Developing an Institutional Effectiveness Approach to Support SACSCOC Reaffirmation

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Outline

▸ Overview SACSCOC Expectations & Standards

▸ Challenges with Accreditation & Assessment

▸ Solutions

▸ Hands on Model

Questions

▸ What are your top issues?

▸ What do you want to get out of this session?

▸ How familiar are you with the SACSCOC process?

SACSCOC Process

- Reaffirmation of Accreditation Process
  - 109 standards or principles
    - Federal: encompass the federally mandated criteria established by the US Department of Education
    - Core: broad-based, basic expectations that an institution must demonstrate
    - Comprehensive: focus on the operations of the institution and generally represent good practices in the field
  - Self-study
  - Off-site peer review
  - On-site peer review
  - Exit Report
  - Committee on Compliance and Reports Review
  - Decision from the Commission
- Outcomes of Reaffirmation:
- No recommendations, reaffirmed
- Non-public sanction, monitoring status
- Public sanction, warning status
- Public sanction, probation
- Dropped from membership

▶

SACSCOC – Broad Level

- SACSCOC views every standard as an IE standard
- It's all about your mission
- View as opportunity to come together to review the institution for the purpose of improvement
  - "it is among the only, indeed perhaps the sole, opportunity we have to inquire together and in depth about the entirety of what we aim to do"(Oden, 2009, p.38)
- Use as an opportunity not as a nuisance
- Not external agency, it's us – our peers, etc.
- SACSCOC wants to see your reality

IE Standards

▸ **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. (Institutional effectiveness)

▸ **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 academic and student support services

    ▸ 3.3.1.4 research within its mission, if appropriate

    ▸ 3.3.1.5 community/public service within its mission, if appropriate

General Education Competencies

▸ 3.5.1 -The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)
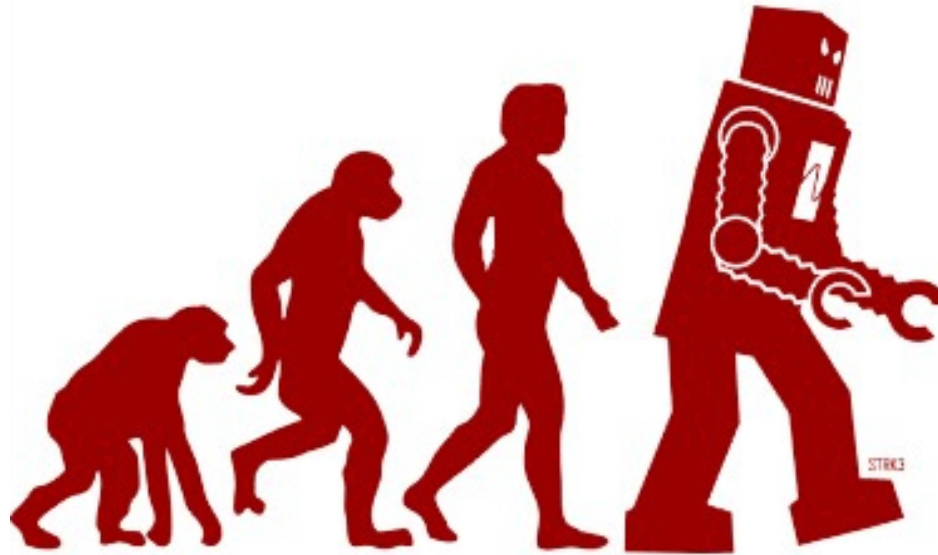
Section I - Challenges

- Evolving standards
- Common trouble spots
- IE Pitfalls
- Root causes

Evolving Standards

▸ "The principles have not changed, but expectations have"

▸ Quality control vs. continuous improvement

SACSCOC Troubles

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: *2013* Class Institutions (N=75)

