

# Maintaining Quality and Compliance at Off-Campus Instructional Sites

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# During time together we will...

Explore the benefits, challenges, and compliance considerations for opening and maintaining OCIS.



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# What is an Off-Campus Instructional Site?

*Affectionately known as an OCIS*



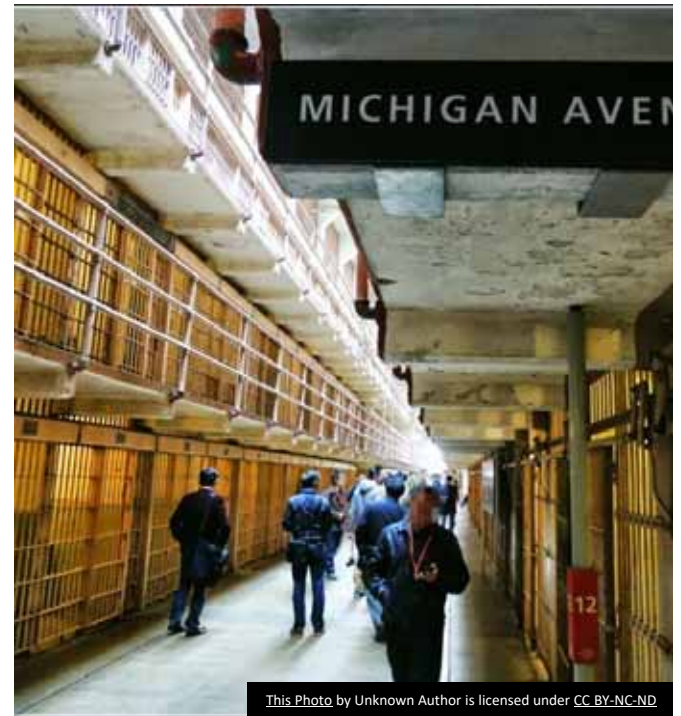
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## Off-campus instructional site:

- A location geographically apart from an institution's sole main campus and where instruction is delivered.
- Branch campus--A special form of off-campus instructional site
  - that is geographically apart from an institution's main campus,
  - where instruction is delivered, and
  - is independent of the main campus of an institution. An off-campus instructional site is independent of the main campus if it
    - is permanent;
    - offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential;
    - has its own faculty and administrative or supervisory organization; and
    - has its own budgetary and hiring authority.





How many (if any) OCIS does your institution have?

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Why do  
you/do you  
not have  
OCIS?



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# Benefits

- Expanded access for students
- Support local business/industry
- Real-world venue for educational program experiences
- Ease space constraints on the main or other OCIS
- Expand the geographic footprint of the institution
- Expand student enrollment
- Allow for collaboration with other institutions

# Challenges

Oversight/control

Remaining dutiful  
to the Principles of  
Accreditation

Understanding and  
managing  
Substantive Change  
policy requirements



# Some Relevant Policies

- Substantive Change
- Reaffirmation of Accreditation
- Distance Education
- Dual Enrollment

# Substantive Change Policy

- Notification/Approval OCIS
- Programs offered OCIS
- Closing programs offered at OCIS
- **Prison Education Programs**—Webinar scheduled for Wednesday, January 17, 2024, at 11:00 a.m. – noon ET; registration is open now. This will be recorded and posted as a resource.

# Reaffirmation of Accreditation Policy

## **Review of Off-Campus Instructional Sites and Branch Campuses during the Reaffirmation Process**

Federal regulations require visits to institutional off-campus instructional sites and to branch campuses as a part of the institution's decennial review.

Off-campus instructional sites. The SACSCOC staff member – in consultation with the committee's chair – will assign reviewers to visit a representative sample of sites approved to offer 50 percent or more of the credits for an educational program (taking into account such factors as geographic dispersion and number of students and programs at each site). For each site, the visiting team will usually be composed of two members of the On-Site Reaffirmation Committee. These review visits will be conducted either before or during the visit of the On-Site Reaffirmation Committee to the main campus.

