AGENDA

2018 SACSCOC Steering Committee Meeting
March 25, 2016
Osborne Conference Room, Room ECSS 3.503

1.   Call to Order and Introductions   Serenity King

2.   Deliverables   Serenity King
     A. Deadlines / Timelines: Draft due November 1, 2016
     B. Monthly Updates

3.   Committee Resources   Serenity King
     A. 2018 Steering Committee Charge and Membership Information
     B. SACSCOC and other resources located on UT Dallas SACSCOC website
         http://sacscoc.utdallas.edu/
     C. *Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement*
         http://dox.utdallas.edu/publication1210
     D. SACSCOC Summer Institute and SACSCOC Annual Meeting
     E. 2007 Compliance Certification Report (CCR) Navigator
         http://sacscoc.utdallas.edu/ccrnav/
     F. 2008 Focused Response Report (requires log-in)
         http://sacscoc.utdallas.edu/frrnav/
     G. SACSCOC New and Revised *Principles* since 2008 ed.
     H. SACSCOC *Principles* Assigned to Multiple Committees
     I. SACSCOC Top 10 Cited Principles: 2013 and 2014 Preliminary Data Charts
         2013 Preliminary Data Chart: http://dox.utdallas.edu/chart1236
         2014 Preliminary Data Chart: http://dox.utdallas.edu/chart1235
     J. *The Principles of Accreditation: Foundations for Quality Enhancement*
         http://dox.utdallas.edu/publication1209
     K. Vy Trang: Administrative Support

4.   Technical Assistance/Support   Simon Kane

5.   Questions / Concerns   Serenity King

6.   Future Meetings   Serenity King

7.   Adjournment   Serenity King

ITEM 1

2018 Steering Committee Members

Chair: Serenity Rose King [1]
Co-Chair: Dr. Murray J. Leaf [2]

Committee Members:
- Dr. Poras Balsara (Chair, Programs, Curriculum Instruction Committee)
- Dr. David Cordell (Chair, Mission, Governance and Administration Committee)
- Dr. Vladmir Dragovic
- Dr. Marilyn Kaplan (Co-Chair, Programs, Curriculum Instruction Committee)
- Dr. Jessica C. Murphy (Director, Quality Enhancement Plan Topic Selection Committee)
- Dr. Nicole Leeper Piquero (Co-Chair, Faculty Committee)
- Dr. Lawrence J. Redlinger (Co-Chair, Institutional Effectiveness Committee)
- Cary Delmark
- Josh Hammers (Chair, Learning and Student Resources Committee)
- Dr. Calvin D. Jamison
- Dr. Kim Laird (Chair, Financial and Physical Resources and Information Technology Committee)
- Debbie Montgomery (Co-Chair, Learning and Student Resources Committee)
- Dr. Catherine Parsoneault
- Dr. Gloria Shenoy
- Sue Sherbet
- Toni Stephens
- M. Beth Tolan (Co-Chair, Financial and Physical Resources and Information Technology Committee)
- Dr. Mary Jo Venetis

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[1] Also chairs the Leadership Team and Institutional Effectiveness Committee and co-chairs the Mission, Governance and Administration Committee.
[2] Also chairs the Faculty Committee.

ITEM 3A

2018 Steering Committee Charge and Membership Information

Charge: The Steering Committee works in concert with the Leadership Team to lead the various 2018 Reaffirmation committees in their efforts to prepare the compliance certification report. Comprised of the chairs and co-chairs of the committees, in addition to key stakeholders across campus, the Steering Committee reviews the work of all committees and offers recommendations to the Leadership Team regarding needed changes and improvements in UT Dallas policy and practice.

2018 Reaffirmation Committees Membership Summary

Appointment letters were sent out the last week of February 2016, and 107 (94%) of the nominated members accepted the call to serve on the Reaffirmation Committees. The acceptance rate includes 12 members who are serving on the Leadership Team, along with Simon Kane and Vy Trang who provide technical and administrative support respectively. The overall response rate for all appointment letters was 97%.

