ACCREDITATION PROCESS FOR MEASURING QUALITY: Southern Association of Colleges and Schools Commission on Colleges (SACSC0C)

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General Types of Accreditation

- National
  - Career-related (e.g., ACICS, DEAC)
  - Faith-related (e.g., ATS, TRACS)

- Specialized | programmatic
  - e.g., AACSB, ABET, CAEP

- REGIONAL

Regional Accrediting Associations
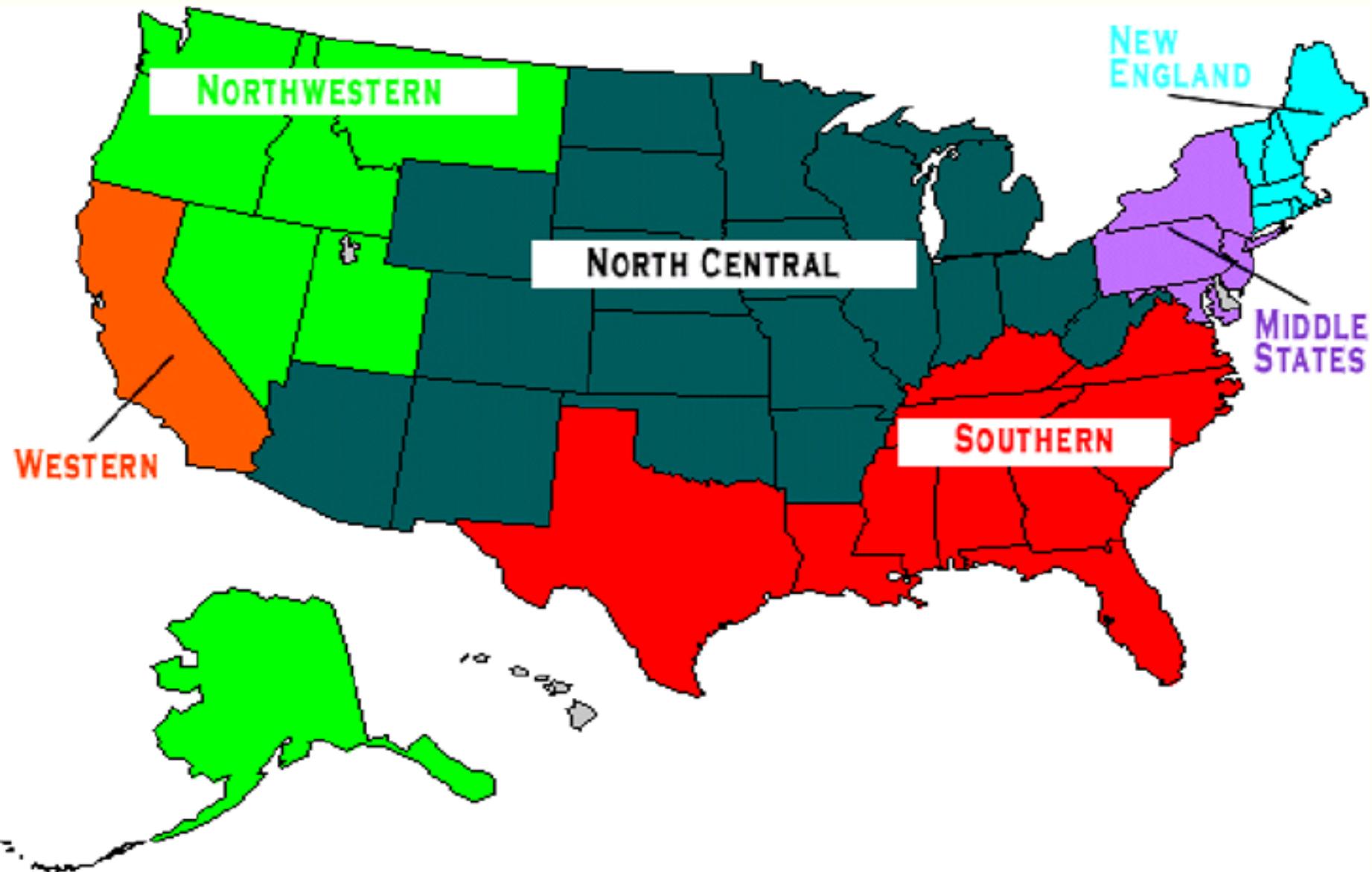
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

