

Self-Evaluation and Accreditation

Dr. Patricia L. Donat, Vice President
Southern Association of Colleges and Schools
Commission on Colleges
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History and Authority of Accreditation

Created by
institutions over 100
years ago

Private,
nongovernmental,
based on peer
review

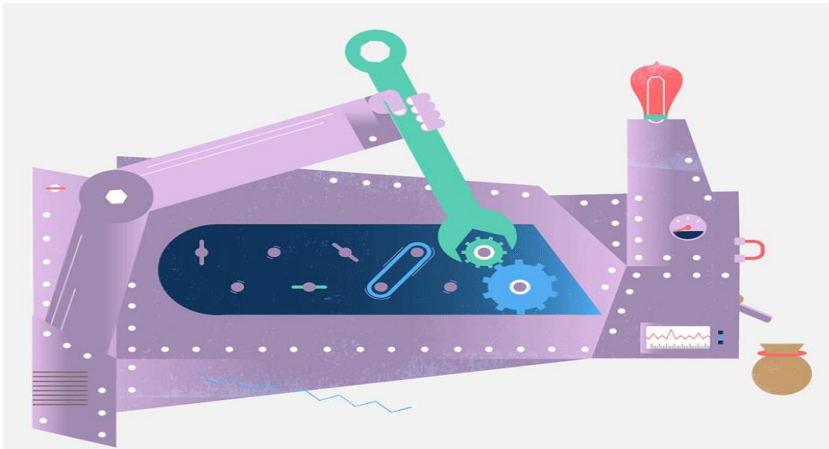
Mission-centered;
institution-based

Sets minimum
standards and
recommends
areas of needed
improvements

Linked to federal
financial aid in 1952
through
“recognition”
process

Regional Accreditation

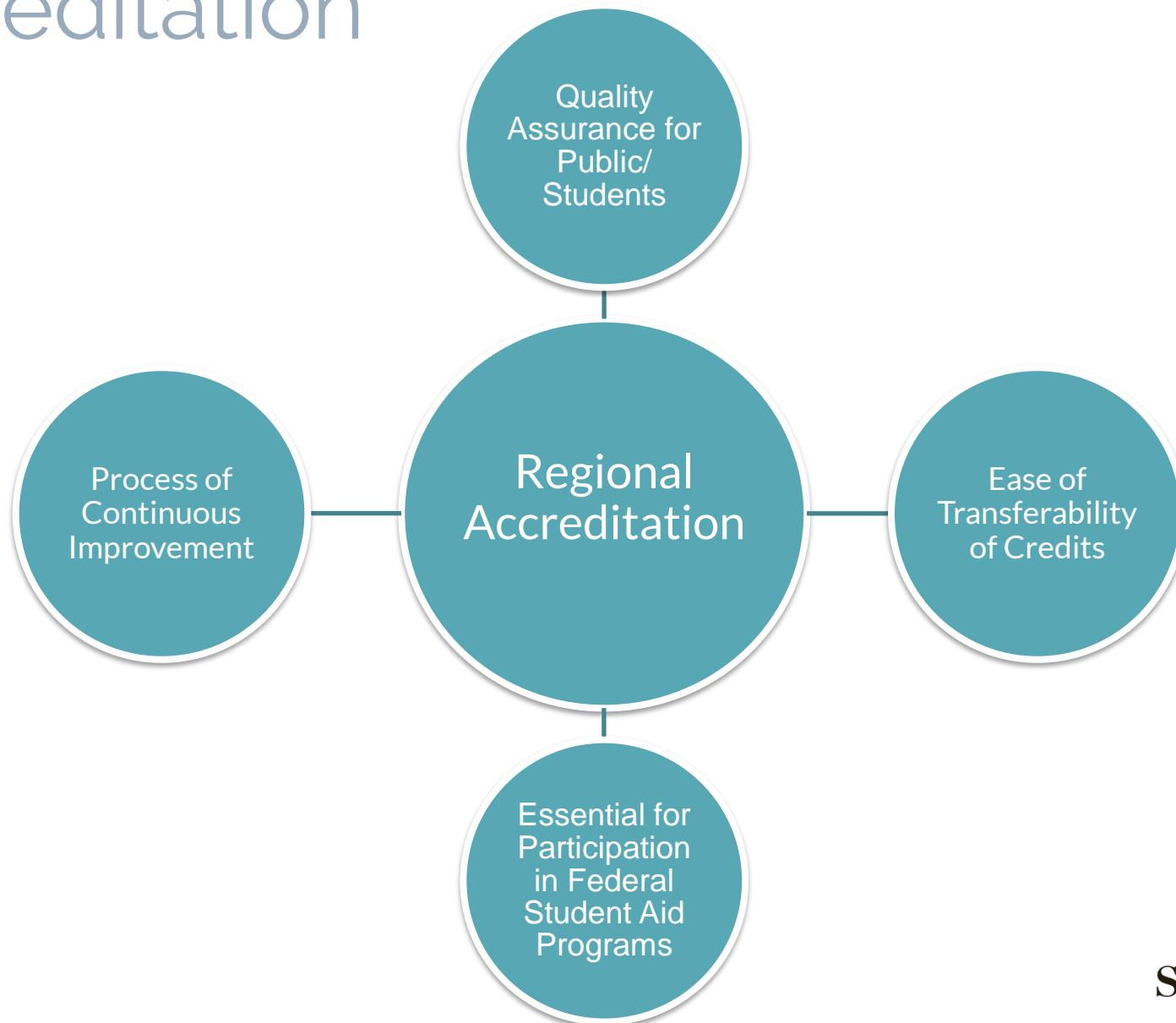
Quality assurance and continuous improvement