Four nominated members declined:
- David F. Channel, Faculty Committee
- Randall Lehmann, Faculty Committee
- Dennis L. Miller, Programs, Curriculum Instruction Committee
- Erin A. Smith, Faculty Committee

No responses received from three nominated members:
- R. David Crain, two committees: Financial and Physical Resources and Information Technology Committee; and Learning and Student Resources Committee
- Joseph Izen, one committee: Financial and Physical Resources and Information Technology Committee
- Kelly Kinnard, one committee: Financial and Physical Resources and Information Technology Committee

ITEM 3A Supplement

2018 Reaffirmation Committee Lists

Mission, Governance, and Administration Committee

Dr. David Cordell, Chair
Serenity Rose King, Co-Chair
Dr. Richard K. Scotch
Dr. Kurt J. Beron
Colleen Dutton
Dr. Abby R. Kratz
Terry Pankratz
Timothy Shaw
Sue Sherbet
Dr. Mary Jo Venetis

Financial and Physical Resources and Information Technology Committee

Dr. Kim Laird, Chair
M. Beth Tolan, Co-Chair
Dr. Denise Paquette Boots
Dr. Joseph M. Izen
Dr. Ravi Prakash
Mariah Armitage
Paula Austell
Dr. Darren Crone
Naomi Emmett
Terry Pankratz
Toni Stephens
Chad Thomas
Scott Willett
Larry Zacharias

Faculty Committee

Dr. Murray J. Leaf, Chair
Dr. Nicole Leeper Piquero, Co-Chair
Dr. Timothy Redman
Dr. R. Chandrasekaran
Dr. Christine Dollaghan

Todd Fechter
Dr. Lev Gelb
Dr. Karen Huxtable
Dr. Varghese Jacob
Dr. Candice Mills
Dr. Meghna Sabharwal
Dr. John W. Sibert, IV

Learning and Student Resources Committee

Josh Hammers, Chair
Debbie Montgomery, Co-Chair
Dr. Paul F. Diehl
Dr. Vladimir Dragovic
Dr. Richard Golden
Dr. James Cannici
Cristen Casey
Dr. Darren Crone
Don Davis
Frank Feagans
Kimshi Hickman
John Jackson
Elizabeth Samuel
Dr. Amanda Smith
Dr. Mary Jo Venetis
Luis Garcia Fuentes
Grant Branam

Programs, Curriculum Instruction Committee

Dr. Poras Balsara, Chair
Dr. Marilyn Kaplan, Co-Chair
Dr. Andrew Blanchard
Dr. Frank Dufour
Dr. Euel W. Elliott
Dr. George W. Fair
Dr. Eric Farrar
Dr. Joanna K. Gentsch
Dr. Juan E. Gonzalez
Dr. John Gooch
Dr. Varghese Jacob
Dr. Shelley D. Lane
Dr. Simeon Ntafos

Dr. Clint W. Peinhardt
Dr. Alex R. Piquero
Dr. Elizabeth Rugg
Dr. Melanie Spence
Dr. Robert Stillman
Dr. Marion K. Underwood
Dr. Tonja Wissinger
Courtney Brecheen
Dr. Darren Crone
Kimshi Hickman
John Jackson
Serenity Rose King
Jennifer McDowell
Elizabeth Samuel
Wray Weldon
Brett Cease
Brian Moore

Institutional Effectiveness Committee

Serenity Rose King, Chair
Dr. Lawrence J. Redlinger, Co-Chair
Dr. Kutsal Dogan
Dr. Monica Evans
Dr. George W. Fair
Michele Hanlon
Dr. Jennifer S. Holmes
Dr. Marilyn Kaplan
Dr. Kamran Kiasaleh
Dr. Theodore Price
Jerry Alexander
Pete Bond
Dr. Michael Carriaga
Lauren DeCillis
Dr. Kyle Edgington
Cheryl Friesenhahn
Josh Hammers
Dr. Kim Laird until Chief Budget Officer hired
Dr. Catherine Parsoneault
Rafael Martin
Dr. Gloria Shenoy
Toni Stephens
Dr. Mary Jo Venetis
Kim Winkler

