



Addressing Sources of Non-Compliance in Institutional Reports: Using a Hospitality-Mindset

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Two Overarching Reasons for Findings of Non-Compliance:

The institution is **truly not in compliance** with the standard

The institution **does not present its narrative and evidence in an effective way** to demonstrate compliance

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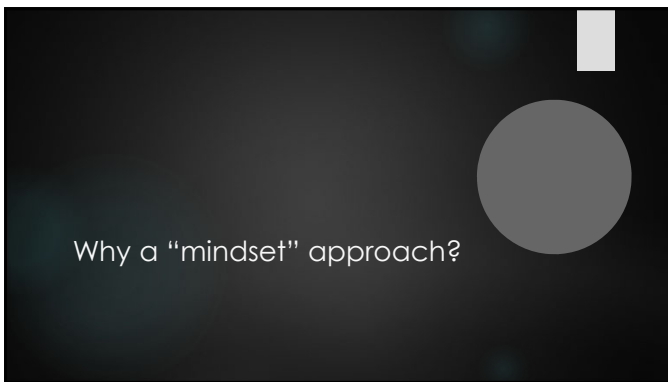
By the end of the session, participants will be able to:

- ▶ Understand the benefits of reviewing their reports with the lens of a reviewer
- ▶ Use narrative to make a case for compliance
- ▶ Use evidence skillfully to effectively support the case for compliance
- ▶ Identify and effectively address "thorny" standards that have been challenging for institutions in recent cycles

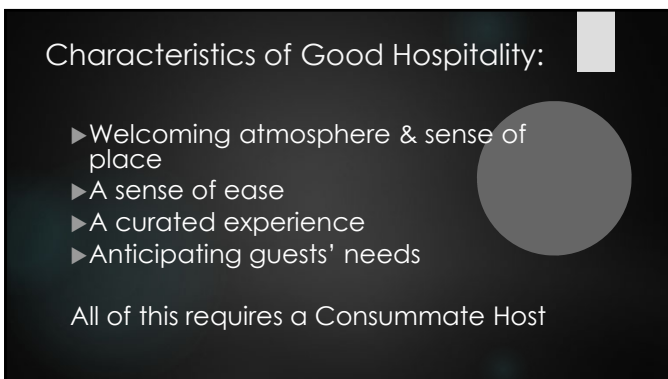
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By the end of the session, participants will be able to:

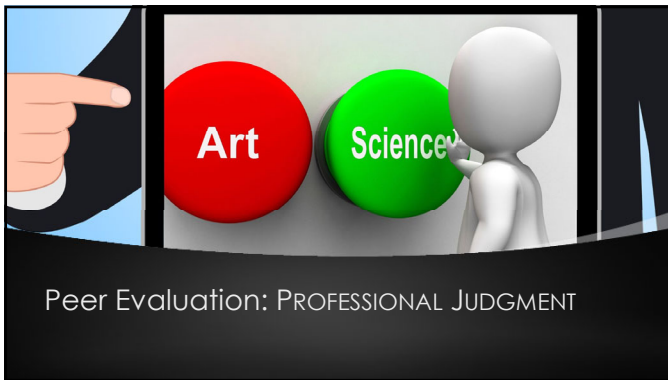
Apply a hospitality mindset to address sources of non-compliance

Understanding the evaluator (your "guest") and their responsibilities

Use narrative to make a case for compliance (being the consummate host)

Use evidence skillfully to effectively support the case for compliance (providing what they need when they need it)

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Submission Instructions

"Reports submitted for SACSCOC review" (rev. 6/21)

- ▶ All reports should be submitted as **electronically**
 - ▶ Use a **single zipped** (compressed) file.
 - ▶ All hyperlinks should open **documents included in the extracted (self-contained) file** (NOT external sources).
 - ▶ Documents should be **bookmarked, indexed, and searchable**.
 - ▶ The zipped file may not exceed **10 gigabytes**.
 - ▶ **Label** all USBs with institutional name and report title.
- ▶ **Be cautious with "branded" USBs**
- ▶ **SACSCOC is currently piloting allowing institutions to upload reports through the Institutional Portal – Stay tuned for additional guidance**

Contact SACSCOC for "temporary workaround instructions" for Substantive Change submissions.



