BUILDING FOR THE FUTURE: USING WEB RESOURCES TO FOSTER A CULTURE OF CONTINUOUS COMPLIANCE AND IMPROVEMENT

SESSION OBJECTIVES
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- Apply effective techniques to build rapport with and encourage accountability among institutional leaders.
- Develop continuous compliance planning calendars for the implementation of both the Fifth-Year Interim Report and Compliance Certification.
- Utilize previous SACSCOC off and on-site reviews to develop a resource site for University stakeholders.
- Utilize technology to support the implementation of a “continuous compliance” mindset for the faculty roster.

WHO WE ARE

- Large Track B institution
- Over 30,000 students
- Responsibilities
  - Preparing USC-Columbia’s institution’s 2021 Compliance Certification
  - Ensuring curriculum/program approval and notification/approval to CHE/SACSCOC
- Working to develop sustainable model
- Since last reaccreditation in 2011, USC-Columbia has pursued a series of transformational initiatives
LESSONS LEARNED

• Fifth-Year Interim Report and On-site Visit
  • Do not wait until the 11th hour
  • Time preparing for SACSCOC reaccreditation cycle can be huge
    • Previously spent 3-4 years preparing for each SACSCOC reaccreditation cycle
• Reporting digitally
  • Frees up energy for new innovative projects
  • Makes continuous compliance not just feasible, but desirable

CURRENT ADVENTURES

• Crafting concrete continuous accreditation compliance timeline
• Assigning long-term responsibility for each standard
• Managing/editing policies
• Convening key stakeholders on a regular basis
• Widespread buy-in among key administrators and college stakeholders
• Collaboration between the Office of Institutional Research, Assessment and Analytics (OIRAA), Office of Academic Programs (OAP), and Provost Office to equip University with tools and expertise to ensure continuous compliance
BUILDING RAPPORT

Learning Outcome One

IDENTIFYING KEY STAKEHOLDERS

• Name a project sponsor
• Gather institutional knowledge from key officials
• Conduct meetings with senior administrators
• Identify changes in offices/office functions since last accreditation
• Develop assignments based on current position/function
DEVELOPING RELATIONSHIPS

• Development/Implementation of Systematic Process
  • Meeting with campus senior officials
  • APL Committee
  • Deciding on writers for each standard
  • Meeting/training writers
  • Implementation and review of standards

• Four Step Process

CHANGING THE CULTURE

Kotter’s 8-Step Model, Accelerate, 2014.
CROSSING CAMPUS BOUNDARIES

USC Aiken: USC Aiken is known for its small class sizes, affordability and athletic programs.

USC Bradford: With just over 1,750 students from around the world, this campus is a dynamic and vibrant academic community, setting the standard and beyond.

USC Columbia: Located in the heart of Columbia, SC, our main campus is home to over 33,750 undergraduate and graduate students.

USC Lancaster: USC Lancaster gives students the flexibility to finish their degree at the same campus or transfer to another campus.

USC Salkehatchie: Serendipitously located in the heart of South Carolina, our campus in Walhalla and Salkehatchie. USC Salkehatchie offers the first two years of credit toward a major offered by the University of South Carolina.

USC Sumter: Our Sumter campus is designed for students finishing their degree on our campus, online or transferring to another USC campus.

USC Spartanburg: As a student body and faculty, we are dedicated to excellence in teaching and learning, research, service, and engagement.

USC Upstate: Composed of students and faculty from the Carolinas and beyond. USC Upstate is a vibrant blend of traditional and nontraditional students who reflect the diversity of the Upstate.