Sayeeda Jamilah

Quality Enhancement Plan (QEP) Topic Selection Committee

Dr. Jessica C. Murphy, Director
Lisa Bell
Dr. Euel W. Elliott
Dr. Rebecca Files
Dr. Walter E. Voit
Dr. Gene Fitch
John Johnson
Dr. Kim Laird until Chief Budget Officer hired
Melinda Mendoza-Ellis
Katherine Morales
Ryan Dorman
Rajadhar Reddy
Designee: Non-traditional Student Representative

Steering Committee

Serenity Rose King, Chair
Dr. Murray J. Leaf, Co-Chair
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Dr. Catherine Parsoneault
Dr. Gloria Shenoy
Sue Sherbet
Toni Stephens
M. Beth Tolan (Co-Chair, Financial and Physical Resources and Information Technology Committee)
Dr. Mary Jo Venetis

Leadership Team

Serenity Rose King, Chair
Dr. B. Hobson Wildenthal
Dr. Inga Musselman
Ryan Dorman
Dr. Joanna K. Gentsch
Josh Hammers
Dr. Marilyn Kaplan
Dr. Kim Laird
Dr. Jessica C. Murphy
Dr. Clint Peinhardt
Dr. Nicole Leeper Piquero
Dr. Mary Jo Venetis
Vy Trang
Simon Kane

ITEM 3D

SACSCOC Summer Institute and SACSCOC Annual Meeting

Brochure for SACSCOC Summer Institute

July 17-20, 2016

Gaylord Texan Resort & Convention Center, Grapevine, TX

http://www.sacscoc.org/institute/2016/2016_Summer_Institute_Brochure.pdf

SACSCOC Annual Meeting

December 3-6, 2016, Atlanta, Georgia

Grapevine, Texas

Grapevine is centrally located between Dallas and Fort Worth, Texas, and is less than 10 minutes from the Dallas/Fort Worth International Airport. Featuring Lake Grapevine, an 8,000-acre recreational lake, opportunities abound for fishing, recreational boating, and hiking. For golf enthusiasts, Grapevine is home to 81 holes of golf, including Cowboys Golf Club, the world's only NFL-themed golf club. Historic Downtown Grapevine offers cultural activities, boutique shopping, and dining options to suit many tastes. In addition, the Grapevine Mills can be visited for those seeking an outlet store shopping experience.

Gaylord Texan Resort & Convention Center

The Gaylord Texan Resort & Convention Center, the largest hotel in Texas, overlooks Lake Grapevine and features more than four acres of indoor gardens and winding waterways, offering a welcoming, festive atmosphere for guests. While at the resort, you are steps away from retail shops, fashion stores, and distinctive boutiques. For those seeking outdoor activities, Paradise Springs awaits with a Western-themed 10-acre resort pool, lazy river, and game pavilion. The Relâche Spa is also on site to pamper those who choose to wind down with a relaxing break. If a guest in your group requires an accessible room, the resort offers multiple options with wonderful layouts and accommodations. There are several on-site restaurants, a coffee house, and 24-hour room service.

Announcing
The 12th Annual
Institute
on Quality Enhancement and Accreditation
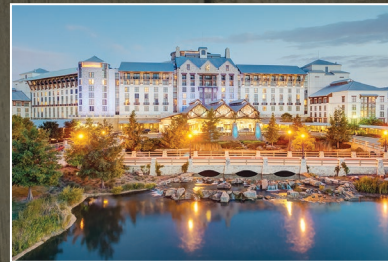
Gaylord Texan Resort
& Convention Center

Grapevine, Texas
July 17–20, 2016

SACSCOC™

Southern Association of Colleges and Schools
Commission on Colleges

Overview

The Southern Association of Colleges and Schools Commission on Colleges will conduct its 12th Annual Institute on Quality Enhancement and Accreditation at the Gaylord Texan Resort & Convention Center, July 17–20, 2016, to highlight successful assessment practices and to focus on initiatives designed to improve student learning. The Institute will feature plenary sessions by distinguished speakers, case studies from a diverse group of institutions, small-group discussions, and numerous networking opportunities. It is designed especially for faculty groups, Leadership Team members, Accreditation Liaisons, chief academic and executive officers, and others who are interested in establishing or maintaining a culture of continuous improvement at their institutions.