NUMBER OF ACCREDITED INSTITUTIONS BY STATE (AS OF JANUARY 2016)
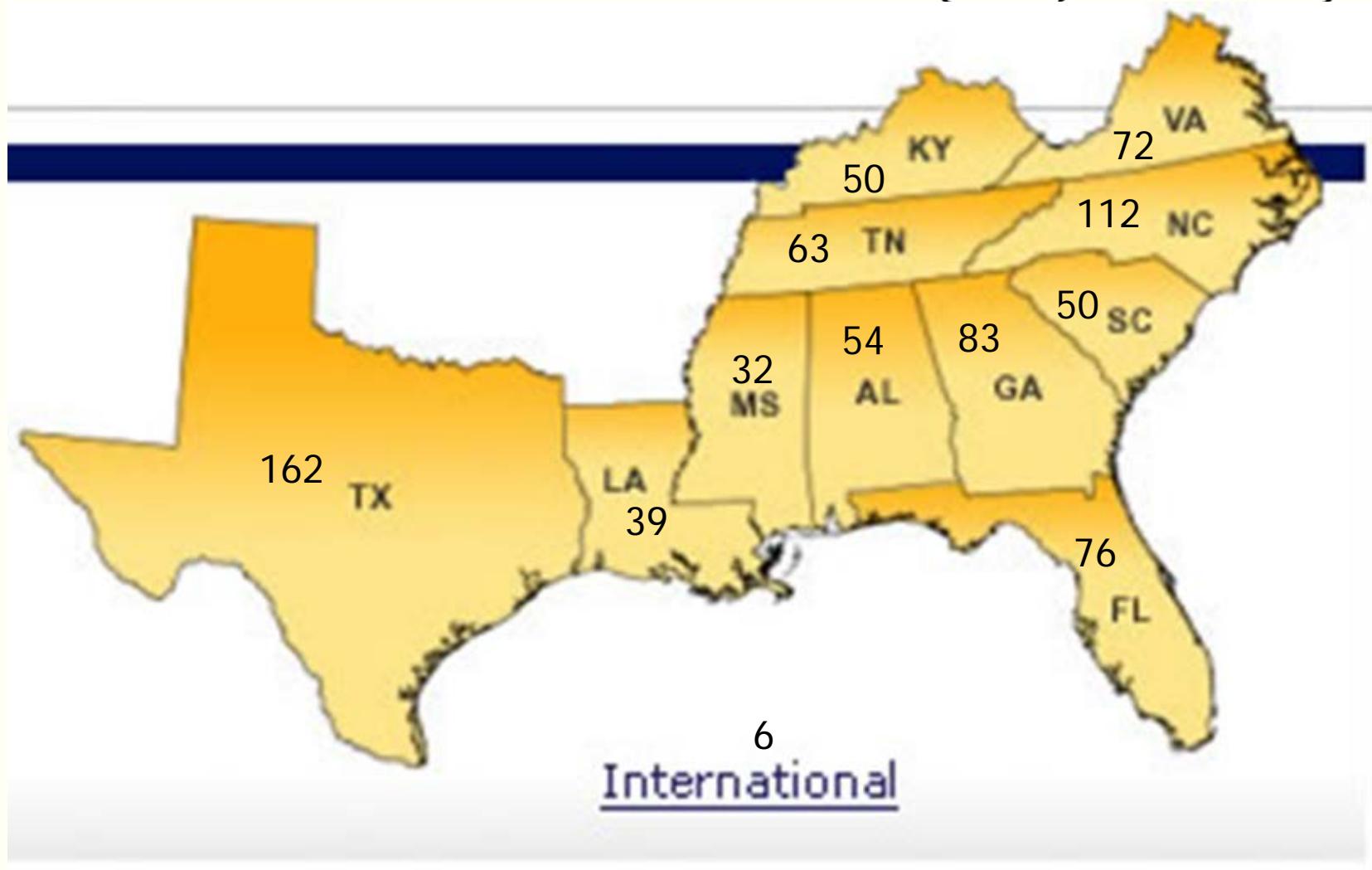
SACSCOC Reaffirmation of Accreditation Review Process