South Carolina

CREATING A CALENDAR
Learning Outcome Two
### CONTINUOUS COMPLIANCE CALENDAR

#### VERSION ONE

<table>
<thead>
<tr>
<th>SACSCOC Assigned Standards</th>
<th>First Draft Deadline</th>
<th>Second Draft Deadline</th>
<th>Third Draft/Review Deadline</th>
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<tbody>
<tr>
<td>Group 4 Governing Board</td>
<td>December 1, 2018</td>
<td>May 1, 2019</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td>Group 5 Administration and Organization</td>
<td>December 1, 2018</td>
<td>May 1, 2019</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td>Group 6 Faculty</td>
<td>December 1, 2018</td>
<td>May 1, 2019</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td>Group 7 Institutional Planning and Effectiveness</td>
<td>June 1, 2019</td>
<td>July 1, 2019</td>
<td>December 1, 2019</td>
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<tr>
<td>Group 8 Student Achievement</td>
<td>July 1, 2019</td>
<td>July 1, 2019</td>
<td>December 1, 2019</td>
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<tr>
<td>Group 9 Educational Program Structure and Content</td>
<td>July 1, 2019</td>
<td>July 1, 2019</td>
<td>December 1, 2019</td>
</tr>
<tr>
<td>Group 10 Educational Policies, Procedures, and Practices</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
</tr>
<tr>
<td>Group 11 Library and Learning/Information Resources</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
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<tr>
<td>Group 12 Academic and Student Support Services</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
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<tr>
<td>Group 13 Financial and Physical Resources</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
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<tr>
<td>Group 14 Transparency and Institutional Representation</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
</tr>
<tr>
<td>Group 1, 2, 3 Integrity, Mission, Basic Eligibility Standards</td>
<td>April 1, 2019</td>
<td>September 1, 2019</td>
<td>March 1, 2020</td>
</tr>
</tbody>
</table>

University Compliance Update May 2019
University Compliance Update October 2019
University Compliance Update April 2020
Final Review and Website Link Checking April 2020
Student Compliance Certification in SACSCOC September 2020

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### CONTINUOUS COMPLIANCE CALENDAR

#### VERSION TWO

- **Orientations**: Feb-Apr 2019
- **First Drafts**: May-Sept 2019
- **Second Drafts**: Oct 2019-March 2020
CONTINUOUS COMPLIANCE CALENDAR
VERSION THREE

Group 4 Governing Board
Due August 1

Group 5 Administration and Organization
Due September 1

Group 6 Faculty
Due October 1

Group 7 Institutional Planning and Effectiveness
Due November 1

Group 8 Student Achievement
Due December 1

Group 9 Educational Program Structure and Content
Due January 1

Group 10 Educational Policies, Procedure, and Practices
Due February 1

Group 11 Library and Learning/Information Resources
Due March 1

Group 12 Academic and Student Support Services
Due April 1

Group 13 Financial and Physical Resources
Due May 1

Group 14 Transparency and Institutional Representation
Due June 1

Continuous Compliance Review Cycle Continues

DEVELOPING WEB-BASED RESOURCES
Learning Outcome Three
TECHNOLOGY MATRIX AUDIT

- Work with campus partners to develop a list of existing web resources and technologies
- Create an assessment of need
- Identify areas of redundancy
- Develop a plan of action
GETTING STARTED

• Evaluate your current resources
  • Web-management software
  • Staff skills and knowledges
  • Time
• Leverage your contacts
  • User-testing and feedback
• Organize your assets
• You are not the user
  • Cultivate different and diverse perspectives

KEY QUESTIONS TO CONSIDER

• Who is your audience?
• What is your audience's background?
• How does your audience search for information?
• What are the information needs of your audience?
• How will you organize this information?
HOW HAVE THINGS CHANGED FOR US?

• Website evolution
• Leadership changes and institutional priorities
• Staff resources
• Technology transitions

FACULTY ROSTER

Learning Outcome Four
TECHNOLOGY AND CONTINUOUS COMPLIANCE

• Collect your data
  • Define your elements
  • Where is the information stored?

• Data management
  • Management data, not compliance
  • Data dictionary and documentation

• Transition from “compliance” data to “everyday” data
  • Four column report
  • External reporting needs and special projects
  • Identify early adopters

CONCLUSIONS

Ask the right questions

Identify key data

Make informed decisions
THANKS!

Donald Miles, Director of Institutional Effectiveness & Accreditation
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