	OFF-Site Review			ON-Site Review			C&R Review	
Rank	Requirement/Standard	% Institutions	Rank	Requirement/Standard	% Institutions	Rank	Requirement/Standard	% Institutions
1.	3.7.1 (Faculty Competence)	100%	1.	3.3.2 (Quality Enhancement Plan)	59%	1.	3.3.1.1 (IE – Educational Programs)	21%
2.	3.3.1.1 (IE – Educational Programs)	64%	2.	3.3.1.1 (IE – Educational Programs)	36%	2.	3.3.1.2 (IE – Administrative Units)	13%
3.	3.4.11 (Academic Program Coordination)	59%	3.	3.3.1.3 (IE – Educational Support)	29%	3.	3.5.1 (General Education Competencies)	
4.	2.8 (Faculty)	53%	4.	3.7.1 (Faculty Competence)		4.	3.3.1.3 (IE – Educational Support)	12%
5.	3.3.1.3 (IE – Educational Support)		5.	3.3.1.2 (IE – Administrative Units)	24%	5.	3.3.1.5 (IE – Community/Public Service)	11%
6.	3.2.14 (Intellectual Property Rights)	52%	6.	3.3.1.5 (IE – Community/Public Service)	23%	6.	3.13.4b (Corporate Structure)	9%
7.	3.3.1.2 (IE – Administrative Units)		7.	3.5.1 (General Education Competencies)	20%	7.	3.3.2 (Quality Enhancement Plan)	5%
8.	3.3.1.5 (IE – Community/Public Service)		8.	3.3.1.4 (IE – Research)	9%	8.	3.10.3 (Control of Finances)	
9.	2.11.1 (Financial Resources)	48%	9.	3.10.1 (Financial Stability) 3.10.3 (Control of Finances) 3.13.4b (Corporate Structure)	8%	9.	2.8 (Faculty) 3.3.1.4 (IE – Research) 3.10.1 (Financial Stability)	4%
10.	3.5.1 (General Education Competencies)	45%	10.			10.		

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=19.8	SD=7.9	Median=18	Range=37	Mean=3.4	SD=2.7	Median=3	Range=11	Mean=1.2	SD=1.5	Median=1	Range=5

Selected Key Areas of Non-Compliance (*Selected CR, CS, FR*)	% of the Total Number of Citations of Non-Compliance	Selected Key Areas of Non-Compliance (*Selected CR, CS, FR*)	% of the Total Number of Citations of Non-Compliance	Selected Key Areas of Non-Compliance (*Selected CR, CS, FR*)	% of the Total Number of Citations of Non-Compliance
Policy-Related *Principles* (3.2.2, 3.2.3, 3.2.5, 3.2.6. 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	26.9%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)	45.8%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)	64.8%
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)	21.7%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1))	24.5%	Financial and Physical Resources (2.11, 3.10, 3.11)	9.9%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 – (3.5.1+3.4.7))	15.5%	Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)	15.4%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1))	7.7%
Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)	16.9%	Financial and Physical Resources (2.11, 3.10, 3.11)	6.3%	Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)	6.6%
Financial and Physical Resources (2.11, 3.10, 3.11)	11.8%	Policy-Related *Principles* (3.2.2, 3.2.3, 3.2.5, 3.2.6. 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	5.1%	Policy-Related *Principles* (3.2.2, 3.2.3, 3.2.5, 3.2.6. 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	1.1%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	10.1%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	1.2%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	1.1%

PRELIMINARY DATA

SACSCOC Institutional Effectiveness Pitfalls

▸ IMPROVEMENTS!

▸ Overly complex outcomes (not-measurable)

▸ Ramp up for SACSCOC, then set aside

  ▸ Failure to institutionalize

▸ Disconnect between outcomes, measures, results, and improvements

▸ Adopting overly complex models of assessment

▸ Lack of connection between the years/cycles

  ▸ Documentation doesn't highlight strengths

Root Causes

- Lack of understanding
- Culture of autonomy
- Lack of documentation
- Trust hunches rather than data
- Failure to embrace continuous improvement
- Conflict avoidance
- Lack of leadership support/understanding

Lack of Understanding of Principles

‣ Failure to adhere to the standard

‣ No evidence of clear policy or procedure

‣ Contradictory information presented

‣ Failure to address all components of a standard

‣ Insufficient or unconvincing documentation

Adapted from "Focusing on the Focused Report," presentation given at 2013 SACSOC Conference by Suzanne Ozment