- What
  - *Principles of Accreditation* www.sacscoc.org/principles.asp
- When
  - Comprehensive Decennial Reaffirmation Review
    - Interim 5th Year Review
      - Substantive Change review
- Who (decennial reaffirmation review)
  - Off-Site Reaffirmation Committee
  - On-Site Reaffirmation Committee
  - SACSCOC Board of Trustees
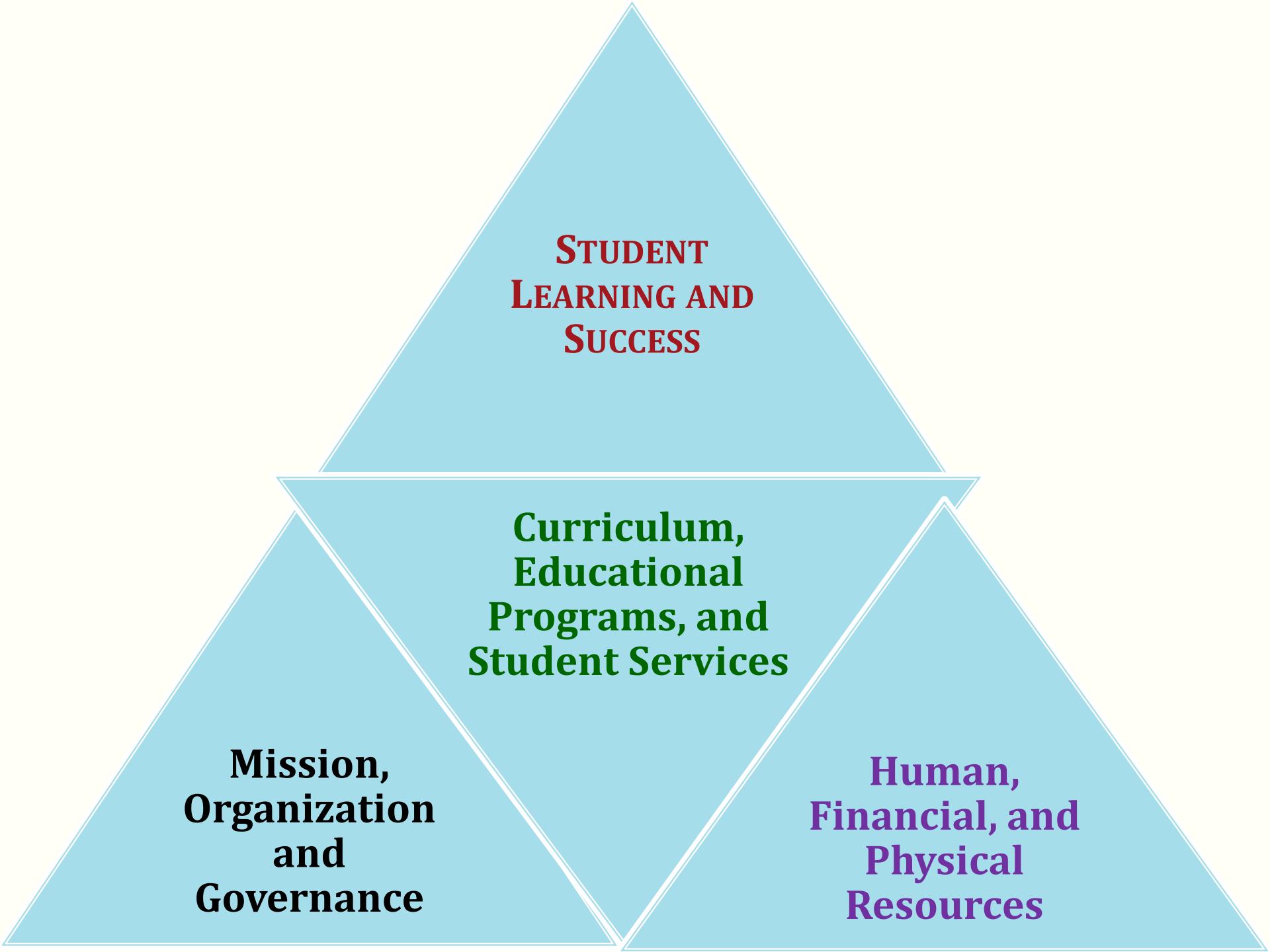
STUDENT LEARNING AND SUCCESS

Curriculum, Educational Programs, and Student Services

Mission, Organization and Governance

Human, Financial, and Physical Resources

Institutional Effectiveness (IE)

- "...an institution is expected to document the quality and effectiveness of all its programs and services." (Principles of Accreditation, 2012, p. 2)

- IE "is the systematic, explicit, and documented process of measuring institutional performance against mission…, the accreditation process assumes that all programs and services wherever offered…are reviewed as part of the institutional effectiveness process." (Resource Manual, 2012, p. 16)

Comprehensive Standard 3.3.1.1

"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 outcomes**…"

INSTITUTIONAL MISSION

Program Mission

Meaningful?
Specific?
Measurable?

