

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.



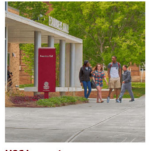
USC Beaufort »

With just over 1,750 students from around the world, this campus is a dynamic and vibrant academic community serving the Lowcountry and beyond.



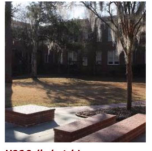
USC Columbia »

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 their or transfer to another campus.



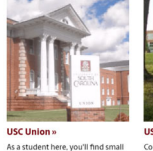
USC Salkehatchie »

Centrally located in the Lowcountry of South Carolina with campuses in Walterboro and Allendale, USC Salkehatchie offers the first two years of almost every major offered by the University of South Carolina.



USC Sumter »

Our Sumter campus supports students finishing their degree on our campus, online or transferring to another USC campus.



USC Union »

As a student here, you'll find small campus size, smaller class size, and better chance for faculty and staff to get to know students, and opportunities to be involved with student organizations.



USC Upstate »

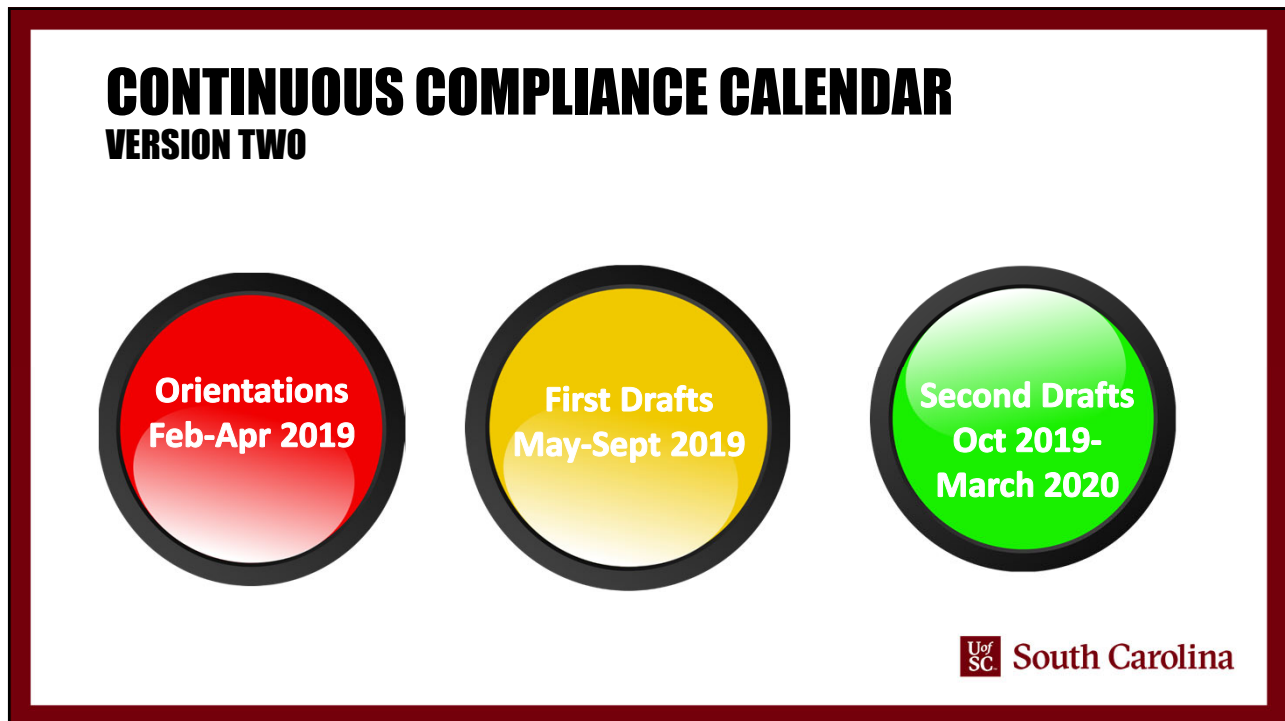
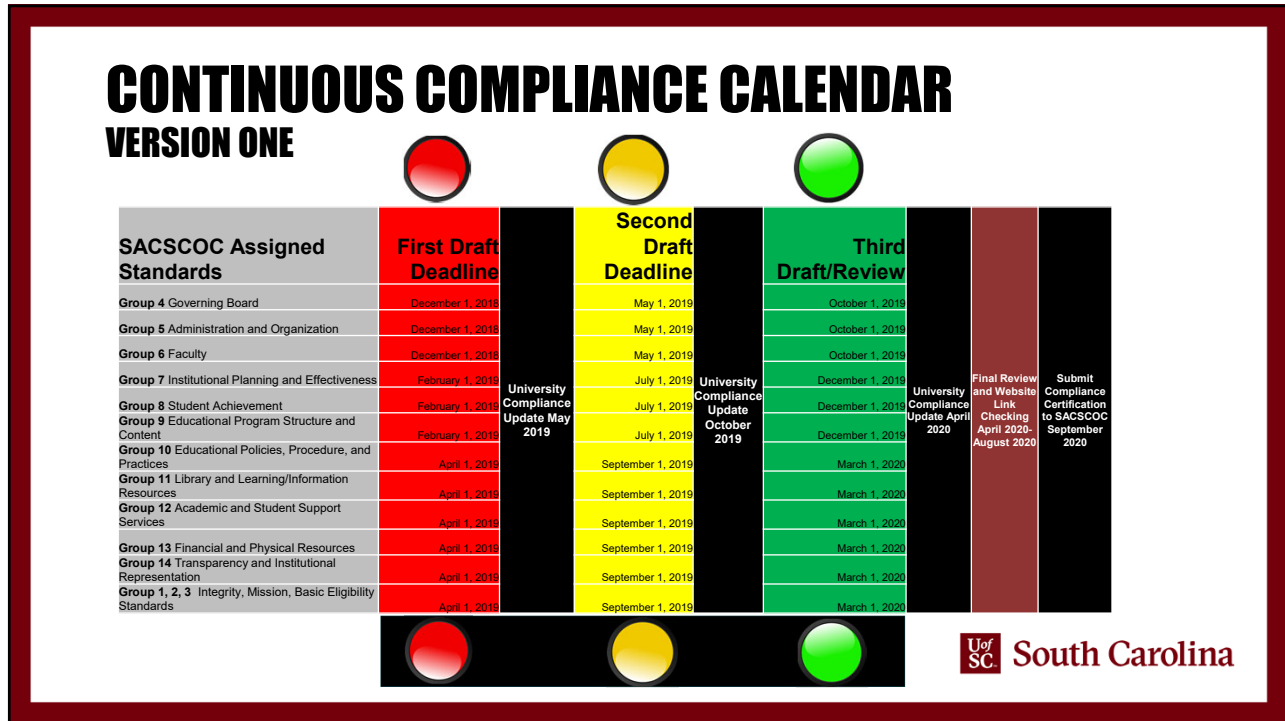
Comprised of a diverse and dynamic community of about 6,000 students from 26 states and 17 countries, USC Upstate is a wonderful blend of traditional and nontraditional students who reflect the Upstate's rich international character.



