



**COLLIN
COLLEGE**

Board Retreat

August 13, 2013

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District Senior Vice President of
Academic Affairs and Student
Development

United States Higher Education Accreditation

- Collegial process of self-review and peer review
- Improvement of academic quality and public accountability for institutions and programs
- Recognition – the scrutiny of the quality of accrediting organizations

United States Department of Education

The federal government, through the U.S. Department of Education, conducts governmental recognition reviews.

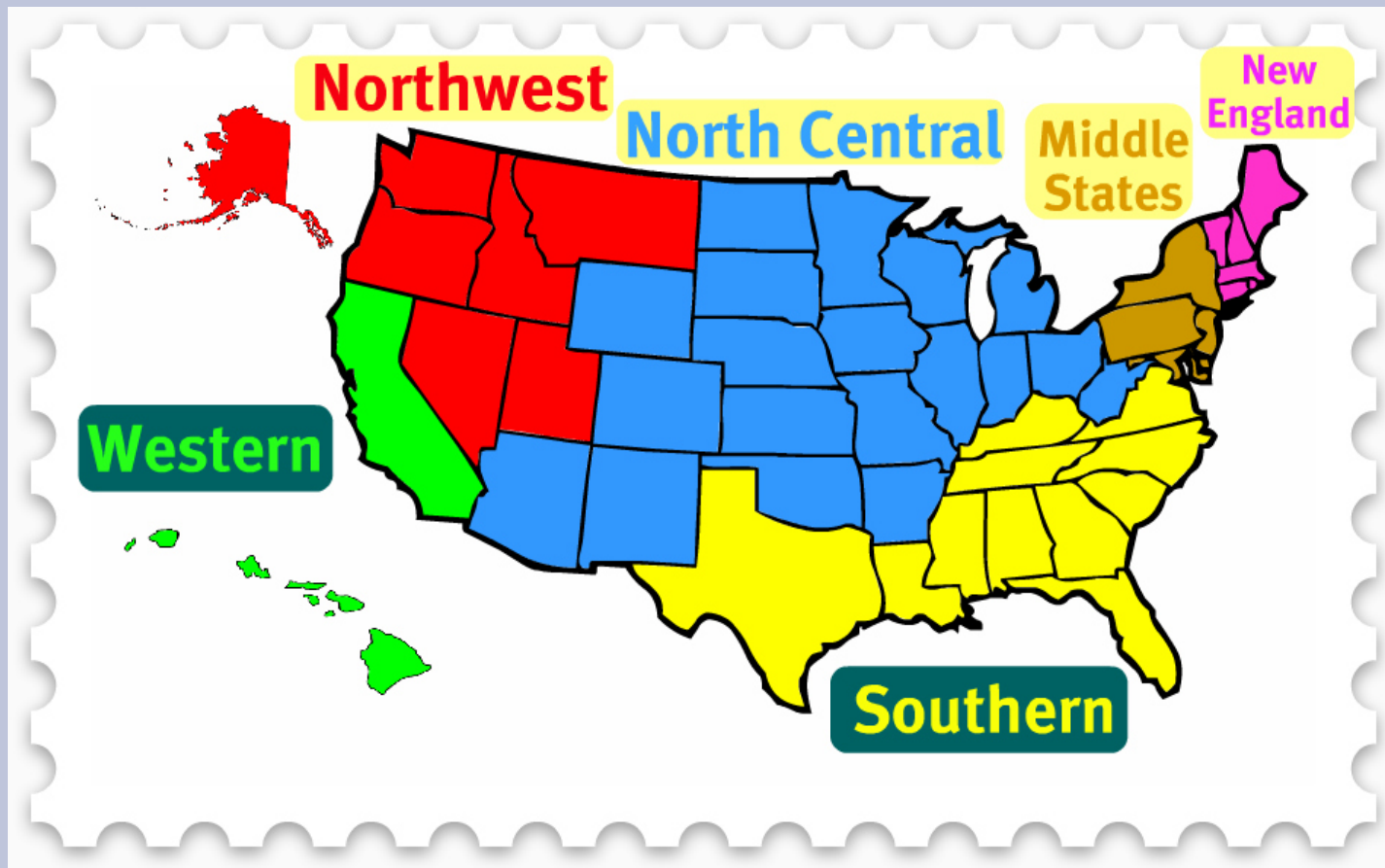


DOE

Regional Accreditation Agencies in the United States

- Middle States
 - 5 states, Washington D.C., 2 territories
 - 527 Accredited Institutions
- North Central
 - 19 states
 - 1007 Accredited Institutions
- Northwest
 - 7 states
 - 163 Accredited Institutions
- New England
 - 6 states
 - 241 Accredited Institutions
- Southern
 - 11 states
 - 802 Accredited Institutions
- Western
 - 2 states, 7 territories
 - 300 Accredited Institutions