Expected
Program
OUTCOME #

Data
Collection
Methodology

Performance
Standards

Achievement
Data

Analysis &
Judgment

Improvements

Plans

Actions
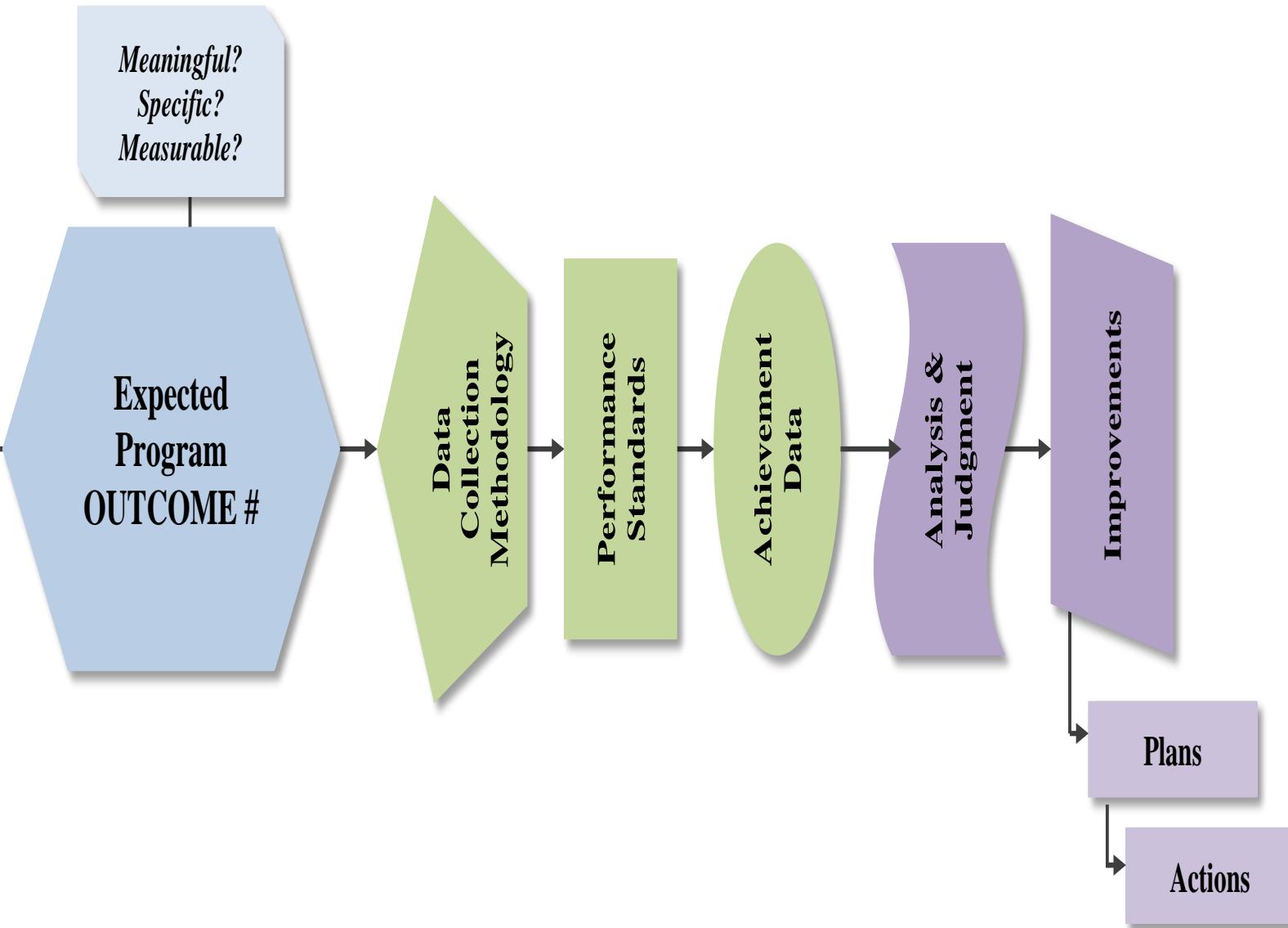
IE Framework *vs.* Prescribed Outcomes | Indicators

- Diversity of institutional missions

- Faculty responsibility

- Flexibility

- Innovation

Potential Research Questions:
Program Outcomes

- What outcomes do STEM programs select as indicators of educational quality?

- Can these outcomes be categorized based on certain criteria beyond disciplinary content?
  - Can a set of "consensus" outcomes be identified?

- What instruments do STEM programs use to measure achievement of these outcomes?

- How do STEM programs use assessment findings to continuously improve the educational quality?

Comprehensive Standard 3.5.1

"The institution identifies college-level *general education* **competencies** and the **extent to which** students have **attained** them."

INSTITUTIONAL MISSION

General Education Curriculum and Goals

Competency

College-level?