CREATING A CALENDAR

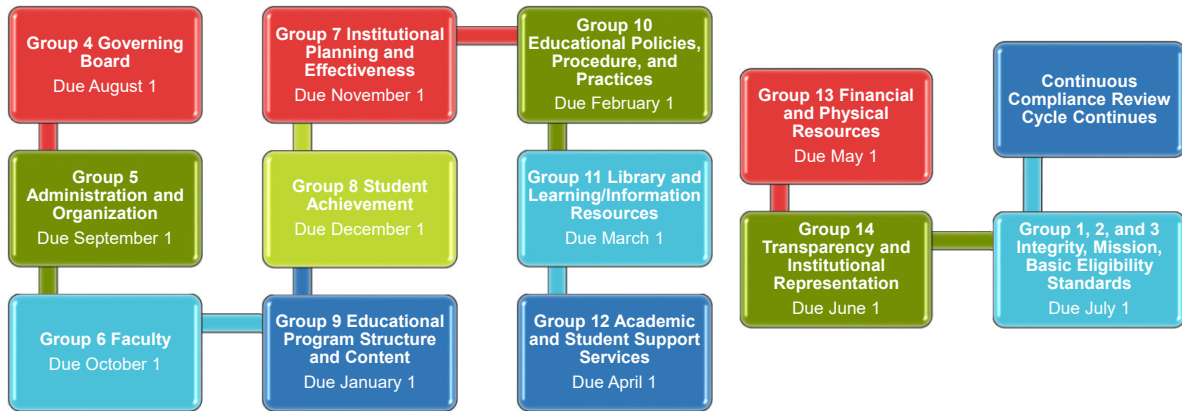
Learning Outcome Two





CONTINUOUS COMPLIANCE CALENDAR

VERSION THREE



DEVELOPING WEB-BASED RESOURCES

Learning Outcome Three



SACSCOC Continuous Compliance

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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

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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

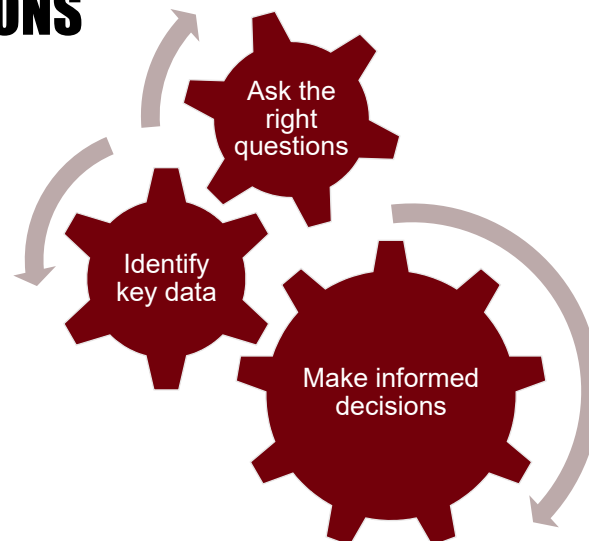


TECHNOLOGY AND CONTINUOUS COMPLIANCE

- 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

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CONCLUSIONS



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THANKS!

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