Regional Accreditation Agencies in the United States



SACSCOC Reaffirmation of Accreditation

- Compliance Report with Documentation
- Quality Enhancement Plan

SACSCOC Accreditation Approach

- SACSCOC does require:
 - Cogent and well-written argument/line of reasoning for compliance
 - ✓ Based on professional judgment
 - ✓ Demonstrated and validated through documentation

- SACSCOC does not require:
 - A specific institutional practice or approach
 - Compliance with a mandatory checklist
 - A prescribed committee process

Principles of Accreditation

96 different issues that have to be addressed with documented proof of compliance, separated into four categories:

- Principle of Integrity
- Core Requirements (CR)
- Comprehensive Standards (CS)
- Federal Requirements (FR)

Core Requirements

- Broad-Based Foundational Requirements
- Must be in compliance with all in order to maintain accreditation in good standing

Comprehensive Standards

Divided into four areas:

- I. Institutional Mission, Governance, and Effectiveness
- II. Educational Programs
- III. Resources
- IV. Institutional Responsibility for Commission Policies

Federal Requirements

- Criteria outlined in Federal Regulations developed by the Department of Education

Principle of Integrity

1.1 The institution operates with integrity in all matters.

Core Requirements

2.1 The institution has degree-granting authority from the appropriate government agency or agencies.

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

Core Requirements

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Comprehensive Standards

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;

3.2.2.2 fiscal stability of the institution; and

3.2.2.3 institutional policy.

Comprehensive Standards

3.2.3 The governing board has a policy addressing conflict of interest for its members.

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Comprehensive Standards

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics programs.

3.2.12 The institution's chief executive officer controls the institution's fund-raising activities.

Comprehensive Standards

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 Educational programs, to include student learning

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Quality Enhancement Plan

Need Direction...

There's a Map for that! :)

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Quality Enhancement Plan Send

Need Direction...

There's a Map for that! :)

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ADVISING Send

Need Direction...

There's a Map for that! :)

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ORIENTATION Send

Comprehensive Standards

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.



Comprehensive Standards

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

3.13.1 The institution complies with the policies of the Commission on Colleges.



OFFICE OF TRAINING AND RESEARCH (OTR)

Top Ten Most Frequently Cited *Principles* in Reaffirmation Reviews: 2011 and 2012 Classes
(Preliminary Data)

Off-Site Review (N=157)		
Rank	Requirement/Standard	% of Institutions Receiving Citations of Non-Compliance
1.	CS 3.7.1 (Faculty Competence)	93.0%
2.	CS 3.3.1.1 (IE – Educational Programs)	65.6%
3.	CR 2.11.1 (Financial Resources)	55.4%
4.	CS 3.3.1.3 (IE – Educational Support)	54.8%
5.	CS 3.3.1.2 (IE – Administrative Units)	54.6%
6.	CS 3.3.1.5 (IE – Community/Public Service)	53.5%
7.	CS 3.5.1 (College-Level Competencies)	52.9%
8.	CR 2.8 (Faculty)	47.8%
9.	CS 3.4.11 (Academic Program Coordination)	47.8%
10.	CS 3.7.2 (Faculty Evaluation)	44.6%





OFFICE OF TRAINING AND RESEARCH (OTR)

Top Ten Most Frequently Cited *Principles* in Reaffirmation Reviews: 2011 and 2012 Classes
(Preliminary Data)

On-Site Review (N=156*)		
Rank	Requirement/Standard	% of Institutions Receiving Citations of Non-Compliance
1.	CS 3.3.2 (QEP)	66.7%
2.	CS 3.3.1.1 (IE – Educational Programs)	42.9%
3.	CS 3.7.1 (Faculty Competence)	41.0%
4.	CS 3.5.1 (College-Level Competencies)	27.6%
5.	CS 3.3.1.3 (IE – Educational Support)	23.1%
6.	CS 3.3.1.5 (IE – Community/Public Service)	22.4%
7.	CS 3.3.1.2 (IE – Administrative Units)	21.8%
8.	CS 3.5.4 (Terminal Degrees of Faculty)	10.9%
9.	CS 3.10.4 (Control of Finances)	10.3%
10.	CS 3.10.1 (Financial Stability)	9.6%



