

CS-19 Revised Principles,
New Expectations

GUIDELINES FOR SUCCESSFUL COMPLIANCE

A Selective look at the Principles

- ▶ This will be a selective review of important changes to the Principles, and a look at sections which presented challenges at Shenandoah.
- ▶ For a comprehensive review, we suggest you attend presentations by SACSCOC staff.

About Shenandoah University

- ▶ Shenandoah is a Level VI institution located in Winchester Virginia
- ▶ Our curriculum includes the applied liberal arts and professional programs, including College of Arts and Sciences, School of Education and Leadership, Conservatory, School of Business, School of Nursing, School of Pharmacy and School of Health Professions. FTE: 3,800
- ▶ We underwent Reaffirmation during 2018-2019: our site visit was in March 2019
- ▶ We only had one final recommendation, on OEP assessment

About Us

- ▶ Christopher Bean – Director of Institutional Accreditation and Director of University Libraries, Chair of Reaffirmation Steering Committee, cbean@su.edu
- ▶ Howard Ballentine - Director of Institutional Research and Assessment, hballent@su.edu
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About our Audience

- ▶ How many times have you been to this conference?
- ▶ Where are you in the accreditation process?
- ▶ Use one word to describe...
- ▶ PollEv.com/howardballen021
- ▶ Text howardballen021 22333

Reorganization of the Principles

- ▶ The 2018 Principles reflect a substantial reorganization
- ▶ Include integration of Core Requirements and Comprehensive Standards
- ▶ Core Requirements are still identified
- ▶ Merger of redundant sections, i.e. 2.9 and 3.8.1
- ▶ Elimination of old sections:
 - ▶ 3.2.7 (organizational Structure)
 - ▶ 3.2.14 (Intellectual Property)
 - ▶ 3.3.1. parts 4-5 (Continuing Education and Public Service Assessment)
 - ▶ 3.5.4 (terminal degrees for faculty)

Moving from the old to the new

- ▶ We started under the 2012 Principles and moved to the 2018 Principles
- ▶ Crosswalk documents (both found in Handouts)
 - ▶ SACSCOC Staff Crosswalk
 - ▶ Virginia Regional Accreditation Symposium Crosswalk
- OR
- ▶ Don't Look Back and Start Anew
- ▶ Principles of Accreditation 2018
- ▶ Principles of Accreditation Resource Manual

New Section 4.2.g

- ▶ 4.2.g Board Self-Evaluation
- ▶ The governing board defines and regularly evaluates its responsibilities and expectations.
 - ▶ Does your board have a policy regarding evaluation of its work in place?
 - ▶ What is the evidence that this policy has been implemented?

New Section 12.6

- ▶ 12.6 Student Debt
- ▶ The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.
 - ▶ Does your institution have a policy and procedure in place?
 - ▶ What is the evidence that you have done this?

Modified Emphasis in the new Principles

- ▶ 4.2.c (CEO Evaluation)
 - ▶ The governing board selects and regularly evaluates the institution's CEO
 - ▶ Under old 3.2.1: The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer
 - ▶ From "periodic evaluation" to "regularly evaluates"
- ▶ 14.4 (Accrediting Decisions of other agencies)
 - ▶ The institution represents itself accurately to all US DOE recognized agencies... and informs them of any change of accreditation status...
 - ▶ Under old 3.13.1, this required an institution "describe itself in identical terms to each recognized accrediting body"
 - ▶ The new language clarifies the requirement and is simpler.

7.1 Institutional Planning

- ▶ 7.1 (Institutional Planning)
 - ▶ The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporated a systematic review of institutional goals and outcomes consistent with its mission.
 - ▶ Change in scope over old 2.5 - (The institution engages in ongoing, integrated, and institution wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.)

8.1 Student Achievement

- ▶ 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.
 - ▶ More specific language than old 4.1 - The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.
 - ▶ "How does the institution determine appropriate measurable goals and outcomes for student achievement consistent with its mission?" - Resource Manual 2018

Section 6.1: Faculty Numbers

- ▶ 6.1: Full Time Faculty: The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution
- ▶ Replaces old 2.8 in part
 - ▶ Outline responsibilities of full-time faculty in teaching, service, scholarship, administrative functions and governance
 - ▶ Establishing target ratio of student FTE to full-time faculty: 15:1
 - ▶ Number of sections taught, number of credit hours generated by FT faculty
 - ▶ Establishing target percentage of instruction by full-time: 50%

6.2.b Program Faculty (Numbers)

- ▶ 6.2.b: For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity and review.
- ▶ Replaces old 2.8 in part
- ▶ Measures:
 - ▶ % of instruction taught by FT by department – target 50%
 - ▶ Ratio of FT faculty to student FTE by department 15:1
 - ▶ To reflect the needs of both major and non-major courses, student FTE was calculated two ways:
 - ▶ FTE by Major
 - ▶ FTE by Credit Hours generated
- ▶ We found we did not always meet our targets!

