DATA MANAGEMENT SYSTEM

PHASE I – FALL 2018

- Completion of SACSCOC process reviews and design—COMPLETED
- Migration of Data—COMPLETED
- Adoption of SACSCOC Staff Portal—COMPLETED
PHASE II – SPRING 2019

• Continue enhancements to Staff Portal—ONGOING
  • Inclusion of Meeting Management into Salesforce
• Creation of Evaluator Portal—TESTED
• Create and Implement Design of Phase I of Institutional Portal—IN PROGRESS
• Web page upgrade to include direct access of Salesforce Data—COMPLETED
• Submission of Substantive Changes via an online screening form—IN PROGRESS

PHASE III – FALL 2019

• Continue design and implement Phase I of Institutional Portal
  • Update Institutional Information online—IN PROGRESS
    • Presidential Changes
    • Admissions
    • Enrollment Information
    • Submission of Profiles through the Institutional Portal—COMPLETED
  • Submission of reports and supporting documents via portal—IN PROGRESS
    • Reduce requests for duplicate information
    • Institutional Summary form—IN PROGRESS
    • Reports on demand—ONGOING
• Work with other regions to access data directly through IPEDS—ONGOING

PHASE IV - 2020

• Phase II of Institutional Portal
  • Continued enhancements
  • Expanded Reports on Demand
  • Submission of Compliance Certification and supporting documents.
  • Evaluator review of submitted materials during visits
  • Standardization of submission will allow us to provide better training for review process.
PHASE V – BEYOND 2020

Federal Update

HOUSE BILL “COLLEGE AFFORDABILITY ACT”

• Tackles rising cost of tuition
• College Affordability
• Eases student loan debt
• Cracks down on predatory for-profit colleges
• Holds institutions accountable for providing a quality education
HOUSE BILL CONT’D

• Provides stronger wraparound services
• Increases and permanently authorizes mandatory funding for HBCUs, Tribal Colleges, and other Minority Serving Institutions
• Pell grants for short-term programs
• Improves students' safety on campus
• Requires minimum accountability measures of all institutions but allows flexibility in determining them

SIMPLIFIED STUDENT AID ACT (SENATE BILL)

• Permanent mandatory funding for HBCUs and MSIs ($225 million annually)
• FAFSA Simplification
• Pell grants for prisoners
• Short-term Pell grants
• Increases in the maximum Pell grant awards

KEY CHANGES FROM NEGOTIATED RULEMAKING

• No more REGIONAL or NATIONAL accreditors; institutional accreditors.
• Revises criteria necessary to serve as a recognized accreditor.
• Provides accreditors with additional authority regarding length of time it allows an institution to be out of compliance with certain standards (maximum of four years).
• Clarifies the roles/responsibilities of accreditors/institutions with respect to teach-out plans and agreements.
• Revises some SUB CHANGE definitions and approvals; reduction in time for decision making.
SACSCOC Institutions’ Student Default Rates

Cohort Default Rate: Levels 1 - 6

Cohort Default Rate: Private vs. Public
Cohort Default Rate: Non-HBCUs vs. HBCUs

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-HBCUs</th>
<th>HBCUs</th>
<th>% Change</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>11.7%</td>
<td>11.5%</td>
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<td>2015</td>
<td>12.1%</td>
<td>10.5%</td>
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</tr>
<tr>
<td>2018</td>
<td>10.5%</td>
<td>16.1%</td>
<td>-34.8%</td>
</tr>
</tbody>
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Cohort Default Rate: Non-HBCUs Private vs. HBCUs Private

<table>
<thead>
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<th>Non-HBCUs Private</th>
<th>HBCUs Private</th>
<th>% Change</th>
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</thead>
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<td>2014</td>
<td>8.4%</td>
<td>13.9%</td>
<td>-5.5%</td>
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<tr>
<td>2015</td>
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<td>15.3%</td>
<td>-40.0%</td>
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<tr>
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<td>14.8%</td>
<td>-52.9%</td>
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<tr>
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<td>14.2%</td>
<td>-51.4%</td>
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<tr>
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<td>-43.5%</td>
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Cohort Default Rate: Non-HBCUs Public vs. HBCUs Public

<table>
<thead>
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<th>HBCUs Public</th>
<th>% Change</th>
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<tbody>
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<td>20.1%</td>
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<tr>
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<tr>
<td>2016</td>
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</tr>
<tr>
<td>2018</td>
<td>12.7%</td>
<td>15.5%</td>
<td>-22.3%</td>
</tr>
</tbody>
</table>
GOAL 1.1: MAINTAIN FOCUS ON STUDENT LEARNING AND ACHIEVEMENT.

