Staying Current in a Time of Change

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Liaisons?
What is(are) your role(s) related to your institution’s accreditation?

• Messenger/Interpreter
• Leader
• Peer Evaluator
• Collector of Data
• Assessment Consultant
• Time Keeper
• Cheerleader
• Untapped Resource
Tips for Staying Informed & Making the Most of Your Role

- Make Connections
- Communicate
- Use Your Resources
Federal Regulations

- Gainful Employment
- State Authorization of Distance and Correspondence Education
- Credit Hour Definition
- Student Authentication
- HR 2117
Can be confusing...

What does that mean?

Does this even pertain to us?
Just when I thought I understood the Principles...

You must be joking—my Compliance Certification is due in March!!!
SACSCOC Staff Retirements
SACSCOC Chief of Staff

To retire at the end of 2012
Can be a bit disconcerting...
Make Connections
New Faces
Are you listed in the Evaluator Registry?
Communicate
Colleagues

- SCAIR
- SAIR
- SACCR
- AIR
- ACCSHE listserv
Use Your Resources
The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission’s mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. It serves as a denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate and doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

COC Colleges & Universities

Click on a state to view current COC Accredited and Candidate Colleges & Universities. For additional information relating to Colleges and Universities, please click here.
Recent Changes to web site

March 2012

Report Form for Level Change

Report Form for Expansion

Report Form for New Sites and Electronic Expansion

Documentation Template for Level Change

Documentation Template for Program Expansion

Documentation Template for Merger/Consolidations

Documentation Template for New Sites and Electronic Expansion

Documentation Prepared by the Institution for the Review Committee Examining Off-Campus Sites as Part of a Fifth-Year Interim Report of the Site Evaluation Review Committee
Revisions to the *Principles*

- Effective January 1, 2012
- Transition plan in place
- Forms, policies, templates, handbooks are being updated.
Most of the changes are clarifications.

- **2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (Faculty)
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: (Institutional effectiveness)

- 3.3.1.1 educational programs, to include student learning outcomes

- 3.3.1.2 administrative support services

- 3.3.1.3 educational academic and student support services

- 3.3.1.4 research within its educational mission, if appropriate

- 3.3.1.5 community/public service within its educational mission, if appropriate
• **3.5.1** The institution identifies college-level general education competencies and the extent to which students graduates have attained them. *(College-level General education competencies)*
New in response to Federal Regulations

FR 4.8 An institution that offers distance or correspondence education

- **4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or and (c) new or other technologies and practices that are effective in verifying student identification.

- **4.8.2** has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

- **4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.
• **4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy. *(Definition of credit hours)* *(See Commission policy “Credits.”)*
One standard dropped and renumbering occurred

• 3.10.2 The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. (*Submission of financial statements*)
CS 3.13 Compliance with Commission Policies

1. “Accrediting Decisions of Other Agencies”

2. “Collaborative Academic Arrangements: Policy and Procedures”

3. “Complaint Procedures Against the Commission or Its Accredited Institutions”

4. “Distance and Correspondence Education”

5. “Reaffirmation of Accreditation and Subsequent Reports”

6. “Separate Accreditation for Units of a Member Institution”
Revised Resource Manual

• Due out this month!
Other exciting changes...

- Adobe ConnectPro for meetings and webinars
- Moodle modules for training
- New IT staff person
- New staff member in Substantive Change
What role will you play in helping your institution stay current and—by extension—in compliance?
Stay in the Loop

- Make Connections
- Communicate
- Use Your Resources
- Become a Resource
Questions next week?—Call or Email

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