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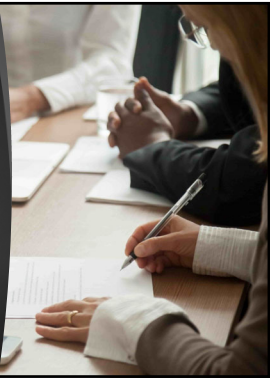
Understanding Your Evaluator and Their Responsibilities

STRATEGIES FOR ADDRESSING NON-COMPLIANCE IN INSTITUTIONAL REPORTS

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PEER Review Process

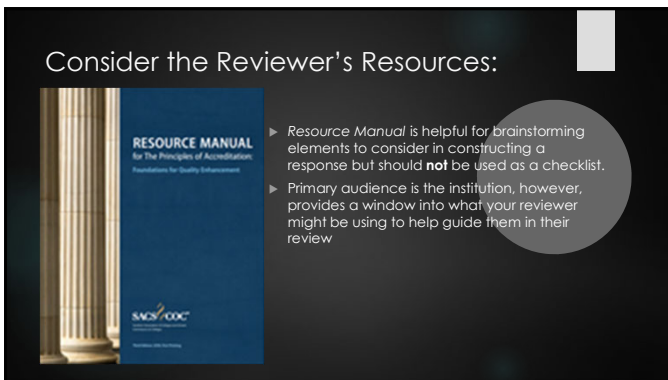
"The heart of the U.S. accreditation system "is the accreditation team itself: a small group of peers from other institutions who come together to assess a college's compliance with accreditation standards" (McGuire, 2009, p. 29).



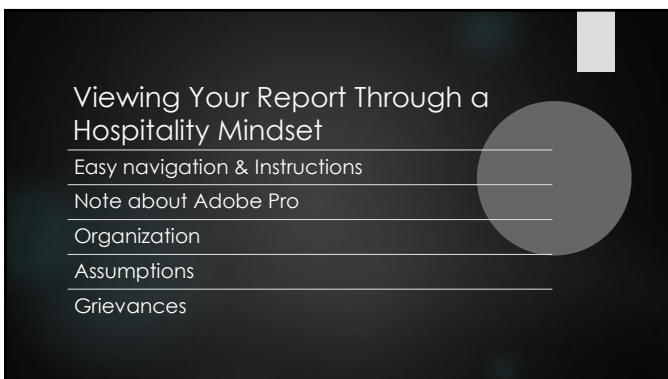
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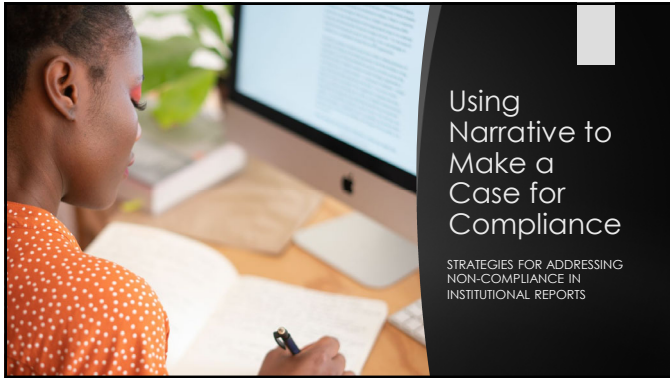
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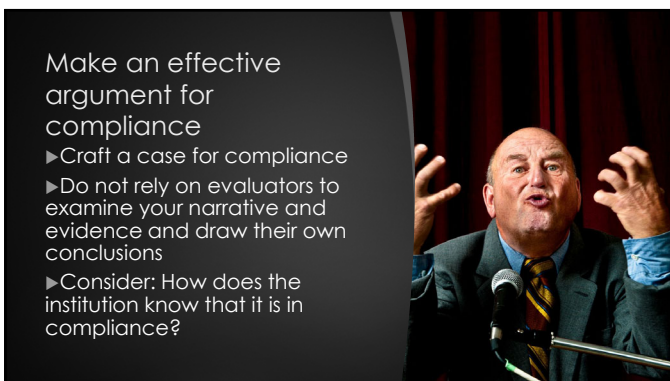
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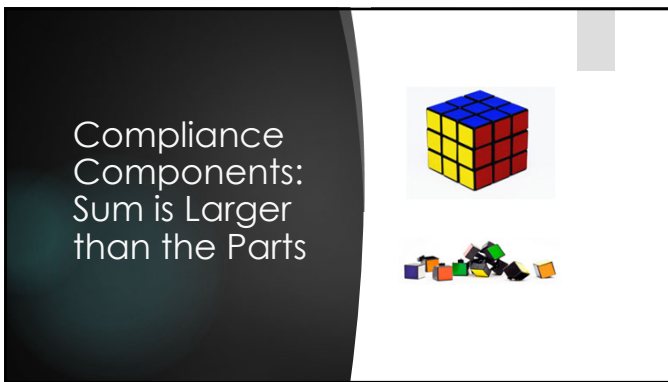
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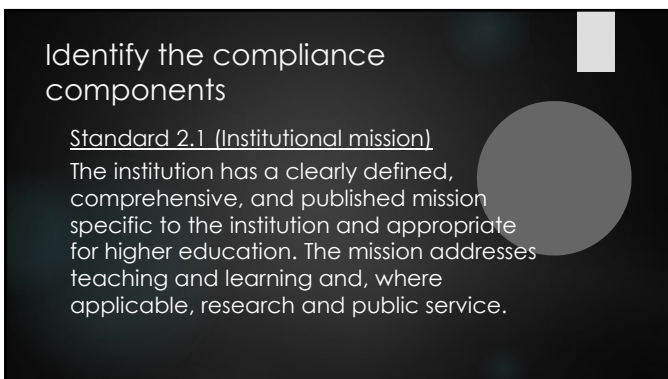
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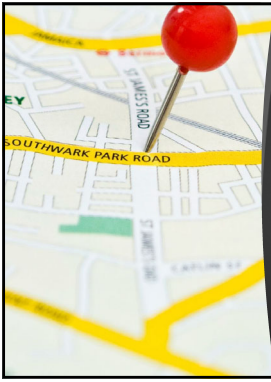
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Identify the compliance components