- Continue developing and fine-tuning expectations regarding completion and other measures of student success.
- Provide data reports and relevant professional development opportunities to stimulate the sharing of best practices for enhancing student learning and achievement.

GOAL 1.2: SUPPORT INNOVATION AND RESPONSIVENESS FOR OUR MEMBER INSTITUTIONS WITHIN THE CHANGING LANDSCAPE OF HIGHER EDUCATION

- Continue to revise policy and processes in order to provide timely and thoughtful substantive change review.
- Provide frameworks and approaches for non-traditional higher education experiences, including dual enrollment, prior learning, competency-based pathways to completion, etc.
GOAL 2.1: USE THE TOOLS OF TECHNOLOGY TO ENHANCE THE EFFECTIVENESS, EFFICIENCY, AND QUALITY OF UNIT OPERATIONS AND INTERNAL COLLABORATION.

- Implement all phases of the Salesforce integrated database, including all requisite training and communication to ease transition.
- Evaluate and re-design business processes based on the effective use of technology.


- Optimize Salesforce features to allow for more direct institutional engagement and use (e.g., updating information, uploading reports, reviewing information).
- Create brief “hot topics” videos to address different constituent needs.
- Revamp FAQs for specific process areas (e.g., annual reporting, reaffirmation process, fifth year process, substantive change process, etc.).

GOAL 3.1: REIMAGINE HOW TO BEST DELIVER TRAINING AND PROFESSIONAL DEVELOPMENT TO INSTITUTIONAL REPRESENTATIVES, PEER EVALUATORS, SACSCOC BOARD MEMBERS, AND SACSCOC STAFF AND REVISE TRAINING EXPERIENCES FOR THOSE.

- Conduct a gap analysis to identify areas not addressed in current training.
- Develop a documentation process for training sessions to recognize participant effort and to verify participant learning/competence via an assessment process using case examples.
- Create a more robust training program for accreditation liaisons.
GOAL 4.1: CLEARLY ARTICULATE AND COMMUNICATE THE PURPOSE AND VALUE PROPOSITION OF SACSCOC.

- Develop a comprehensive, integrated, strategic communication plan centered on the Commission’s value proposition.
- Create widely distributed external communications through multiple media highlighting “What we do” focusing on student success and educational quality tied to accreditation efforts/activities of institutions.
- Enhance the Commission’s web presence to be more person-facing, focused on the Commission’s value-added value proposition, more than a document repository, and written for the web (more visual, more scan-able).
- Redesign the look-and-feel of our policy documents to include a consistent design across policies that incorporates instructional and materials design principles.

GOAL 4.2: SHAPE THE FUTURE OF ACCREDITATION BY WORKING WITH OUR SACSCOC MEMBER INSTITUTIONS, C-RAC PARTNERS, CHEA, SHEEOS, LEGISLATORS, AND OTHERS WITH A COMMON INTEREST IN PROMOTING QUALITY IN HIGHER EDUCATION.

- Create opportunities for new and continuing collaboration and dialogue.
- Identify shared values and priorities.

GENERAL INFORMATION
HAPPENINGS

• Reconstituted the 'Systems' Committee
• Appointing the Ad Hoc Committee on Substantive Change (any changes will impact requests made AFTER September 1, 2020)

PASSING OF CAROLE PACIGA

[Images of Carole Paciga]

DLGK @ ECDL
NEW STAFF

• Peter Cabrera—Coordinator of Computer Operations
• Rebecca Gallagher—Administrative Assistant for Drs. Baird and Young
• Donny Walker—Administrative Assistant in Sub Change Office
• LaRita Williams—Administrative Assistant in CFO’s Office
• Theresa Young—Administrative Assistant for Drs. Hardt and Taylor

Happy Holidays!!