Reaffirmation Timeline

Reaffirmation of Accreditation Timeline

	2011-2012											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Open an electronic means to accept QEP ideas (Wiki site, SNAP survey, email account)						■						
Departmental Meetings – Discuss areas for improvement in student learning outcomes as potential QEP focus topics						■	■	■				
Submit departmental recommendations for QEP topics and close electronic means of gathering QEP ideas								■				
Establish QEP Advisory Committee to oversee the process through topic selection								■				
Whitepaper development for each topic - overseen by QEP Advisory Committee									■	■	■	
Produce style guide										■		
Set up document library										■		
Distribute materials to responsible parties - Wednesday, May 9, 2pm										■		
Sub-committee Training											■	
Institute for Quality Enhancement and Assessment - Atlanta - July 29-Aug 1												■
Completed	■											
QEP Tasks						■	■	■				
Compliance Certification Tasks									■	■	■	■



Reaffirmation Timeline

	2012-2013											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Whitepaper presentations/discussions												
Request a visit from Barry Goldstein for fall of 2013												
Faculty and staff SACS education and training as needed (on-going)												
QEP Advisory Committee rate topics generated using SACS criteria*												
Leadership Team reviews topics												
QEP Advisory Committee announces 1-5 potential topic(s)												
Open recommendations/voting for QEP topic complete												
Team to SACS Annual conference - Dallas - Dec 8-11												
Topic reviewed/recommended by Leadership Team												
Steering committee to Atlanta (1 day training)												
Board of Trustees reviews/approves QEP topic												
New QEP Team appointed with representation aligned with selected topic, including faculty												
QEP Team conducts research for quality enhancement plan												
Begin collecting Draft #1 of Compliance Certification narratives												
Begin reviewing Draft #1 of Compliance Certification narratives												
Develop QEP mission, goals and outcomes												
Begin collecting Draft #2 Compliance Certification narratives												
Institute for Quality Enhancement and Assessment - Daytona Beach - July 21-24												

*SACS criteria: focus on student learning and justified use for QEP (data-driven and significant challenge focused on student learning); institutional capability for the initiation and continuation of the plan (leadership & resources), the institution has the means for determining the success of the plan (Assessment); all aspects of the college community were involved in development of plan.



Completed
 QEP Tasks
 Compliance Certification Tasks

Reaffirmation Timeline

Reaffirmation of Accreditation Timeline(cont.)

	2013-2014											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Review Draft #2 of Compliance Certification narratives												
Begin sending Compliance Certification narratives to outside readers												
Determine recommended activities to address QEP Student Learning Outcomes												
Begin writing Literature Review for QEP												
Develop Assessment Plan												
Send draft of specific Compliance Certificate narratives to Barry Goldstein												
QEP Team presents QEP project plan to Leadership Team												
QEP update to Board of Trustees												
Team to Annual Conference - Atlanta - Dec 7-10												
Visit by Barry Goldstein - Dec 2-3												
Compliance Certification Draft #3 due (with changes recommended by Goldstein and outside readers)												
Compliance Cert Team review of draft												
Compliance Certification sent to editors												
Implementation of mini-pilots												
Campaign by QEP Team to educate the college community about the QEP												
Choose candidates for QEP lead evaluator												
Compliance Certification due from editors												
Compliance Cert Team review of draft												
Compliance Certification document sent to print March 1												
Compliance Certification due												
Begin writing QEP draft												
Finalize and confirm QEP lead evaluator												
QEP draft submitted to Leadership Team for final approval												
Write Focus Report												
QEP feedback from Leadership Team draft finalized												
Identify QEP Implementation Team												
Institute for Quality Enhancement and Assessment - New Orleans - July 20-23												






Completed
 QEP Tasks
 Compliance Certification Tasks

Reaffirmation Timeline

		2014-2015											
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Submission of QEP to SACSCOC (six weeks prior to on-site visit)		Completed											
Implement QEP		Completed											
Continue campaign to educate college community about QEP			QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks							
Visit Oct 28-30				Compliance Certification Tasks									
Team to annual conference - Nashville - Dec 6-9					Compliance Certification Tasks								

		2015-2020											
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
QEP Implementation Team oversees implementation and revises QEP based on data analysis		QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks	QEP Tasks

Completed 
 QEP Tasks 
 Compliance Certification Tasks 

For More Information

<http://inside.collin.edu/tl/Compliance.html>

www.sacscoc.org





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Questions?