

SACSCOC

Southern Association of Colleges and Schools
Commission on Colleges

Preparing for the On-site Visit

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Accreditation

- Assures the public that institutions meet established standards
- Serves as a “gate-keeper” for federal financial aid
- Expectations of Institutions
 - Operate with integrity
 - Seek continuous quality improvement
 - Are accountable
 - Target student learning
 - Are transparent

Characteristics of SACSCOC Accreditation

- Voluntary
- Earned and renewable status
- Membership determines standards
- Related to institutional purpose and mission
- Requires institutional commitment
- Based on peer review
- Driven by integrity

Philosophy of SACSCOC Accreditation

- Presumes each member of the institution is
 - Engaged
 - Working toward improvement of its programs and services
 - Able to demonstrate how well it fulfills its stated mission
- Expects institutions to
 - document the quality and effectiveness of all its programs and services
 - involve all programs, services, and constituencies
 - link to the decision-making process at all levels
 - provide a sound base for budgetary decisions and resource allocations

Components of the Review Process

- Documents prepared by ULM
 - Compliance Certification
 - Quality Enhancement Plan

Affirmation of Re-accreditation Timeline

- The Off-site Reaffirmation Review
 - September – November 2018
 - November 29-30: Advisory visit from Dr. Mary Kirk, SACSCOC Vice President
 - November – January
 - Write and submit focus report in response to off-site reviewers' findings
 - August 2018 – March 2019
 - Focus groups of faculty and staff to prepare for on-site reviewers
- The On-site Reaffirmation Review
 - March 18-21, 2019
 - Personnel available to meet with reviewers in small groups
 - ULM faculty and staff need to be knowledgeable of standards and QEP
 - April – July, 2019
 - Write response to on-site reviewers' findings
- Review by the SACSCOC Board of Trustees
 - August – December, 2019
 - December 10, 2019: Receive re-affirmation of accreditation decision



The Principles of Accreditation: Overview

- 14 Principles -- 72 Standards
 - 1.0 Integrity
 - 2.0 Mission
 - 3.0 Basic Eligibility
 - 4.0 Governing Board
 - 5.0 Administration and Organization
 - 6.0 Faculty
 - 7.0 Institutional Planning and Effectiveness
 - 8.0 Student Achievement
 - 9.0 Educational Program Structure and Content
 - 10.0 Educational Policies, Procedures, and Practices
 - 11.0 Library and Learning/Information Resources
 - 12.0 Academic and Student Support Services
 - 13.0 Financial and Physical Resources
 - 14.0 Transparency and Institutional Representation

Top 10 Most Frequently Cited *Principles* in Decennial Re-affirmation Reviews (2017 class)

Top 10 Most Frequently Cited *Principles* in Decennial Reaffirmation Reviews: 2017 Reaffirmation Class