Lack of Understanding of IE

▶ Connection between data and improvement

▶ Developing measurable outcomes

▶ Gathering pointless data

▶ Simple vs. complex
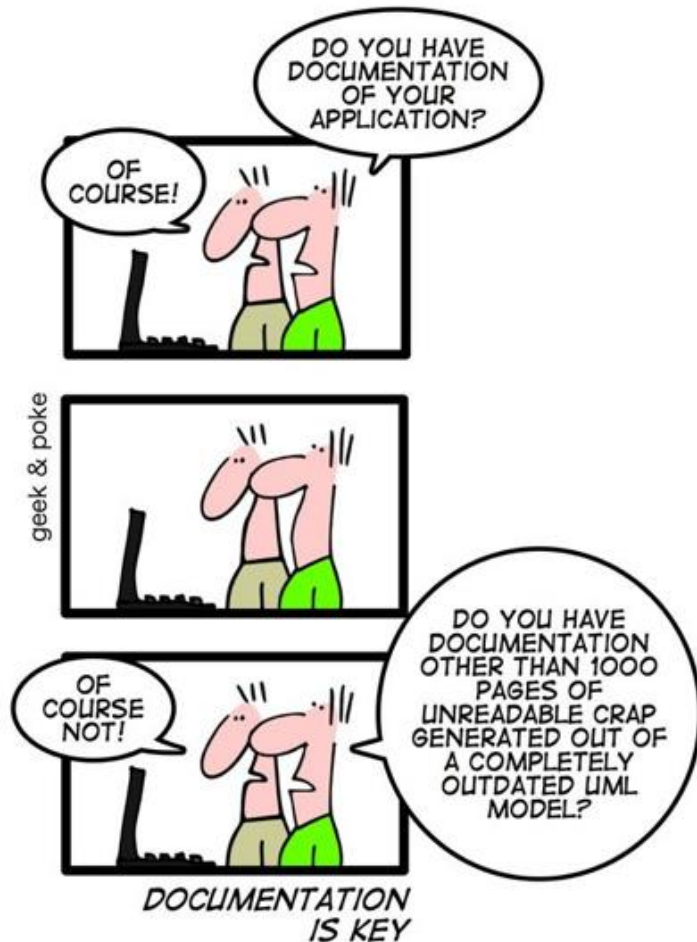 ▶ KISS
  ▶ Foot-in-the-door

▶ Course vs. program

Culture of Autonomy

- Culture to resist authority and hierarchy
- Trust in individual judgment
- Resistance to centralized processes or collaborative initiatives
- "Academic Freedom"

Lack of Documentation

- Herding cats, part II
- Priority given to serving students rather than documenting that the students have been served
- Hand tallies and local databases
- Meetings without agendas or minutes

Minutes

- How policy developed

- Who was involved

- Proof of existence

- Examples: IE Policy, new mission, QEP

- President's Cabinet level

- Board of Trustees level

Trust Hunches

- Reliance on anecdotal evidence
- Reliance on "judgment"
- Don't systematically evaluate impact of any changes made
- "Personal touch" – make decisions based on hallway conversations

KEEP CALM AND DEMAND EVIDENCE

Failure to Embrace Continuous Improvement

There's only 2 things I don't like:
Change and the way things are.

- It's worked since Socrates, why change now?
- Need to change means we're not good at our jobs?
- We can't make students learn, they need to be motivated
- Project vs. process
  - "Accreditors are gone – whew!"
- Ownership
- Failure to review policies

Conflict Avoidance

- Let faculty "own" their job (re: faculty credentials)
- Hard conversations about structure, how decisions are made, finances, etc.

Lack of Leadership Support/Understanding

▸ Making assessment a priority

▸ Too many cooks in the kitchen

▸ Lack of trust in faculty and staff to get the job done

▸ President sets the tone

▸ Leadership exists beyond executives

▸ Key leader in accreditation is the SACSCOC Liaison or person leading the accreditation team

"Lack of communication? Don't talk to me about lack of communication."

Your Experiences

▸ What are your institution's challenges?