Tentative Program

SUNDAY, JULY 17

9:30 AM Check-in *(advance registration required)*

> #### Pre-Institute Sessions for Newcomers
> There is an additional fee of $40 per session. *(A boxed lunch is included. Start times are subject to change.)*
>
> **11:00 AM** Reaffirmation of Accreditation 101
> **Facilitator: Dr. Steven Sheeley**, Vice President, SACSCOC
>
> **1:30 PM** The ABCs of Institutional Effectiveness
> **Facilitator: Dr. Michael Hoefer**, Vice President, SACSCOC

5:00 PM Opening Session
Greetings, introductions, and goals of the Institute
Speaker: Dr. Pat Hutchings, Senior Scholar at the National Institute for Learning Outcomes Assessment and Scholar in Residence at Gonzaga University
Topic: "Revisiting the Principles of Good Practice for Assessing Student Learning"

6:30 PM Opening Reception

7:30 PM Complimentary shuttles to area restaurants

MONDAY, JULY 18

7:00 AM Check-in *(advance registration required)*

7:30 AM Buffet breakfast

8:30 AM Morning plenary
Speaker: Dr. Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE at the Association of American Colleges & Universities
Topic: "Better Together: Assessing for Learning, Improvement, and Accountability"

10:00 AM Breakout groups

Noon Networking luncheon

1:30 PM Afternoon plenary
Speaker: Dr. Terrence Doyle, author, nationally recognized

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educational consultant, and Professor Emeritus from Ferris State University
Topic: "Learner-Centered Teaching: Putting the Research on Learning into Practice"

3:30 PM Breakout groups

5:00 PM Day 1 ends

6:00 PM Complimentary shuttles to area restaurants and local attractions

TUESDAY, JULY 19

7:30 AM Buffet breakfast

8:30 AM Morning plenary
Speaker: Dr. Rita-Marie Conrad, online educator, consultant, and digital learning strategist in the University of California-Berkeley Center for Teaching and Learning
Topic: "Strategic Use of Technology in Learning"

10:00 AM Breakout groups

Noon Networking luncheon

1:30 PM Breakout groups

3:30 PM Special Sessions facilitated by SACSCOC Vice Presidents *(attendees grouped by primary role at institution)*

5:00 PM Day 2 ends

6:00 PM Complimentary shuttles to area restaurants and local attractions

WEDNESDAY, JULY 20

7:30 AM Buffet breakfast

8:30 AM Group meetings with SACSCOC Vice Presidents

10:00 AM Closing session
Speaker: Dr. Danette Howard, Vice President for Policy and Mobilization, Lumina Foundation
Topic: "Mobilizing Key Stakeholders to Increase Postsecondary Attainment"

11:00 AM Wrap-up and closing remarks

Major topics to be addressed are:

- Resources and tools to facilitate the improvement of assessing student learning.
- Ways to align the curriculum with enhancements to instruction and learning.
- Concepts to enhance student learning through the implementation of quality enhancement initiatives.
- Strategies for developing a Quality Enhancement Plan (QEP), Fifth-Year Interim Report, and QEP Impact Report.

About the Speakers (in alphabetical order)

Rita-Marie Conrad is a consultant and digital learning strategist in the University of California–Berkeley Center for Teaching and Learning, where she collaborates with faculty and staff in fostering digital pedagogy. Dr. Conrad also served as the instructional strategist and technologist for Duke University's Institute for Educational Excellence in the School of Nursing, where she assisted in establishing instructional guidelines and helped faculty utilize the most effective instructional strategies and technologies. Prior to that, she spent over a decade at Florida State University, where she assisted in the development and leadership of online programs in instructional systems. Dr. Conrad has designed and taught online courses on topics such as online collaboration, learning theories, designing online instruction, and developing e-learning strategies for training programs. She interacts with hundreds of faculty each year as the online facilitator for the course "Designing Online Instruction," sponsored by the Learning Resources Network, and regularly presents at conferences nationwide. Dr. Conrad has coauthored several books, including *The Faculty Guide for Moving Teaching and Learning to the Web*, *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, *Engaging the Online Learner*, *Continuing to Engage the Online Learner*, and *Assessing Learners Online*.