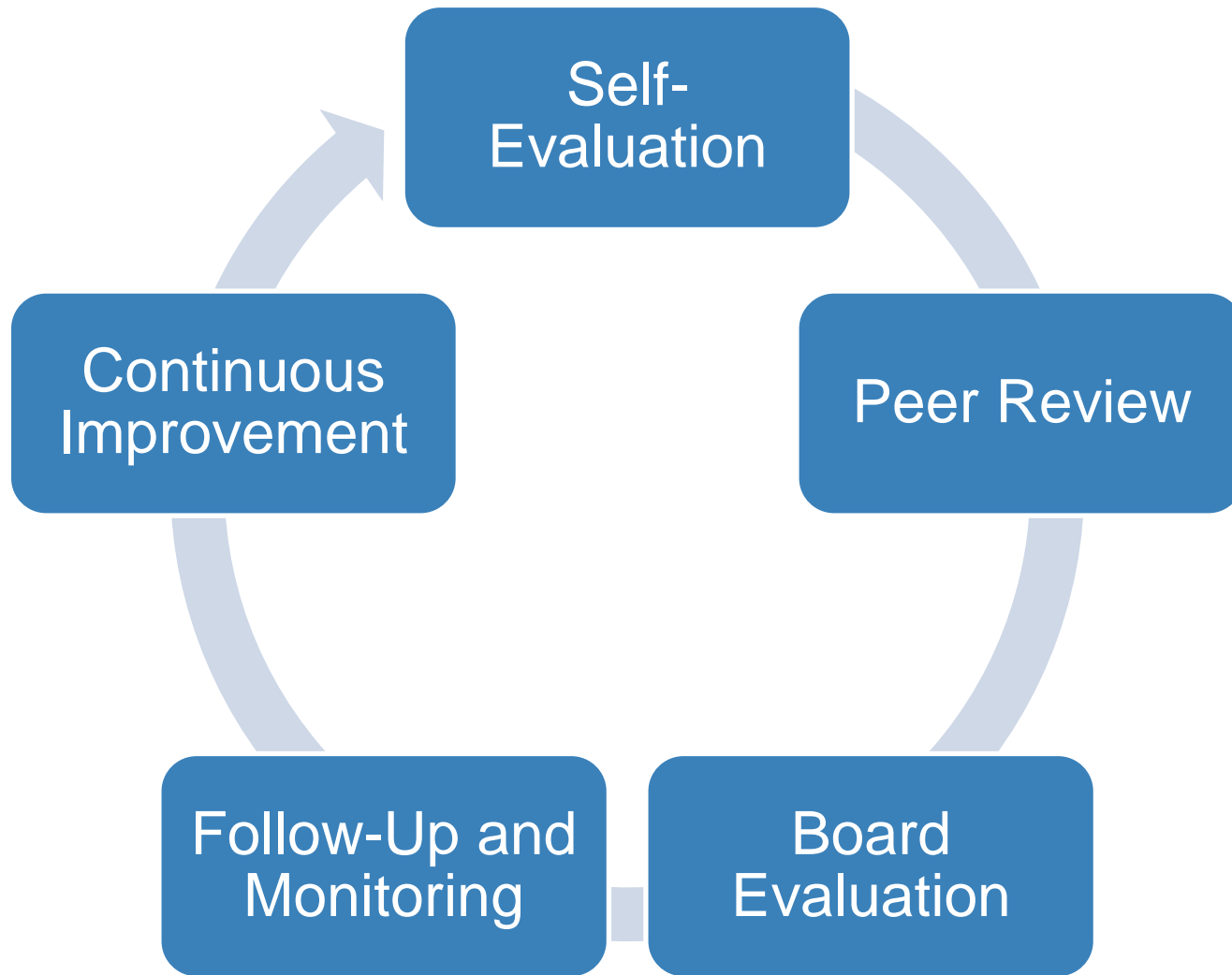
Standards promote mobility of students to transfer and pursue higher degrees



Why Institutions Seek Regional Accreditation



Process of Regional Accreditation



Self Evaluation

Deep inquiry into strengths and weaknesses



Documents compliance with standards and requirements



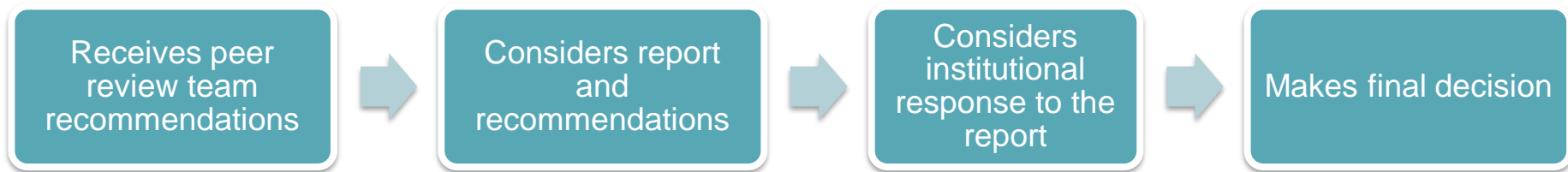
Documents success with respect to student learning and achievement