Case Study 1

- You are the new SACSCOC liaison at a college that has had 3 SACSCOC liaisons in 4 years. Each of your predecessors has approached assessment slightly differently, and as you begin to work on writing your SACSCOC application, you find that it is hard to build a coherent narrative. In addition, faculty and staff at your college are so used to each year bringing something new that they feel no ownership of the process, and instead have an attitude of "just tell me what to do."
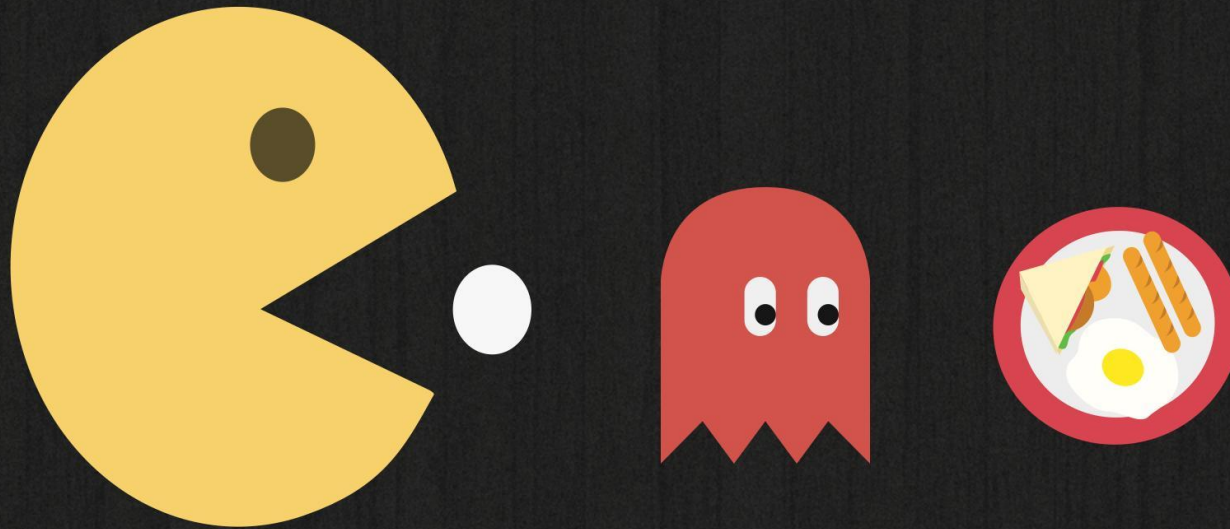
Section II - Solutions

Planning, communication, & sustaining motivation

How to Understand the Principles

- Ongoing
- Integrated
- Institution-wide
- Research based
- Systematic
- Continuing improvement
- Effectively accomplishing mission
- Other considerations
  - What is minimum threshold?
  - "Mature" assessment

Culture Eats Strategy for Breakfast

Planning

- Timeline (don't underestimate time needed)
- Plan on 1-3 years to get a mature system of assessment in place
  - No quick fix
- Adopt commonalities, centralized processes, work within your culture
- Think strategy, think win-win
- Role of SACSCOC Liaison (committees, meetings?)

Communication

- **The value of assessment**
- Visibility
- Key personnel
- Faculty partnerships (champions)
- Present findings
- Seed grants
- Assessment newsletter

Motivation - Part 1

▶ **Dan Pink**
  ▶ Autonomy
    ▶ Faculty/departments own their assessment
    ▶ Less control from IE office; let faculty/department voices come through (formatting, language, mission, goals, outcomes)
  ▶ Mastery
    ▶ Faculty/departments need to understand what they're being asked to do and have the opportunity to become experts at it
    ▶ Faculty and staff development
      ☐ Internal trainings/workshops
      ☐ Strategic use of conferences
      ☐ Faculty like external validation
  ▶ Purpose
    ▶ Faculty/departments need to understand why they should assess. What is the value of assessment?
      ☐ Compliance is not why we do assessment
    ▶ Intrinsic motivation
      ☐ SACSCOC vs. it's the right thing to do
      ☐ May develop after completing an assessment cycle

Meet Them Where They Are (Motivation – Part 2)

- Language

Department 1	Department 2	OLLU IR/IE
Vision	Purpose	Mission
Objectives	Goals	Goals
Outcomes	Objectives	Outcomes

- Knowledge, skills, and abilities
- What are they already doing
- Qualitative vs. quantitative

Purposes of Assessment (Motivation – Part 3)

- Continuous quality improvement (CQI)
- Clarify the vision, purpose and direction of the program
- Differentiate the program
  - From other programs (internal and external)
  - Demonstrate to students what they will walk away with
- Identify where faculty areas of specialization fit into program curriculum
- Understand breakdowns in student learning
- Assessment is a natural, scholarly act (Walvoord, B., 2010)
  - Think critically and form judgments
  - Already doing informal assessment
  - Program discussions about grades, assignments, and curriculum
- Assessment as a reform movement
  - We control how we assess student learning
  - Grade inflation
  - Calls for accountability
- Required for accreditation
  -