Terrence Doyle is an author, nationally recognized educational consultant, and Professor Emeritus from Ferris State University, where he worked for 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State. Dr. Doyle has presented 75 workshops on teaching and learning topics at regional, national, and international conferences since 2000. During the past five years, he has worked with faculty in Taiwan, Saudi Arabia, Pakistan, South Korea, Canada, and at 160 colleges and universities across the United States on ways to develop a learner-centered approach to teaching. Dr. Doyle is the author of *Learner Centered Teaching: Putting the Research on Learning into Practice*, which was featured in the *Chronicle of Higher Education*'s Selected New Books in Higher Education in 2012, and *Helping Students Learn in a Learner-Centered Environment: A Guide to Teaching in Higher Education*, which was recently translated into Mandarin. His newest book (coauthored with Dr. Todd Zakrajsek), *The New Science of Learning: How to Learn in Harmony with Your Brain*, is written for college and high school students. It has been described as breaking new ground in helping students understand how learning happens and suggests a new paradigm for how students should prepare themselves for learning and was a finalist for the 2013 USA Best Book Award in the category of Education/Academics. Dr. Doyle is currently working on a new book, *How Students Learn: Teaching in Harmony with the Brain*, scheduled for release in fall of 2016.

Michael Hoefer currently serves as a Vice President with the Southern Association of Colleges and Schools Commission on Colleges. He has more than 30 years of experience in higher education as a professor, Dean of Arts and Sciences, and Vice President of Institutional Effectiveness. His accreditation experience includes serving on and chairing visiting committees for SACSCOC, attendance at the SACSCOC Summer Institute on Quality Enhancement and Accreditation, workshops on institutional effectiveness, roundtable and concurrent session presentations at the annual SACSCOC meetings, and leadership training for SACSCOC committee chairs. Dr. Hoefer also served as a site team evaluator for the Council on Chiropractic Education and has prior experience with the Commission on Accreditation for Dietetic Education.

Danette Gerald Howard is Vice President for Policy and Mobilization at Lumina Foundation, the nation's largest private foundation focused solely on increasing student access and success in postsecondary education. Dr. Howard oversees several of Lumina's key strategies to increase Americans' attainment of high-quality postsecondary degrees and credentials, including strategic work in both state and federal policy and the foundation's growing national convening function. She also leads the foundation's efforts to mobilize and engage employers, metropolitan areas, higher education institutions, and other key actors with a stake in postsecondary attainment. Prior to joining Lumina, Dr. Howard served as Secretary of Higher Education in Maryland, leading the Maryland Higher Education Commission. As secretary she oversaw Maryland's statewide financial aid program, approved new academic programs and institutions seeking to operate in the state, and advised the governor and legislators on higher education policies and initiatives. A nationally regarded analyst and thought leader, Dr. Howard previously served as Director of Research and Policy Analysis at the Maryland Higher Education Commission; as well as the Assistant Director of Higher Education Policy at the Education Trust in Washington, D.C.; as a researcher at the University of Maryland, College Park; and as a student affairs administrator and admissions counselor at the University of Maryland, Baltimore County. In 2015, Dr. Howard was honored for her outstanding success and national distinction in the fields of education and policy with Howard University's Distinguished Alumni Achievement Award.

Pat Hutchings is a senior scholar with the National Institute for Learning Outcomes Assessment (NILOA). Her work has focused on a variety of strategies for creating a campus culture of teaching and learning, including student learning outcomes assessment, integrative learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning. Dr. Hutchings's publications include *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*, coauthored with Mary Taylor Huber and Anthony Ciccone; and, as part of the NILOA team, *Using Evidence of Student Learning to Improve Higher Education*.

Terrel L. Rhodes is Vice President for the Office of Quality, Curriculum and Assessment at the Association of American Colleges and Universities (AAC&U). He is also the Executive Director of Valid Assessment of Learning in Undergraduate Education (VALUE) where he focuses on the quality of undergraduate education, access, general education, and assessment for student learning. Dr. Rhodes leads the VALUE national project involving the State Higher Education Executive Officers Association, 12 states and 90 two- and four-year campuses, examining authentic student work using VALUE rubrics. He also leads the nine-state *Quality Collaboratives* project around transfer and the Degree Qualifications Profile and AAC&U's ePortfolio initiative to support intentional general education learning pathways and student signature work. Before moving into national higher education work, Dr. Rhodes was a faculty member in political science and public administration for thirty years, a vice provost, and a vice chancellor.

