

NEW BEGINNINGS

AN INSTITUTIONAL VIEW OF THE UPDATED PRINCIPLES

SACSCOC ANNUAL MEETING 2018
DECEMBER 10, 2018

Maurice Eftink Rilla Jones Mitzi R. Norris
University of Mississippi Itawamba Community College University of Miss. Medical Center

At the conclusion of the presentation, participants will be able to

1. Describe changes to the principles.
2. Examine implications of changes within the principles.
3. Discuss principles changes from a reviewer's perspective.
4. Identify process changes for their institution to incorporate changes to the principles.

WHY REVISE THE PRINCIPLES?



ROLE OF ACCREDITATION

- 1885 – 1920 Origin of accreditation
- 1920-1950 Role in higher education
- 1950-1985 Accreditation and government
- 1985 – Present Accountability

Ewell, P.T. (2008) U.S. Accreditation and the Future of Quality Assurance. Washington, DC: Council for Higher Education Accreditation.

NEW PRINCIPLES - PROCESS

- Principles revised every 5 years
- New Principle approved by the college Delegate Assembly December 2017



THE PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT

Previous

1. The Principle of Integrity
2. Core Requirements (2.1 – 2.12)
3. Comprehensive Standards (3.1 to 3.14)
4. Federal Requirements (4.1 – 4.9)

New

1. The Principle of Integrity
2. Mission
3. Basic Eligibility Standard
4. Governing Board
5. Administrative Organization
6. Faculty
7. Institutional Planning and Effectiveness
8. Student Achievement
9. Educational Program Structure and Content
10. Educational Policies, Procedures, and Practices
11. Library and Learning/Information Resources
12. Academic and Student Support Services
13. Financial and Physical Resources
14. Transparency and Institutional Representation

NUMBER OF PRINCIPLES - OLD vs. NEW

Section	Descriptor	Number of Principles
1	Integrity	1
2	Core Requirement	16
3	Comprehensive Standard	62
4	Federal Requirements	11
TOTAL		90

Section	Descriptor	Number of Principles
1	Integrity	1
2	Mission	1
3	Basic Eligibility Standard	3
4	Governing Board	9
5	Administrative Organization	7
6	Faculty	7
7	Institutional Planning and Effectiveness	3
8	Student Achievement	4
9	Educational Program Structure and Content	7
10	Educational Policies, Procedures, and Practices	9
11	Library and Learning/Information Resources	3
12	Academic and Student Support Services	6
13	Financial and Physical Resources	8
14	Transparency and Institutional Representation	5
TOTAL		73

Bold = Core Requirement

a. = separate principle
(a) = part of a principle

SECTION 5: Administration and Organization

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

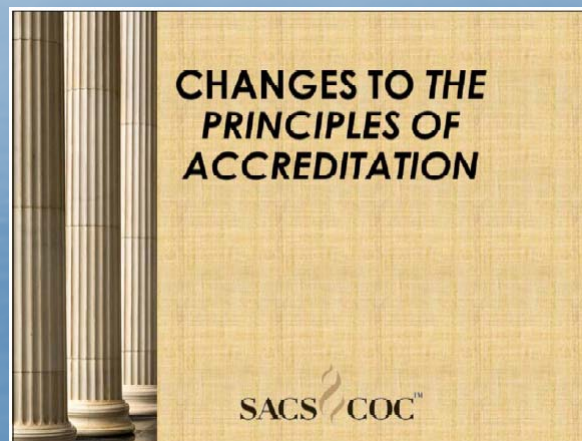
- 1. The institution has a chief executive officer whose primary responsibility is to the institution. *(Chief executive officer)* [CR]**
2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:
 - a. The institution's educational, administrative, and fiscal programs and services. *(CEO control)*
 - b. The institution's intercollegiate athletics program. *(Control of intercollegiate athletics)*
 - c. The institution's fund-raising activities. *(Control of fund-raising activities)*
3. For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
 - (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
 - (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
 - (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

(Institution-related entities)

Title in parenthesis indicates separate principle.

- Reorganized
- Eliminated a few
- Added a few new standards
- Merged several (and hopefully clarified)
- Made standards of several Commission Policies

WHAT ARE THE CHANGES?



Merged

2.12 & 3.3.2 on the QEP

2.7.2 & 4.4 on Program Length

2.9 & 3.8.1 on Learning Resources/Services

2.10 & 3.4.9 on Academic & Student Support Services

2.11.2, 3.11.1 & 3.11.3 on Physical Resources

3.2.9 & 3.2.10 on Personnel Appointments & Evaluations

3.3.1.4 & 3.3.1.5 moved under Institutional Planning

2.8, 3.5.4, & 3.4.11 on Faculty, morphed

3.4.2 & 3.4.8 on Noncredit to Credit and Continuing Ed

Moved into the Light: Commission Policies

- Review of Distance Education
- Representation to Accrediting Agencies
- Student Complaint Procedures/Record Maintenance
- Publication of Accreditation Status
- Reporting Cooperative Academic Arrangements
- Publication of Student Achievement Goals
- Availability of Catalogs

Other New Standards

4.2.g The governing board (has policies that) defines and regularly evaluates its responsibilities and expectations.