Section 6.2.a: Faculty Qualifications

- ▶ 6.2.a: For each of its educational programs, the institution justifies and documents the qualifications of its faculty members
- ▶ Replaces old 3.7.1
- ▶ Narrative described institutional recruitment policies to ensure quality
- ▶ Faculty Rosters
 - ▶ Most recent two semesters of courses on the rosters
 - ▶ Full-time and part-time
 - ▶ Provide details on credentials and show alignment with the specific courses being taught
 - ▶ Links to course descriptions for the reviewer
 - ▶ Context of degrees held by faculty in specialized areas
 - ▶ Don't forget those who teach Distance Ed and Dual Enrollment

6.2.c Program Coordination

- ▶ New 6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination
- ▶ Old 3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field
 - ▶ A shift from "academically qualified" to "Appropriate responsibility"
 - ▶ But: Institutional policy and definition of coordinators
 - ▶ Evidence that coordinators are involved in the responsibilities we say

Section 11: Library and Learning Resources

- ▶ 11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.
 - ▶ Old 2.9 and 3.8.1 consolidated
 - ▶ Focus on adequacy and appropriateness, quality vs quantity, alignment with curriculum
 - ▶ Assessments, faculty committee minutes, benchmarks

Section 11.2 Library and learning/information staff

- ▶ 11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/ or other learning/information resources to accomplish the mission of the institution
 - ▶ Demonstrating staffing adequacy and appropriateness:
 - ▶ Job descriptions, CVs, workload volume, hours, assessments and surveys, outside reviews or benchmarking with similar institutions
 - ▶ Might include technology support here, we put it under 12.2

Section 11.3 Library and learning/information access

- ▶ 11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.
 - ▶ Access to collections and services: physical building hours, online
 - ▶ Access to timely instruction
 - ▶ Include technology instruction here, from old 3.4.12

Section 12: Student Support Services

- ▶ Consolidates discussion regarding academic and student support services
- ▶ 12.2 deals with "adequate number" and "appropriate education or experience" of staff in student support areas
 - ▶ For us, that included a large number of individuals, including IT staff
 - ▶ We included links to job descriptions and CVs
 - ▶ Narrative descriptions of the work of each unit
 - ▶ Assessments and surveys for adequacy

14.2 Substantive Change

- ▶ The institution has a policy and procedure to ensure that all substantive changes are reported in accordance to SACSCOC policy
 - ▶ Relates to old 3.12.1
 - ▶ Make sure your institution has a policy in place
 - ▶ Show evidence that you have submitted substantive change notifications since last reaffirmation

Section 14.3 Comprehensive Institutional Review

- ▶ The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites
 - ▶ New version mentions off-campus instructional sites
 - ▶ We have three off-campus instruction sites and dual enrollment programs
 - ▶ We used SACSCOC policy on Distance Education as framework for response
 - ▶ Consider the scope of DE programs and impact on mission and planning documents
- ▶ Look at all policies relating to DE and dual enrollment
- ▶ Student and academic support of DE
- ▶ Faculty Development, training and DE

Expectations on Narratives

- ▶ Address all parts of the Principle, including lettered subsections
- ▶ Look for these words in Principles: "Publishes, implements, demonstrates, evaluates, disseminates"
- ▶ Examples:
 - ▶ 5.5: (Personnel appointment and evaluation) "publishes and implements"
 - ▶ 6.3: (Faculty appointment and evaluations) "publishes and implements"
 - ▶ 10.1: (Academic policies) "and disseminates"
 - ▶ 12.3: (Student rights) "publishes... and disseminates"
 - ▶ 12.4: Student Complaints: "publishes, demonstrates, maintains record"

Narratives, continued

- ▶ Provide evidence that institution follows its own policies
- ▶ Embedding the evidence in the narratives
 - ▶ Don't make the reviewer work for it
 - ▶ Make the case for compliance, not just links to documentation
 - ▶ Lead the reviewer to the conclusions you want to them to reach
 - ▶ Provide multiple examples of evidence

Thinking about institutional policies

- ▶ Responding to policies stated in a principle or standard
- ▶ Unstated and implied institutional policies in a principle or standard
- ▶ Institutional process for approving policies and evidence of approvals
- ▶ Underlying rationale for a policy or process
- ▶ Evidence that the institution follows its own policies

Notes on the Focused Report

- ▶ Response to the Off-Site Committee Report
- ▶ Optional, but do it anyway
- ▶ Our Off-Site Committee identified 18 areas where they could not determine compliance
- ▶ Most responses required additional documentation and narrative to make the case for compliance
- ▶ Some of our areas included...

Stay Focused...on evidence

- ▶ 4.2.c (CEO Evaluation) evaluation documents
- ▶ 4.2.d (Board Conflict of Interest) Bylaws and signed forms
- ▶ 4.2.e (Board Dismissal) Bylaws
- ▶ 6.2.a (Faculty Qualifications) transcripts
- ▶ 6.3 (Faculty Evaluation) evaluation and promotion documents
- ▶ 9.4 and 9.5 (Institutional Credits) degree audit examples
- ▶ 9.6 (Post-baccalaureate rigor) Syllabi

Additional Focused Report areas

- ▶ 10.1 (Academic Policies) Process and evidence of approvals
- ▶ 11.1 (Library and Information Resources) Evidence of collection adequacy
- ▶ 11.2 (Library and Learning/information staff) Additional data on workload and staff responsibilities
- ▶ 12.3 (Student rights) evidence that we actively disseminate this info
- ▶ 13.7 (Physical Resources) Physical plant assessment data and deferred maintenance details
- ▶ 13.8 (Institutional Environment) Lab safety, alert system testing
- ▶ 14.3 (Comprehensive Institutional Review) More detail on Distance Education support services

WEAVE Accreditation

- ▶ We used the WEAVE Accreditation platform for the Compliance Certification
 - ▶ Easy to enter narratives and add documentation
 - ▶ Produces a PDF document linked to documentation
 - ▶ Formatted for Compliance

For the Focused Report, we simply created PDF file of linked PDF narratives

Questions and Comments

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