Transparency

- Principles of assessment
  - Foundational document
- Policies
- Open and honest communication
- Website
- Key leadership communication
- Identify how the results of assessment will be used and stick to that model
- Quick and cautious communication about difficult situations

Necessary Infrastructure

▸ Governance structure

▸ Organizational structure

▸ Leadership (support and a champion)

▸ Policies

▸ Technology

▸ Faculty and staff development

    ▸ Support/buy-in

    ▸ Faculty ownership

▸ Finances

Case Study 2

- You've just been asked to serve as the SACSCOC liaison for your college, and when you begin to look at how assessment is organized, you realize that your college's assessment committee and task force are completely outside of the decision-making structure. Most academic decisions at your college are made through a Faculty Senate, but the assessment committee and task force report directly to your college president instead of stemming from the Faculty Senate or one of its well-established committees.

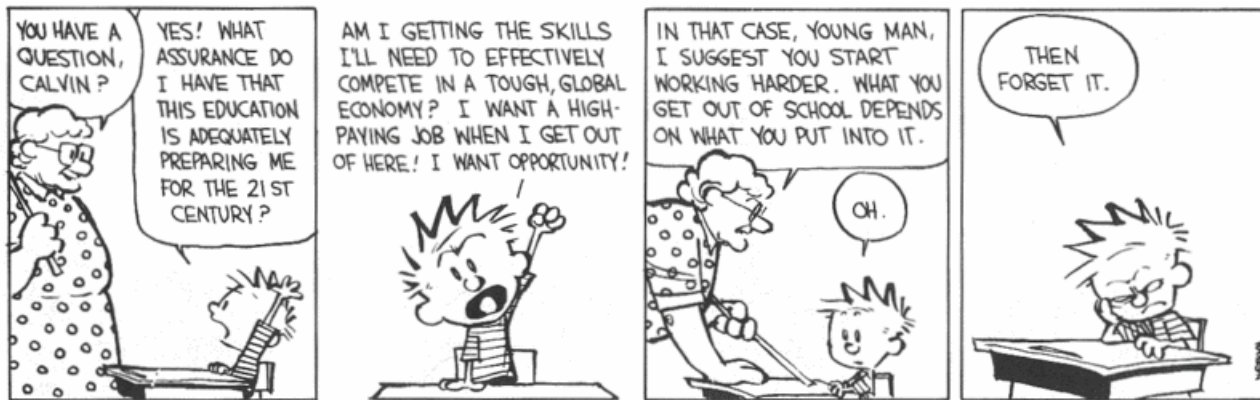# Advocating for Your Needs (Discussion)

ASK FOR IT.

Other Considerations

- Distance education

- Multiple-campuses

- Certificate programs

- What is an educational program…does it match your website?

- Provide feedback

- Use formative and summative assessment

- Curriculum mapping

Why Not Grades? (Discussion)

Targets (Discussion)

▸ Proceed with Caution:

▸ Don't use them or develop them meaningfully

▸ You DON'T have to have targets

What We've Learned

- Professional accreditation programs
  - One size doesn't fit all
- Word choice matters
- Break each standard into smaller tasks
- Delegate – many hands make light work
- Have the right people at the table
- Communicate often
- Be assertive (pushy)

- Give yourself plenty of time – plan ahead
- Give clear deadlines
- Have a transparent process
- Use consultants
- Use resources SACSCOC gives you
- Use Accreditation to Leverage Needs
- Always follow policy, modify policy as needed

Assessment Training for Faculty and Staff

- The following slides are what we use to train faculty and staff at OLLU.

- You are welcome to use all or part of it for your own trainings.

Today's Goal and Outcomes

‣ This workshop will facilitate reflection on your program assessment, with an emphasis on developing meaningful outcomes

‣ Participants will:

  ‣ understand the difference between a goal and an outcome statement

  ‣ understand the difference between outputs and outcomes

  ‣ think about their audience or "who" they wish to impact

  ‣ learn a practical model for developing direct and measurable outcome statements

  ‣ be able to develop measurable outcome statements and evaluate the quality of their plan

What is Assessment

▸ Ensuring that our students are learning what we intend for them to learn.