(Board evaluation)

12.6 The institution provides information and guidance to help student understand how to manage their debt and repay their loans. **(Student debt)**

Quality Enhancement Plan

The QEP remains, but with small changes

- Topic may relate to student success
- May be an enhancement of existing initiatives
(provided is data based)
- Flexible timeline
- Emanate from institutional planning
- Less emphasis on budget and more emphasis on commitment of resources

Student Achievement

- Institution must identify, evaluate, and publish goals and outcomes
- Appropriate to the institution's mission and the nature of the students it serves

Outcomes may include:

- Enrollment
- Retention and graduation data
- Course/program completion
- Job placement
- State licensing examinations
- Student portfolios
- Other means of demonstrating student success

- target levels of performance
- outcomes data
- must be published

Easing of Some IE Standards

- Assessment research and public service activities (current 3.3.1.4 and 3.3.1.5) dropped
- Included as part of Institutional Planning

Moved Gen Ed to an IE Standard

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and *provides evidence of seeking improvement based on analysis of the results in the areas below:*

~~... provides evidence of improvement ...~~

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs (Student outcomes: general education)

(Formerly CS 3.5.1)

Faculty

Previous standards 2.8 (Faculty), 3.4.11 (Academic program coordination), and 3.5.4 (Terminal degrees of faculty) reorganized to the following:

6.1* The institution employs an adequate number of full-time faculty members to support the mission of the institution.

(Full-time faculty)

6.2.a For each of its educational programs, the institution

- a. justifies and documents the qualifications of its faculty members.
- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
- c. assigns appropriate responsibility for program coordination.

2018 PRINCIPLES IN ACTION

OFF-SITE COMMITTEE'S PERSPECTIVE
REAFFIRMATION CLASS 2019 A

&

SUBSTANTIVE CHANGE COMMITTEE
FALL 2018

Submission Options

- Use 2012 Principles and address revised standards with an addendum for the on-site committee.
- Use 2012 Principles and address revised standards with an addendum accompanying compliance certification.
- Compliance Certification using 2018 Principles.

Submission Summary

Number of Colleges	2012 Principles with addendum	2018 Principles
34	11	23

COMMITTEE COMMENTS (AFTER REVIEW OF 4 INSTITUTIONS)

1. Standards are well organized. There is no need to jump between sections of the standards to cover assigned areas.
2. Reviews seem to proceed faster. The standards are similar (or in some cases identical) to 2012 principles.
3. New resource manual is very helpful.
4. Conference calls are much more efficient.

COMMITTEE COMMENTS (AFTER REVIEW OF 4 INSTITUTIONS)

Fewer standards cover the same content of principles – lengthy responses

New principles not problematic

Eliminated need to revise review after finding missing content in a corresponding standard

Still seeing the same frequently cited standards

Not enjoying learning new numbering sequence

SOME CONFUSION FOR REVIEWERS

1. An institution seeking to gain or maintain accredited status a. has degree-granting authority from the appropriate government agency or agencies. (Degree-granting authority) [CR]

b. offers all coursework required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy Documenting an Alternative Approach.) (Coursework for degrees) [CR]

c. is in operation and has students enrolled in degree programs. (Continuous operation) [CR]

1. The institution has a governing board of at least five members that:

(a) is the legal body with specific authority over the institution.

(b) exercises fiduciary oversight of the institution.

(c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.

(d) is not controlled by a minority of board members or by organizations or institutions separate from it.

(e) is not presided over by the chief executive officer of the institution. (Governing board characteristics) [CR]

DUAL ENROLLMENT POLICY

- Approved in June 2018
- Applies specific principles of accreditation to dual enrollment:
 - Admissions, Academic and Student Support, Institutional Effectiveness, Library and Learning Resources, and Facilities.
 - Faculty & Curriculum/Instruction
 - Institutions may not offer courses which combine students enrolled in the college course with students who are only receiving high school credit.
- August 2018, Dr. Wheelen sent notification of a delay in that portion of the Dual Enrollment Policy.

INSTITUTIONAL PREPAREDNESS FOR CHANGES



ARE YOU READY?

- Review list of principles on handout.
- Rate your readiness (1-10).
- Check items where you need more information.

RESOURCES

- [Cross-walk for Decennial Reaffirmation Review](#)
- [Cross-walk for Fifth Year Interim Reports](#)
- [2018 Principles of Accreditation: Foundation for Quality Enhancement](#)
- [Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement](#)

QUESTIONS???

