Self-Evaluation and Accreditation

Dr. Patricia L. Donat, Vice President
Southern Association of Colleges and Schools
Commission on Colleges
August 20, 2019
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

- Quality Assurance for Public/Students
- Ease of Transferability of Credits
- Essential for Participation in Federal Student Aid Programs
- Process of Continuous Improvement

Regional Accreditation
Process of Regional Accreditation

1. Self-Evaluation
2. Peer Review
3. Follow-Up and Monitoring
4. Board Evaluation

Continuous Improvement
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:

1. Receives peer review team recommendations
2. Considers report and recommendations
3. Considers institutional response to the report
4. Makes final decision
Decennial Reaffirmation Process

**Institution**
- Preparation
- Compliance Certification
- Focused Report*, QEP
- Response Report*

**SACSCOC**
- Staff Advisory Visit
- Off-Site Committee
- On-Site Committee
- C&R Committee, Board of Trustees
Continuous Improvement

Institutional self-evaluation and planning

Identify institutional strengths and weaknesses

Identify timeframe for achievement

Board actions and required responses

Peer review team recommendations

Review plans/actions regarding changes for improvement
Monitoring

SACSCOC Board of Trustees:

Requests Monitoring Report → Reviews institutional response → Makes final decision on accreditation status pending any appeals

Maximum 2-Year Monitoring Period*

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:

1. Define and assess intended learning objectives/outcomes
2. Provide evidence of student learning/outcomes for all educational programs
3. Modify programs/institute strategies for improvement
4. 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

Dr. Patricia L. Donat, Vice President
SACSCOC
pdonat@sacscoc.org
www.sacscoc.org
404.994-6558