Review Stage I: OFF-Site Committee (n=74)			Review Stage II: ON-Site Committee (n=72)			Review Stage III: C&R Board of Trustees (n=72)			
Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	
1.	3.7.1 (Faculty Competence)	95%	1.	3.3.2 (Quality Enhancement Plan)	56%	1.	3.3.1.1 (IE - Educational Programs)	17%	
2.	3.3.1.3 (IE - Educational Support)	59%	2.	3.7.1 (Faculty Competence)	31%	2.	3.3.1.2 (IE - Administrative Units)	10%	
3.	3.3.1.2 (IE - Administrative Units)	54%	3.	3.3.1.1 (IE - Educational Programs)	25%	3.	3.10.1 (Financial Stability)	8%	
4.	3.3.1.1 (IE - Educational Programs)	51%	4.	3.3.1.2 (IE - Administrative Units)	22%	4.	3.3.1.5 (IE - Community/Public Service)	7%	
5.	3.2.1.4 (Intellectual Property Rights)	50%	5.	3.3.1.3 (IE - Educational Support)	17%	5.	3.7.1 (Faculty Competence)	6%	
6.	3.3.1.5 (IE - Community/Public Service)	47%	6.	3.3.1.5 (IE - Community/Public Service)	14%	6.	3.3.1.3 (IE - Educational Support)	≤3%	
7.	2.8 (Faculty)	43%	7.	3.5.1 (General Education Competencies)	11%	7.	3.5.1 (General Education Competencies)	≤3%	
8.	3.7.2 (Faculty Evaluation)	41%	8.	3.7.2 (Faculty Evaluation)	10%				
9.	3.2.9 (Personnel Appointment)	35%	9.	3.10.1 (Financial Stability)	8%				
10.	3.4.1.1 (Academic Program Coordination)		10.	3.3.1.4 (IE - Research)					
Key Descriptive Statistics (Number of Principles Cited Per Institution)			Key Descriptive Statistics (Number of Principles Cited Per Institution)			Key Descriptive Statistics (Number of Principles Cited Per Institution)			
Mean=16.8 SD=8.5		Median=16	Range=38		Mean=3.2 SD=2.9		Median=3	Range=13	
Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance	
Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)		22%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)		32%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)		51%	
Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 - 3.4.9, 3.4.11, 3.4.12, 3.4.12, 3.5.4)		18%	Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 - 3.4.9, 3.4.11, 3.4.12, 3.5.4)		30%	Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)		21%	
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1, 4.1)		18%	Faculty (2.8, 3.4.11, 3.5.4, 3.7)		17%	Faculty (2.8, 3.4.11, 3.5.4, 3.7)		13%	
Faculty (2.8, 3.4.11, 3.5.4, 3.7)		17%	Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)		8%	Educational Programs/Curriculum (2.7, 3.4-6, 3.12.1, 4.2, 4.4, 4.9 + 2.12, 3.3.2 - 3.4.9, 3.4.11, 3.4.12, 3.5.4)		11%	
Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)		13%	Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)		7%	Governance and Administration (1.1, 2.1-3, 2.6, 3.2, 3.13-14, 4.3)		3%	
Financial and Physical Resources (2.11, 3.10, 3.11, 4.7)		13%	Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)		6%	Student Services/Learning Support (2.9, 2.10, 3.4.9, 3.4.12, 3.8, 3.9, 3.13.3, 4.5, 4.6, 4.8)		2%	

Principle 1: Integrity

- The institution operates with integrity in all matters

Principle 2: 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.

ULM's Mission Statement

- The University of Louisiana Monroe
 - Seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education

Mission Statement Assessment of Learning

- ULM s____ students who find v____ in our programs and p____ them to c____, s____, and c____ in an ever-changing g____ society through a t____ education.

Mission Statement Quiz

- ULM seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

Principle 3: Basic Eligibility Standard

- An institution seeking to gain or maintain accredited status
 - has degree-granting authority from the appropriate government agency or agencies
 - offers all coursework required for at least one degree program at each level at which it awards degrees
 - is in operation and has students enrolled in degree programs

Principle 4: Governing Board

- The institution has a governing board of at least five members that ensures:
 - regular review of the institution's mission
 - a clear and appropriate distinction between
 - the policy-making function of the board
 - responsibility of the institution's administration and faculty to administer and implement policy
 - selection and regular evaluation of the institution's President
 - a process for identifying and addressing potential conflict of interest for its members
 - an appropriate and fair process for the dismissal of a board member
 - protection of the institution from undue influence by external persons or bodies
 - identifying and regularly evaluating its responsibilities and expectations

Principle 5: Administration and Organization

- The institution has a chief executive officer whose primary responsibility is to the institution and for the institution's:
 - educational, administrative, and fiscal programs and services
 - intercollegiate athletics program
 - fund-raising activities

Principle 6: Faculty

- The institution employs an adequate number of full-time faculty members to support its mission and goals
- The institution:
 - justifies and documents the qualifications of its faculty
 - employs a sufficient number of full-time faculty to ensure curriculum and program quality, integrity, and review
 - assigns appropriate responsibility for program coordination

Principle 6: Faculty (cont'd)

- The institution publishes and implements policies regarding
 - the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status
 - procedures for preserving and protecting academic freedom
- The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission

Principle 7: Institutional Planning and Effectiveness

- The institution engages in
 - ongoing, comprehensive, and integrated research-based planning and evaluation processes
 - that focus on institutional quality and effectiveness
 - and incorporate a systematic review of institutional goals and outcomes consistent with its mission
- The institution
 - identifies expected outcomes of its administrative support services
 - demonstrates the extent to which the outcomes are achieved

Mission Statement Assessment

- ULM _____ students who find _____ in our programs and _____ them to _____, _____, and _____ in an ever-changing _____ society through a _____ education.