Data Collection Methodology

Threshold of Acceptability

Attainment Data

Judgment
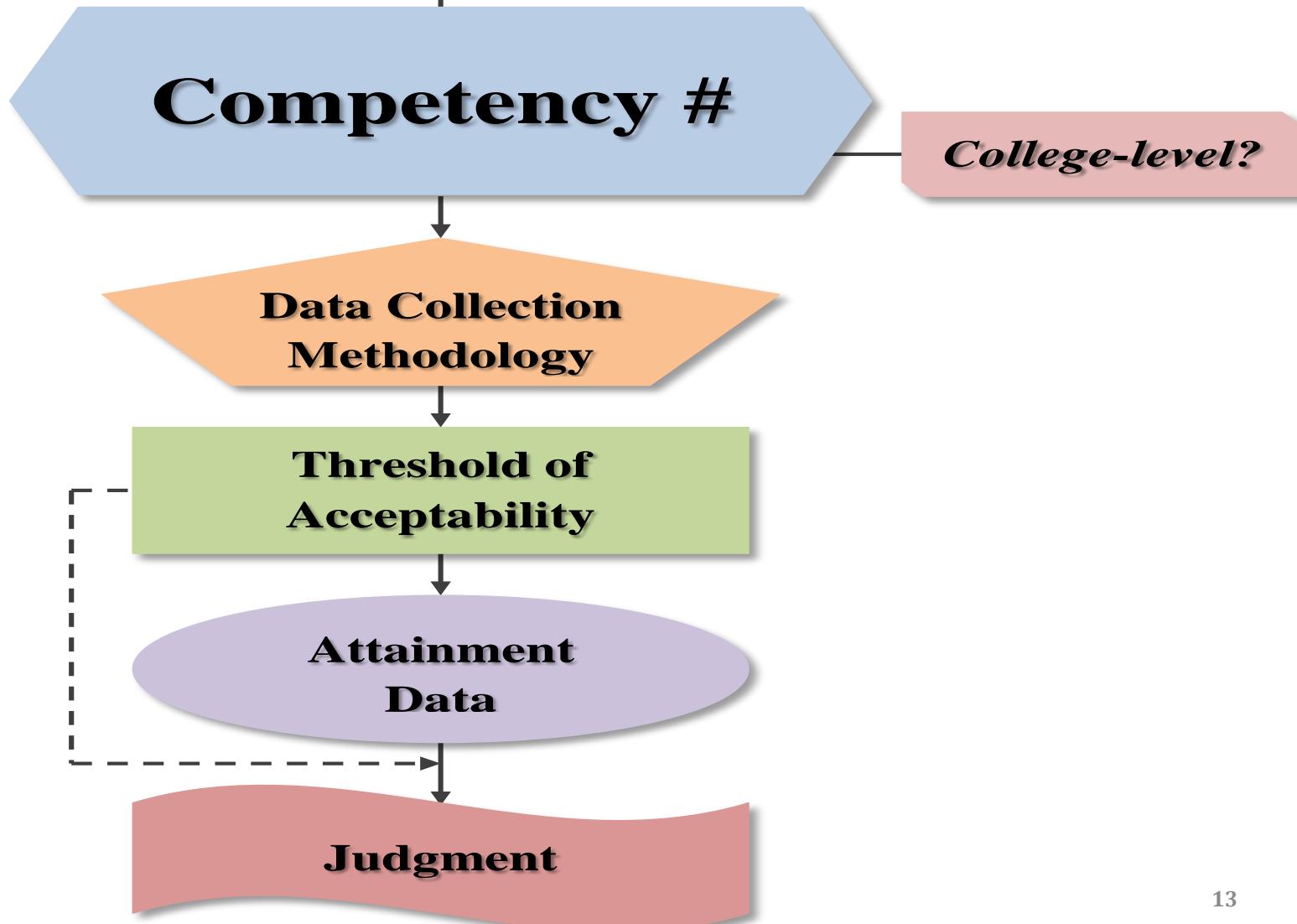
Potential Research Questions:
Gen Ed Competencies

- To what extent do institutions address STEM-focused competencies in general education?

- What STEM-focused gen ed competencies are most popular?

- How are STEM-focused gen ed competencies measured?

- How do students perform on these assessments?

Accreditation and Outcomes Assessment

– Accreditation is a major driver in *expanding the scope* of outcomes assessment activities (Astin, 2014; Cragg et al. 2013; Gaston, 2014; Kuh et al., 2014; Powell, 2013; Provezis, 2010)

– Engagement in assessment *exclusively* for the purpose of accreditation compliance is *detrimental to the quality* of assessments (Bresciani, 2006; Carpenter & Bach, 2010; Haviland, 2014; Maki, 2010; Newman, 2010)

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