Standard 2.1 (Institutional mission)

The institution has a **clearly defined**, comprehensive, and published mission **specific to the institution** and **appropriate for higher education**. The mission addresses teaching and learning and, where applicable, research and public service.


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Narrative Organization

- ▶ Follow an organized format, following the order of each compliance component in the standard
- ▶ Use key language from the standard so the reviewer knows what compliance component you are addressing in each section of narrative
- ▶ Remember to answer the question(s) asked

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Full-time Faculty (See Guideline)

Core Requirement 6.1 (Institutional full-time faculty)

- ▶ **Make a case for adequacy** to support **mission/goals**
 - ▶ **Rationale/evidence** in support of case for adequacy
 - ▶ Response should NOT be limited to instructional adequacy
- ▶ **Define** full-time and part-time faculty
- ▶ Describe expected **role, responsibilities, and functions**, including overall **workload**

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Full-time Faculty (See Guideline)



- 6.2.b. (Program full-time faculty)
- ▶ **Make a case for adequacy** to ensure **quality, integrity, and review**
 - ▶ **Define** faculty types
 - ▶ **Describe delegation** of faculty responsibilities
 - ▶ Requires **disaggregated** full-time/part-time data by **educational program**
 - ▶ Recommend do NOT disaggregate by site/mode, but do **discuss how ensure quality and integrity across sites/modes**

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6.2.a. Faculty Qualifications (See Interpretation)

- ▶ Make a case for any justifications, explaining why the individual's experiences, in addition to their academic training makes them qualified
- ▶ A good strategy is to assume that the evaluator is unfamiliar with the discipline in which the faculty member is teaching. Make all assumptions about the discipline and closely-related disciplines explicit.
- ▶ We'll return to 6.2.a later in the presentation




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Core Requirement 8.1 (Student Achievement) (See Interpretation)

- ▶ Make a case for the measures selected by the institution and why they are appropriate
- ▶ Institutions are expected to demonstrate their success with student achievement and indicate the criteria and thresholds of acceptability used to determine that success.
 - ▶ The **criteria** are the items to be **measured** (and **published**); the **thresholds of acceptability** are the minimal expectations set by the institution. The institution is responsible for **justifying** both the **criteria** it utilizes and the **thresholds** it sets.



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Core Requirement 8.1 Student Achievement

- ▶ Institutions should address **graduation rates** using the **metric identified to SACSCOC** along with **strategies to seek improvement** (if needed).
- ▶ Institutions should **make a case** for how they **disaggregate graduation rates** and discuss the **rationale and strategies to seek improvement** in the achievement among identified populations.