Campus-wide focus on institutional quality

SACSCOC Board Evaluation

SACSCOC Board of Trustees:



Decennial Reaffirmation Process

Institution

SACSCOC

Preparation

Staff Advisory Visit

**Compliance
Certification**

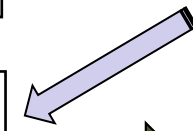
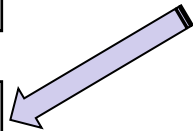
**Off-Site
Committee**

**Focused Report*,
QEP**

**On-Site
Committee**

**Response
Report***

**C&R Committee,
Board of Trustees**

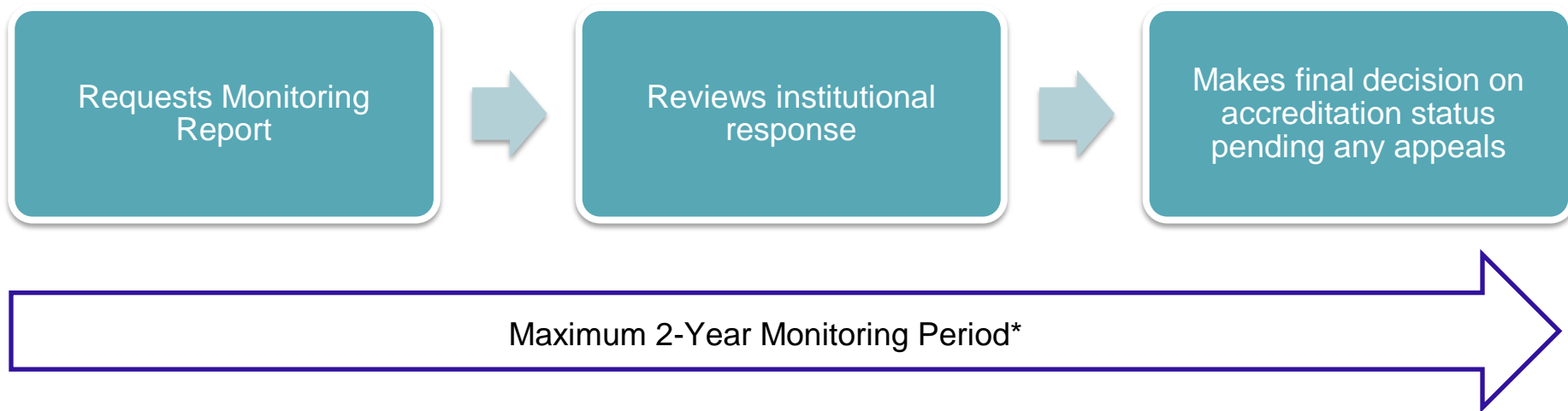


Continuous Improvement



Monitoring

SACSCOC Board of Trustees:



Note: The SACSCOC Board may place an institution on sanction if it does not meet core requirements or has come to the end of its monitoring period.

Your timeline

- ▷ Substantive Change (Center for Social Innovation)
 - Institutional Report: September 30, 2019
 - On-Site Peer Review: November 11-13, 2019
 - Response Report (if necessary): April 13, 2020
 - SACSCOC Board Action: June 2020
- ▷ Reaffirmation
 - Compliance Certification: September 2020
 - Off-Site Peer Review: November 2020
 - Focused Report/QEP: 6 weeks prior
 - On-Site Peer Review: Spring 2021
 - Response Report: 5 months after
 - SACSCOC Board Action: December 2021

Accreditation Standards

All institutions are
evaluated using same
process and standards

Articulation by the
membership of what
an accredited
institution needs
to do in order to
deserve the
public trust

All regions employ
learning outcomes
as a
central element

Key Accreditation Standards



Student Outcomes

INSTITUTIONS MUST:

Define and assess intended learning objectives/outcomes

Provide evidence of student learning/outcomes for all educational programs

Modify programs/institute strategies for improvement

Accreditors review student achievement measures such as job placements, graduation rates, retention, etc.

QUALITY ENHANCEMENT PLAN (QEP)

Project that is
important to the
Institution

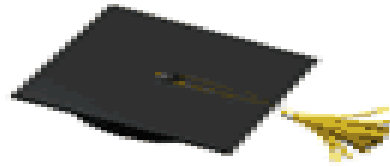
Focus on student
learning
outcomes or
student success

Clear idea of
desired impact on
learning/student
success

Clear idea of
assessment tools
to use

Identification of
financial and
human resources
needed

**FACULTY
DRIVEN!**



Student Success Is The Goal

Contact Information

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