▸ An ongoing process (Suskie, 2009):

  ▸ Establishing clear, measurable expected outcomes of student learning

  ▸ Ensuring that students have sufficient opportunities to achieve those outcomes

  ▸ Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations

  ▸ Using the resulting information to understand and improve student learning

Purpose of Assessment

▸ Talk about purposes of assessment using all or some of the purposes listed on Slide 32.

Defining Terms

Department 1	Department 2	OLLU IR/IE
Vision	Purpose	Mission
Objectives	Goals	Goals
Outcomes	Objectives	Outcomes

Forming Mission Statements

A good mission statement should

▸ Fit within the university's mission, values, vision, core purpose, and strategic goals

▸ Communicate to others the purpose of your program

▸ Describe what your program is, what it does, and for whom it does it

▸ Be updated as the program evolves

▸ Be brief, broad, and clearly stated

Brainstorm 1 (10 minutes)

- How does your program fit within the university's mission, values, vision, and strategic goals?

- Does your mission statement communicate to others the purpose of your program?

- When is the last time you reviewed or updated your mission?

Workshop:

- Review your mission statement

- Revise, if needed

Goals

" To achieve a goal you have never achieved before, you must start doing things you have never done before."

- ‣ Jim Stuart
- ‣ Four Disciplines of Execution

Forming Goals

▸ Program goals are general statements of what the program intends to accomplish.

▸ Creating Clear Goals:

    ▸ Goals should matter to you

    ▸ Goals should be broad, general expectations for the program

        ▸ Destination goals: The destination never changes despite funding or personnel changes

    ▸ Goals should be based on your mission statement

        ▸ Program goals serve as a bridge between the lofty language of the Mission Statement and the concrete-specific nuts and bolts of program outcomes

    ▸ Goals are from the program's perspective

    ▸ 2 to 3 goals

    ▸ Focus on the what, not the how

Goals Brainstorm (15 minutes)

▸ Consider what you would like for your program to accomplish:

    ▸ What are important aspects of your program that you would like to strive to achieve?

    ▸ What are your goals for students, faculty, or the program in general?

▸ Develop 1-3 program goals

    ▸ (keep in mind that we are going to develop outcomes from the goals)

Forming Outcomes

▸ Defining an Outcome: An end result; a consequence

▸ Creating Outcomes:

   ▸ Outcomes should matter to you (i.e. what is the "so what?" factor)

   ▸ Outcomes should be feasible and measurable

   ▸ Outcomes should be something that you are willing to address for program improvement

   ▸ Outcomes should be consistent with the mission and goals

▸ Number of Outcomes:

   ▸ Develop at least one outcome per goal

   ▸ The more you try to do the less you will accomplish – focus on the most important

Goal vs. Outcome

Characteristics of Goals

- General expectation of what you hope the program will accomplish

- What you strive toward

- Can be broad

- Destination goal - funding and personnel should not impact goals

Characteristics of Outcomes

- Statement of what someone should be able to do or develop (knowledge, skill, expertise, attitude, or behavior)

- Consequence of program completion

- Specific and measurable

- Sensitive to environmental changes – funding and personnel may impact outcome attainment

Adapted from James Madison University

Outcomes Composition

▸ Outcomes should be:

  ▸ The means by which you can see if a goal is being met

    ▫ Goals become measurable and achievable

    ▫ Use direct and indirect measures to develop these means

  ▸ Expresses what the student (or client) will be able to do (knowledge, skill, attitude, behavior)

  ▸ At least one outcome per goal

  ▸ 1-3 outcomes per goal recommended

    ▸ It is better to have one solid, clear, measurable outcome than 15 outcomes that never come to fruition

Models for Developing Outcomes

▸ ABCDE Method

▸ SMART Method

▸ Meet them where they are

The ABCDE Method

▸ **A = Audience** (Who are you assessing?)

▸ **B = Behavior** (What is expected of the audience? What change is going to occur?)

▸ **C = Conditions** (What intervention is required?)

▸ **D = Demonstration/E = Evaluation** (What *tool* will be used to measure this?)