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Sampling for Institutional Effectiveness Standards (See *Interpretation*)

- ▶ **Make a case** for your purposeful sample
 - ▶ Administrative units representing each major division (Standard 7.3)
 - ▶ Educational programs representing each major division and program level. Sampling also should include or **clarify that off-campus instructional sites and distance course offerings are included**, along with an explanation of the process for inclusion/oversight (Standard 8.2.a).
 - ▶ Academic and student services representing each major division (Standard 8.2.c)

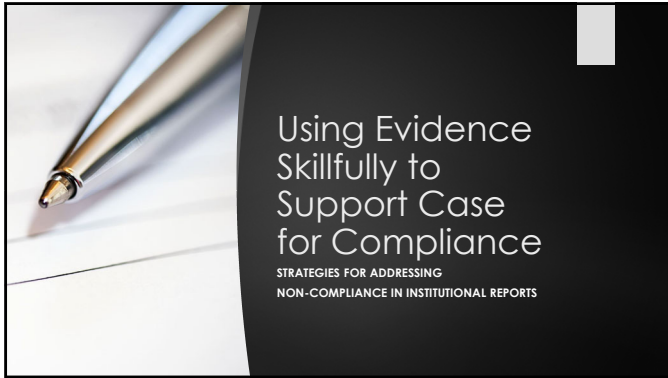


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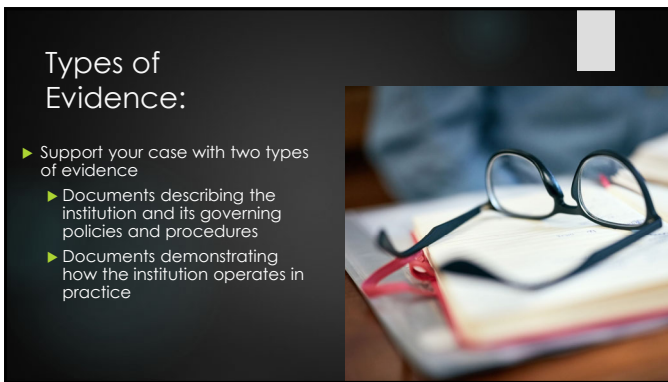


Questions

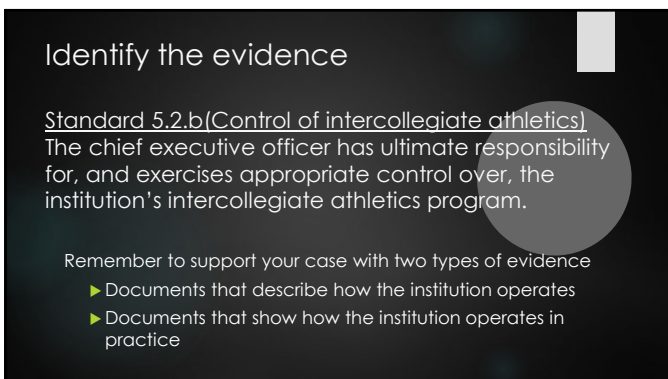
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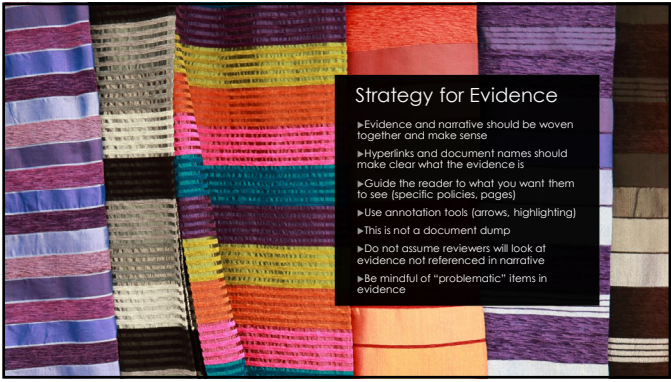
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Identify the evidence

Standard 5.2.b. (Control of intercollegiate athletics)

- ▶ Documents that describe how the institution operates
 - ▶ Organizational chart
 - ▶ Job descriptions
- ▶ Documents that show how the institution operates in practice
 - ▶ Performance evaluations addressing athletic oversight
 - ▶ Minutes from meetings with Athletic advisory board, athletic director, etc.
 - ▶ Formal reports, presentations
 - ▶ Redacted communications (memos, emails, etc.)
 - ▶ Redacted budgets, personnel actions, compliance documents

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Strategy for Evidence

- ▶ Evidence and narrative should be woven together and make sense
- ▶ Hyperlinks and document names should make clear what the evidence is
- ▶ Guide the reader to what you want them to see (specific policies, pages)
- ▶ Use annotation tools (arrows, highlighting)
- ▶ This is not a document dump
- ▶ Do not assume reviewers will look at evidence not referenced in narrative
- ▶ Be mindful of "problematic" items in evidence