Steven Sheeley currently serves as a Vice President with the Southern Association of Colleges and Schools Commission on Colleges. He came to the Commission in 2008, following more than 20 years as a college professor and administrator. Dr. Sheeley is the author or coauthor of three books and numerous scholarly articles, reviews, and essays. He is a frequent speaker and workshop leader on such topics as institutional effectiveness, educational program assessment, and the Quality Enhancement Plan. In addition to supporting the accreditation efforts of approximately 85 member institutions, Dr. Sheeley continues to pay particular attention to issues related to academic policy and the quality and integrity of academic programs.

ITEM 3F

2008 Focused Response Report
http://dox.utdallas.edu/report1496/dcclojmeat

The following *Principles* were reported "non-compliant" by the Off-Site Review Committee in 2008. UT Dallas responded through the Focused Response Report, providing additional information for each *Principle*. Upon review, the On-Site Review Committee concurred that UT Dallas made appropriate changes to be in compliance.

CR Principle 2.7.1 Program length
Fast track option for undergraduate students that could result in a student earning a master's degree with less than 30 semester credit hours of graduate work as a graduate student.

CR Principle 2.8 Number of faculty members to support the institution mission
Report was unclear in providing the actual numbers of part-time instructors, showing a discrepancy between two given numbers.

CR Principle 2.11.1 Sound financial base
UT Dallas had not submitted its FY2007 financial statement, which was unavailable when the compliance report was submitted in 2007.

CS Principle 3.2.10 Administrative staff evaluations
UT Dallas lacked documentation to indicate that periodic evaluations of academic administrators were conducted although we produced evidence in the focused report.

CS Principle 3.6.3 Institutional credits for a degree
Transfer graduate students were allowed to transfer up to 50% of coursework which could result in less than a majority of the work done at UT Dallas.

CS Principle 3.7.1 Faculty competence/qualifications
The six faculty members in question were terminated, reassigned, or have now received the appropriate doctoral credentials.

CS Principle 3.7.2 Faculty evaluation
UT Dallas lacked documentation to indicate periodic evaluation of faculty members.

ITEM 3G

SACSCOC New and Revised *Principles* since 2008 ed.

New Principles since 2008 ed.

- **3.3.2** – added principle pertaining to QEP in this section. Wording used and requirements listed were taken from removed portions of 2.12
- **4.8** – and all sub principles (4.8.1, 4.8.2, 4.8.3) relating to distance and correspondence education were added
- **4.9** – principle was added regarding definition of credit hours

Revised Principles since 2008 ed.

- **2.12** – removed requirements listed for QEP connected to this principle "(3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement"
- **3.2.2.3** – removed wording "including policies concerning related and affiliated corporate entities and all auxiliary services"
- **3.2.2.4** – removed principle "related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs."
- **3.2.8** – removed wording "…and capacity to lead the institution."
- **3.2.9** – replaced, "…defines and publishes..." with "publishes"
- **3.2.10** – changed wording from, "The institution evaluates the effectiveness of its administrators on a periodic basis."
- **3.2.12** – changed wording from, "The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated."
- **3.2.13** – changed wording from, "Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. (Institution-related foundations)."
- **3.3.1.3** – changed wording from, "educational support services"
- **3.3.1.4** – replaced, "…educational mission…" with "mission"
- **3.3.1.5** – replaced, "…educational mission…" with "mission"

