In the next 90 minutes, we will...

- Explore the concept of building a case for compliance
- Discuss strategies for writing and presenting narrative
- Share good practices for supporting documentation
- Consider common challenges
- Address questions and share ideas
Participants should be able to...

- Identify the elements of an appropriate/sufficient case for compliance
- Use the Resource Manual & other tools to appropriately guide the development of narrative
- Organize narratives that address the standard
- Select appropriate documentation to support your case for compliance

What brought you to this session?

A. I am new to SACSCOC/accreditation and want to learn all that I can.
B. I have been newly tasked with writing a portion of a SACSCOC report of some kind and am trying to pick up tips.
C. I have experience with writing SACSCOC reports, but I want to make sure my knowledge is current.
D. None of the above, but I did not bring my swimsuit.
E. Other

Explore the concept of building a case for compliance
What is this “Case for Compliance” business?

• **What:** The narrative and supporting document used by institution's to assert and document its adherence to/alignment with SACSCOC standards.

• **Why:** To illustrate ongoing compliance with the Principles of Accreditation

• **Audience:**Peer evaluators, Members of the SACSCOC Board of Trustees, US Department of Education, Public

Building a Case for Compliance...

1. Understand the standard
2. Understand the relevant facts about your institution
3. Gather documentation that helps illustrate your key points
4. Lead the reader through to your judgement of compliance/partial compliance/non-compliance

Answer the questions, before they are asked.

• What, How, Why?

• How do you know?

• Why are you telling me this?

• What evidence do you have to support what you are telling me?
1. Understand the standard
   • Resource Manual for The Principles of Accreditation

Have you used the Resource Manual before?
A. Yes
B. No
C. Not sure
2. Understand the relevant facts about your institution

- Who would know these facts?
- What are the authoritative sources of information?
- Is this information current?
3. Gather documentation that helps illustrate your key points
   • Consider your timeline if this documentation resides outside of the institution (e.g. Financial Audits, State Board documents)

4. Lead the reader through to your judgement of compliance/partial compliance/non-compliance
   You should have made a determination—and readers should be able to tell what it is.

Strategies for writing and presenting narrative
Strategies for Writing and Presenting Narrative

- Address all of the compliance components of the standard
  - the compliance components are the discrete elements that must be addressed for each requirement and standard

Standard 8.2.a

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:

- 8.2.a student learning outcomes for each of its educational programs.
  (Student outcomes: educational programs)

Core Requirement 4.1

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]
Standard 4.2 The governing board...

a. ensures the regular review of the institution's mission. (Mission review)

b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. (Board/administrative distinction)

c. selects and regularly evaluates the institution's chief executive officer. (CEO evaluation/selection)

d. defines and addresses potential conflict of interest for its members. (Conflict of interest)

e. has appropriate and fair processes for the dismissal of a board member. (Board dismissal)

f. protects the institution from undue influence by external persons or bodies. (External influence)

g. defines and regularly evaluates its responsibilities and expectations. (Board self-evaluation)


Strategies for Writing and Presenting Narrative

• Introduce your response for a standard
  • “Tell them what you are going to tell them—and then tell them.”

• Conclude your response with a summary of your case for compliance
  • “Then, tell them what you told them.”
Strategies for Writing and Presenting Narrative

• Use visual cues
  • Headers
  • Bold, italics, underscore, color
  • Images, graphs, charts, graphics

Evaluation of the faculty is the responsibility of the Deans and their designees (usually program chairs). However, the philosophy regarding the use of adjuncts to complement our full-time faculty (discussed in the next section “Teaching”), we have a performance evaluation system in place to ensure quality instruction. Full-time administrative faculty are evaluated in two ways: 1) through course evaluations completed by students at the conclusion of every course, and 2) through an annual performance review conducted by the Dean of the college and the respective Dean. Co-Deans who are full-time administrative faculty are responsible to oversee, record, track and make decisions based on the annual performance evaluation of full-time teaching faculty. Evaluation of adjunct faculty is carried out as described above in Section 5 “Adjunct evaluation.”

Evaluation of full-time and adjunct faculty

Evaluation of the faculty is the responsibility of the Deans and their designees (usually program chairs). However, the philosophy regarding the use of adjuncts to complement our full-time faculty (discussed in the next section “Teaching”), we have a comprehensive evaluation system in order to ensure quality instruction.

Full-time administrative faculty are evaluated in two ways: 1) through course evaluations completed by students at the conclusion of every course, and 2) through an annual performance review conducted by the Dean of the college and the respective Dean. Co-Deans who are full-time administrative faculty are responsible to oversee, record, track and make decisions based on the annual performance evaluation of full-time teaching faculty.

Evaluation of adjunct faculty is carried out as described above in Section 5 “Adjunct evaluation.”
Strategies for Writing and Presenting Narrative

• Look at examples

• Be honest about your assessment of Compliance or Non-Compliance

• Don’t write alone
Strategies for Writing and Presenting Narrative

• Provide an analysis and an argument, not just an accounting

• Connect the dots for the reader

• Avoid jargon and limit the use of acronyms

Strategies for Writing and Presenting Narrative

• Engage readers outside the process, perhaps outside the institution to assure clarity.

*You do not always have to pay someone to get a quality review.

Strategies for Writing and Presenting Narrative

• Same voice is less important than consistency in content
  • In other standards
  • In the Institutional Profile
Good practices for supporting documentation
Good Practices for Supporting Documentation

• Remember Goldilocks!
  • Not too much
  • Not too little
  • Just right
  • You are seeking a balance between thorough and over-kill.

Good Practices for Supporting Documentation

• Documentation should be purposeful

• Direct the reader’s attention to what is important

Which are okay to include?

A. Excerpts from documentation
B. Pictures
C. Videos
D. Links to live websites
Standard 13.7—Practice with Anatole College

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Physical resources)

1. Understand the standard
2. Understand the relevant facts about your institution
3. Gather documentation that helps illustrate your key points
4. Lead the reader through to your judgement of compliance/partial compliance/non-compliance

Consider common challenges

Common Challenges
- Overly dense narrative
- Light documentation
- Insufficient detail
- Not addressing approval, publication, and implementation/enforcement of policy in those standards that call for a policy or procedure. [See page 7 of the Resource Manual]
The Requirement of a Policy

• "Implicit in every standard mandating a policy or procedure is the expectation that the policy or procedure is written in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution. At the time of review, an institution will be expected to demonstrate that it has met all of the above elements. If the institution has had no cause to apply its policy, it should indicate that an example of implementation is unavailable because there has been no cause to apply it. (See SACSCOC best practices, Developing Policy and Procedures Documents.) Appendix A contains a summary of standards calling for a policy or procedure. This will also be noted in the "Reference to SACSCOC Documents, if applicable" section of affected standards."

Common issues

• Presenting dated information
  • Faculty Roster
  • Policy/Procedures
  • Agreements
  • Data
• Offering no analysis of data

Questions and “To Do”s when I get home

• Building a case for compliance
• Strategies for writing and presenting narrative
• Good practices for supporting documentation
• Common challenges
• Address questions and share ideas
Participants should be able to...

• Identify the elements of an appropriate/sufficient case for compliance
• Use the Resource Manual & other tools to appropriately guide the development of narrative
• Organize narratives that address the standard
• Select appropriate documentation to support your case for compliance

Thank you & Enjoy the rest of your day!