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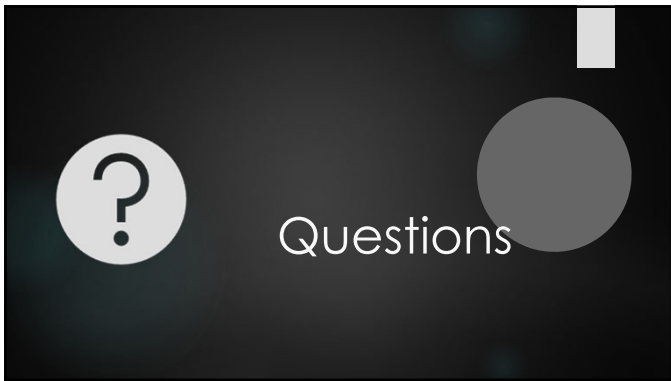
Evidence for Standards Requiring a Policy

(see Appendix A in Resource Manual)

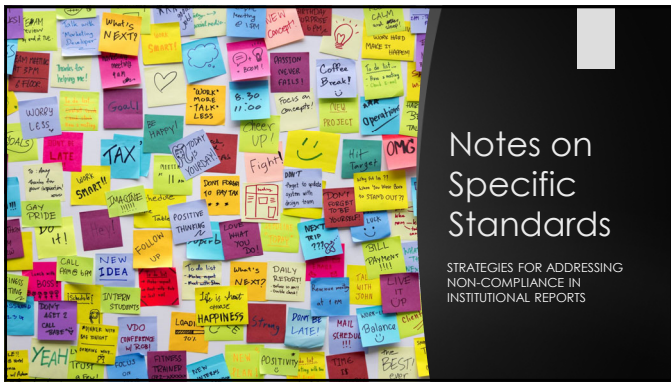
Include:

- ▶ Documentation of **approval/approval process**
- ▶ Conformity with **commonly accepted practices**
- ▶ **Accurate description** of the institution's programs and services (up to date?)
- ▶ **Publication & Dissemination** to those affected by the policy
- ▶ Documentation of **implementation or enforcement** (or include statement attesting to the fact that a policy has never been implemented – board dismissal, for example)

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Section 3: Basic Eligibility Standards

- ▶ Institutions seeking reaffirmation of accreditation **do not need to address these standards** unless the basis of [its degree-granting authority, etc.] has changed.
- ▶ Simply note that "degree granting authority" or "coursework for degrees" etc. has not changed since the last reaffirmation.



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Personnel Evaluations

(Standards 4.2.c. for the CEO, 5.4 for senior administrators, 5.5 for non-faculty, 6.3 for faculty)

- ▶ Policies that describe process
- ▶ Documentation that illustrates REGULAR implementation
 - ▶ Recommend include full census for administrators
 - ▶ Recommend representative illustrations of each type for others
 - ▶ Provide the last two evaluations for your illustration(s).
- ▶ Evaluations may be redacted to protect sensitive information
- ▶ Note: These standards include additional compliance components that must be addressed.

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6.2.a. Faculty Qualifications

(See Interpretation)

- ▶ Also see **General Instructions for Completing the Faculty Roster Form** for specific directions regarding completion
- ▶ During reaffirmation, institutions may use the **Faculty From Prior Review Form**
- ▶ Remember that academic **credentials** != **qualifications**.
- ▶ The **Faculty Roster Form** should include all faculty teaching credit courses. The **instructor of record** is the person qualified to teach the course and who provides direct instruction for the course.

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13.8 (Institutional environment)

(See Interpretation)

- ▶ The institution should include...information relating to any **investigations** by the U.S. Department of Education's Office of Civil Rights for possible **violations alleging sexual violence**.
- ▶ If there are none, the institution must include an **EXPLICIT statement** to that effect.

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14.1 (Publication of accreditation status)

Statement for Accredited Institutions:

(Name of member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award (name specific **degree levels**, such as associate, baccalaureate, masters, and doctorate). Questions about the accreditation of (name of member institution) may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information **available on SACSCOC's website (www.sacscoc.org)**

"Institutional obligations for public disclosure" policy (rev 9/20)

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Resources

[Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement](#)

[Handbook for Institutions Seeking Reaffirmation](#)

[Reports Submitted for SACSCOC Review](#)

[Notes included on Report Templates \(often overlooked by institutions using accreditation software\)](#)

[Interpretations for specific standards](#)

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Questions?

[Please complete the session evaluation.]

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