Outcomes - ABCDE Example

- **A = Audience** (PhD students at dissertation level)

- **B = Behavior** (conduct scholarly research)

- **C = Conditions** (after completing all required coursework)

- **D/E = Evaluation** (rubric evaluation of dissertation)

SMART Criteria

- **S = Specific** (what are you measuring, who are you assessing)
- **M = Measurable** (is it measurable?)
- **A = Achievable** (can you follow through?)
- **R = Relevant** (does this answer your question?)
- **T = Time-bound** (form an action plan)

SMART Example

- **S = Specific** (PhD students at dissertation level; ability to conduct scholarly research)
- **M = Measurable** (rubric evaluation of dissertation)
- **A = Achievable** (part of process that's already in place)
- **R = Relevant** (dissertations are representative examples of the kind of research done in field)
- **T = Time-bound** (occurs at the end of each semester)

Methods of Assessment
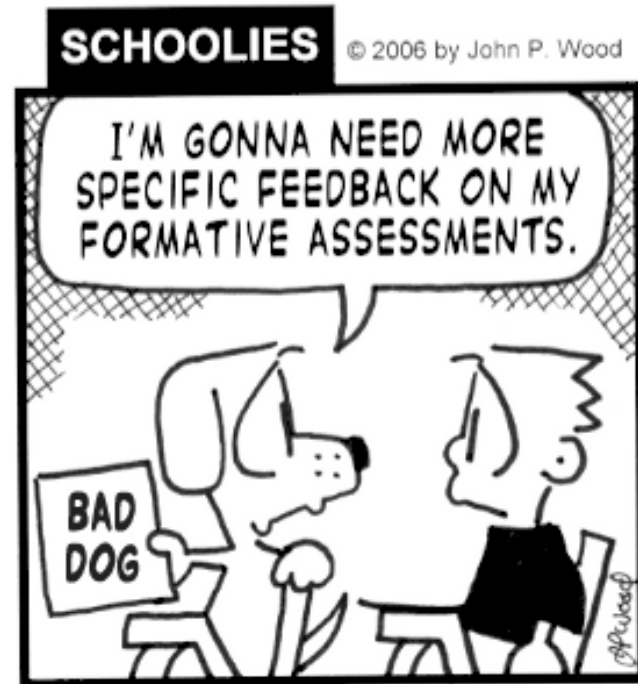
Direct & Indirect (see handout)

Formative & Summative

Brainstorming activity (30 minutes)

‣ Group Share

‣ Report outcomes

Cycle of assessment
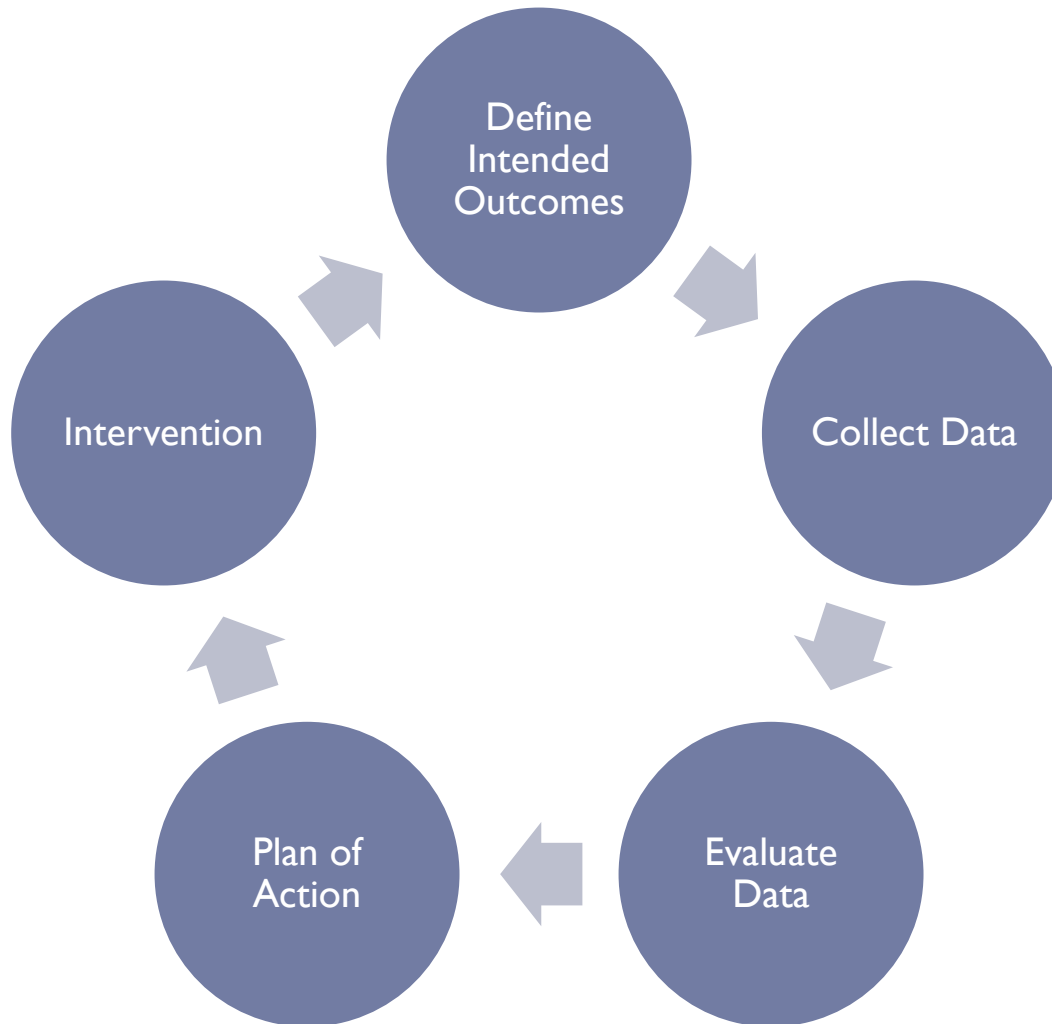
Other Considerations