# Reaffirmation of Accreditation Policy

Institutions that operate international off-campus instructional sites approved to offer 50 percent or more of the credits for an educational program will be expected to host a visit to a sampling of such sites, as well. Members of the On-Site Reaffirmation Committee will conduct a visit to at least one of the institution's international sites. The Committee may choose to visit more than one of the institution's international sites, taking such factors as the number of sites, their geographic location, and the educational programs offered at those sites. In almost every instance, reviewers who travel to visit such sites in person will do so prior to arriving on the institution's main campus for the Committee's visit. When a virtual site visit is warranted, Committee members may be asked to conduct their review prior to arriving on campus. (See also SACSCOC [\*Guidelines for International Travel and Committee Visits To Member Institutions\*](#).)



# Reaffirmation of Accreditation Policy

The purpose of the visit to the off-campus instructional site(s) is to determine whether or not the institution has adequate personnel, facilities, and resources to operate the off-campus site(s). The visiting committee, therefore, will interview relevant faculty and staff at the site(s) and focus particular attention on the following areas: student access to full-time faculty, student achievement and learning, adequate facilities, the appropriateness of other support activities such as library/learning resources and student services *vis-à-vis* the programs offered at the site(s), and any other pertinent compliance issues emerging from the Off-Site Reaffirmation Committee report. The institution would have described and addressed its instructional sites and campuses in its Compliance Certification which would have been reviewed by the Off-Site

# Distance Education



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# Distance Education

For the purposes of SACSCOC's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other digital media if used as part of the distance education course or program.

# Dual Enrollment Policy

- Quality Assurance
- Describes the expectations for institutions offering dual enrollment opportunities for high school students



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A high school may serve as an institution's instructional site.

A site is a site is a site, regardless of

- What you call it
- Who owns it
- How many students are there
- Whether the institution's name is on the door

If students are required to be there, it is a site.





Expectations for Faculty qualifications are the same

- “Instructor of Record” is the individual who:
  - Provides direct instruction to students (i.e., teaches the course—not in name only)
  - Is included on the Faculty Roster form
  - Is supported and overseen by the institution



# Faculty Credentials

SACSCOC *Faculty Credentials* guideline:

- Faculty teaching undergraduate courses designed for transfer: doctorate or master's degree in teaching discipline or master's degree with a concentration in teaching discipline (minimum of 18 graduate hours).
- Faculty teaching associate degree courses not designed for transfer: bachelor's degree in teaching discipline, or associate's degree and demonstrated competencies in teaching discipline.
- Faculty qualifications  $\neq$  faculty credentials
  - Although faculty credentials are the most common and effective method for documenting qualifications, the institution may use other qualifications to supplement an individual's educational credentials (i.e., professional experience, technical certifications/licensure).

A photograph of two students, a young man and a young woman, sitting at a desk in a library or study area. The young man, on the left, is wearing glasses and a grey hoodie, looking down at an open book. The young woman, on the right, has long brown hair and is wearing a white cardigan over a green and white striped shirt, looking towards the camera. They are both holding pens and appear to be studying together. In the background, there are bookshelves filled with books.

## Content & Quality

A college course is a college course, regardless of where, how, and to whom it is offered.

- Equal rigor
- Comparable content

Dual Enrollment



# Institutional Effectiveness

- Courses offered at OCIS should be included as part of program assessment.
  - Disaggregation is not mandatory but might be helpful.
- Assessment of Library and Learning/Information Resources and Student Support Services should include students/faculty from OCIS.



# Library and Information Resources

- Students at OCIS should have access to library and information resources—whether on-site, virtually, or both—appropriate to the programs offered



Dual Enrollment

# Library and Information Resources

- Reference/research support
- Regular and timely instruction in library resources



# Academic and Student Support Services

- Advisement regarding college curriculum
- Student Support Services
- Who provides the support?
  - A. High School Personnel
  - B. Institutional Representatives at the site
  - C. Institutional Representatives on the main campus(es)
  - D. Institutional Representatives by phone, online
  - E. Contracted Services





# Academic and Student Support Services

- Student complaints
- Student rights and responsibilities
- Security of personal information



# Admissions and Transparency

- Appropriate eligibility and placement procedures to ensure student preparedness for collegiate work
- Accurate advertising, recruiting, and admissions information
- Accurate information regarding transfer of credit achieved through dual enrollment
- Comparable registration and transcripting



# Facilities

- Facilities must be adequate to support the programs/courses offered—regardless of who owns and maintains them.



All SACSCOC standards and policies apply **without exception** to OCIS.



# What questions do you have?

For more information:  
<https://www.sacscoc.org>