The Quality Enhancement Plan (QEP)

- The QEP reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success
- The institution has a QEP that:
 - has a topic identified through its ongoing, comprehensive planning and evaluation processes
 - has broad-based support of institutional constituencies
 - focuses on improving specific student learning outcomes and/or student success
 - commits resources to initiate, implement, and complete the QEP
 - includes a plan to assess achievement

Section 8: Student Achievement

- The institution identifies, evaluates, and publishes goals and outcomes for student achievement, the nature of the students it serves, and the kinds of programs offered
- The institution uses multiple measures to document student success including the analysis of:
 - student learning outcomes for each of its educational programs
 - student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs
 - academic and student services that support student success

Principle 9: Educational Program Structure and Content

- Educational programs:
 - embody a coherent course of study
 - are compatible with the stated mission and goals of the institution
 - are based on fields of study appropriate to higher education.
- The institution offers one or more degree programs based on at least
 - 60 semester credit hours or the equivalent at the associate level
 - 120 semester credit hours or the equivalent at the baccalaureate level
 - 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level

Principle 9: Educational Program Structure and Content (cont'd)

- The institution requires the successful completion of a general education component at the undergraduate level that:
 - is a substantial component of each undergraduate degree program
 - ensures breadth of knowledge
 - These credit hours include at least one course from each of the following areas:
 - humanities/fine arts
 - social/behavioral sciences
 - natural science/mathematics
- *At least 25% of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree*

Principle 9: Educational Program Structure and Content (cont'd)

- At least **one-third** of the credit hours required for a **graduate** or a **post-baccalaureate** professional degree are earned through instruction offered by the institution awarding the degree
- Post-baccalaureate professional degree programs and graduate degree programs are
 - progressively more advanced in academic content than undergraduate programs
 - are structured to include knowledge of the literature of the discipline
 - and to ensure engagement in research and/or appropriate professional practice and training
- *The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs*

Principle 10: Educational Policies, Procedures, and Practices

- All coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes
- To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed
- The institution:
 - publishes and implements academic policies that adhere to good educational practices and accurately represent the programs and services of the institution
 - makes current academic calendars, grading policies, cost of attendance, and refund policies available to students and the public
 - ensures the availability of archived official catalogs to serve former and returning students

Principle 10: Educational Policies, Procedures, and Practices (cont'd)

- The institution:
 - Publishes and implements policies on the authority of faculty in academic and governance matters
 - Demonstrates that educational programs for which academic credit is awarded are consistent with institutional policy
 - Places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty
- *The institution publishes admissions policies consistent with its mission*

Principle 10: Educational Policies, Procedures, and Practices

- The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery
- The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution and ensures:
 - the academic quality of any credit or coursework recorded on its transcript
 - an approval process by academically qualified persons
 - the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission
- *The institution ensures the quality and integrity of the work recorded when offered through a cooperative academic arrangement*

Principle 11: Library and Learning/Information Resources

The institution:

- provides adequate and appropriate library and learning/information resources, services, and support for its mission
- ensures an adequate number of professional staff with appropriate education or experiences in library and/or other learning/information resources
- provides students and faculty with:
 - access and user privileges to library services and
 - access to regular and timely instruction in the use of the library and its resources

Principle 12: Academic and Student Support Services

- The institution provides appropriate academic and student support programs, services, and activities consistent with its mission

Principle 13: Financial and Physical Resources

- The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.
- The institution provides the following financial statements:
 - An institutional audit
 - A statement of financial position of unrestricted net assets
 - An annual budget

Principle 14. Transparency and Institutional Representation

The institution:

- accurately represents its accreditation status in accordance with SACSCOC requirements and federal policy
- has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy
- applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites
- represents itself accurately to all recognized accrediting agencies with which it holds accreditation and informs them of any change in accreditation status
- complies with the SACSCOC policy statements that pertain to new or additional institutional obligations

COMMENTS - QUESTIONS