



**PUTTING THE PIECES TOGETHER**  
Responding to the Principles

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### Session Overview

- Guiding Questions
- Accreditation Standards**
- Compliance Components
- Component Dissection
- Active Learning and Practice
- Session Summary and Discussion



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### Guiding Questions

- ? What can we do to understand the intent of an accreditation standard?
- ? How can we know that we have fully addressed an accreditation standard?
- ? How can we determine the level of flexibility within a particular accreditation standard?



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**SACS/COC Accreditation Standards**

- Evaluation frameworks that are focused on quality, not perfection.
- Address specific aspects of the institution.
- Have varying levels of flexibility.



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**SACS/COC The "Peer" In Peer Review**

- Who are the "peers"?
- How are institutions evaluated by peers?
- What is "professional judgement"?



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**SACS/COC Section 7.1**

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) [CR]



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**SACS/COC** **Compliance Components**

- Embedded in the wording of the principles and frequently identified via punctuation (commas, etc.).
- Discrete elements that must be addressed for each requirement and standard.
- Sum is larger than the parts. They are subordinate to the principles.
- Are viewed within the context of the institution's mission.




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**SACS/COC** **Component Dissection**

- Identify underlying theme and intent.
- Identify key concepts and nouns.
- Establish contextual definitions.




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**SACS/COC** **Section 8.1**

**We Are Talking About Practice**


The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]

Theme & Intent

Concepts & Nouns

Contextual Definitions

Response Strategy




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**SACS/COC** **Section 8.2.b**

**We Are Talking About Practice**

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: b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

Theme & Intent    Concepts & Nouns    Contextual Definitions    Response Strategy



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**SACS/COC** **Section 10.1**

**We Are Talking About Practice**

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Theme & Intent    Concepts & Nouns    Contextual Definitions    Response Strategy



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**SACS/COC** **Putting the Pieces Together**

**Accreditation Standards**

Compliance Components

Theme & Intent    Concepts & Nouns    Contextual Definitions    Response Strategy



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**SACS CAS** Discussion and Reflection



**PUTTING THE PIECES TOGETHER**

The image shows a globe composed of four interlocking puzzle pieces in green, blue, orange, and red. Four colorful stick figures (red, orange, blue, and green) are positioned around the globe, each holding one of the puzzle pieces. In the bottom left corner of the slide, there is a small logo with the text "PUTTING THE PIECES TOGETHER" below it.

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