▸ Equivalency

    ▸ Does your program operate on multiple campuses?

    ▸ Does your program offer online courses?

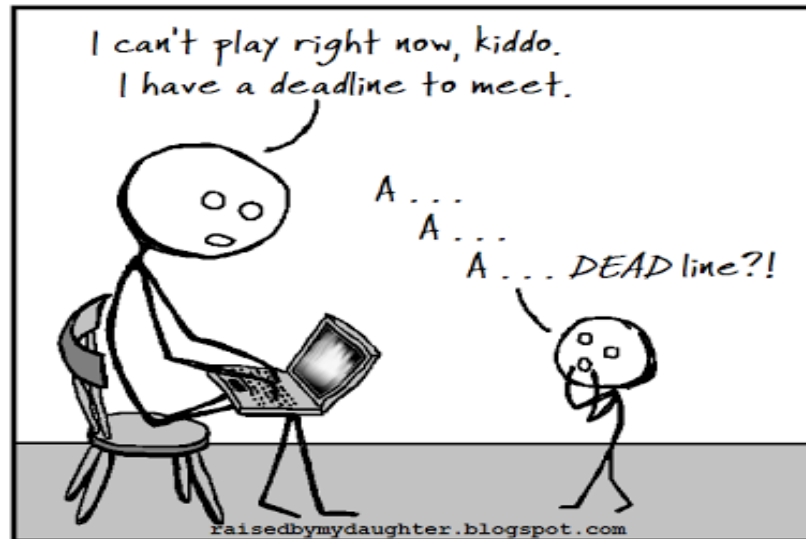   ▸ How are you including adjunct faculty or adjunct courses in assessment?

▸ Operational outcomes

▸ Formative & summative

▸ Curriculum map

Expectations

▸ Communicate deadlines for assessment reports (a.k.a., improvement reports)

Resources

- SACSCOC Principles of Accreditation
  - http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf
- SACSCOC Timeline Reaffirmation
  - http://www.sacscoc.org/pdf/Time%20Lines%20for%20Reaffirmation%20Tracks.pdf
- SACSCOC Publication Order Form
  - http://www.sacscoc.org/pub_order_form.asp
- Analyzing a Case for Compliance (Rubric)
  - http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE_SEPT2010%20_2_.pdf
- How to Become an Evaluator
  - http://www.sacscoc.org/pdf/commres/How%20to%20Become%20an%20Evaluator.pdf
- Transparency Framework
  - http://www.learningoutcomeassessment.org/transparencyframework.htm
- Suskie, L. (2009). Assessing Student Learning: A Common Sense Guide.
- Walvoord, B. (2010). Assessment Clear and Simple.

Questions/Discussion/Horror Stories