U.S. Department of Education's Office of Civil Rights (OCR) for possible violations alleging sexual violence as part of its narrative addressing a healthy, safe, and secure campus environment (Title IX).

- Open investigations as well as closed investigations that were active or that occurred since the last SACSCOC comprehensive review.

- Don't be silent if there were no incidents/investigations.

  - Institution is expected to explicitly state that there were no investigations since last SACSCOC comprehensive review.

14.4 REPRESENTATION TO OTHER AGENCIES

- The institution (a) represents itself **accurately** to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

    - **Reference SACSCOC policy "Accrediting Decisions of Other Agencies"**

14.4 REPRESENTATION TO OTHER AGENCIES

- Institution describes itself accurately and consistently with how it describes itself to SACSCOC.

- Keep SACSCOC apprised in change of status with other U.S. Dept. of Ed. recognized accreditors (see policy "Accrediting Decisions of Other Agencies")

- Informs other accreditors of changes in accreditation status including public sanctions.

- Sample documentation:
    - Excerpts of reports prepared for/by other accreditors
    - Screenshot or printout on the institution from other accreditors
    - Copies of correspondence mailed to/from SACSCOC notifying change in accreditor status

TIPS FOR SUCCESS

- *Principles of Accreditation: Foundations for Quality Enhancement* *(effective January 1, 2018)*

- *Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement*
    - **Review the Appendices**

- *Communicate with your SACSCOC Staff Member (Vice President)*

- *Plan Efficiently and Effectively!*

QUESTIONS?

THANK YOU!!