- **3.4** – removed wording, "All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work) (See Commission policy "Distance Education.")."
- **3.4.4** – changed wording at beginning of principle from, "The institution has a defined and published policy for evaluating…"
- **3.4.7** – changed wording in the middle of principle from, "…ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship…"
- **3.5.2** – removed wording at the end of this principle, "In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions."
- **3.5.3** – replaced, "…defines and publishes…" with "publishes"
- **3.5.4** – changed wording from, "usually the earned doctorate—in the discipline, or the equivalent of the terminal degree."
- **3.6.3** – changed wording from, "The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree." AND removed wording at end of principle, "In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortial arrangements, the student earns a majority of credits through instruction offered by the participating institutions."
- **3.9.3** – changed wording from, "The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs."
- **3.10.2** – removed principle, "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)"
- **3.10.3** – became principle 3.10.2
- **3.10.4** – became principle 3.10.3
- **3.10.5** – became principle 3.10.4
- **3.12** – changed wording at end of principle from, "An applicant or candidate institution may not undergo substantive change prior to action on initial membership."
- **3.13.1** – changed wording of note after principle from "*This standard is not addressed by the institution in its Compliance Certification.*"
- **3.14** – added new sentence after first sentence, "Institutions should indicate that normal inquires about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office." AND adjusted the wording in the examples showing how to represent one's association with SACSCOC from, "Commission on Colleges of the Southern Association of Colleges and Schools."

- **4.1 –** changed wording from, "The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates."
- **4.2 –** replaced the word "purpose" with "mission."
- **4.7 –** replaced "1998" with "most recent"

ITEM 3H

SACSCOC *Principles* Assigned to Multiple Committees

- CR 2.5 Institutional Effectiveness
  - Institutional Effectiveness Committee
  - Quality Enhancement Plan (QEP) Topic Selection Committee
- CS 3.2.8 Qualified administrative/academic officers
  - Mission, Governance and Administration
  - Faculty Committee
- CS 3.2.9 Personnel appointment
  - Mission, Governance and Administration
  - Faculty Committee
- CS 3.4.3 Admissions policies
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.5 Academic policies
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.7 Consortial relationships/contractual agreements
  - Mission, Governance and Administration
  - Programs, Curriculum Instruction Committee
- CS 3.4.9 Academic support services
  - Programs, Curriculum Instruction Committee
  - Learning and Student Resources Committee
- CS 3.4.10 Responsibility for curriculum
  - Faculty Committee
  - Programs, Curriculum Instruction Committee
- CS 3.4.11 Academic program coordination
  - Faculty Committee
  - Programs, Curriculum Instruction Committee
- CS 3.7.5 Faculty role in governance
  - Mission, Governance and Administration
  - Faculty Committee

ITEM 3I

SACSCOC Top 10 Cited Principles

2013 and 2014 Preliminary Data Charts

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: *2013* Reaffirmation Class Institutions

OFF-Site Review

Rank	Requirement/Standard	% Institutions
1.	**3.7.1** (Faculty Competence)	**100%**
2.	**3.3.1.1** (IE – Educational Programs)	**64%**
3.	**3.4.11** (Academic Program Coordination)	**59%**
4.	**2.8** (Faculty)	**53%**
5.	**3.3.1.3** (IE – Educational Support)	
6.	**3.2.14** (Intellectual Property Rights)	**52%**
7.	**3.3.1.2** (IE – Administrative Units)	
8.	**3.3.1.5** (IE – Community/Public Service)	
9.	**2.11.1** (Financial Resources)	**48%**
10.	**3.5.1** (General Education Competencies)	**45%**

ON-Site Review

Rank	Requirement/Standard	% Institutions
1.	**3.3.2** (Quality Enhancement Plan)	**59%**
2.	**3.3.1.1** (IE – Educational Programs)	**36%**
3.	**3.3.1.3** (IE – Educational Support)	**29%**
4.	**3.7.1** (Faculty Competence)	
5.	**3.3.1.2** (IE – Administrative Units)	**24%**
6.	**3.3.1.5** (IE – Community/Public Service)	**23%**
7.	**3.5.1** (General Education Competencies)	**20%**
8.	**3.3.1.4** (IE – Research)	**9%**
9.	**3.10.1** (Financial Stability) **3.10.3** (Control of Finances) **3.13.4b** (Corporate Structure)	**8%**
10.		

C&R Review

Rank	Requirement/Standard	% Institutions
1.	**3.3.1.1** (IE – Educational Programs)	**21%**
2.	**3.3.1.2** (IE – Administrative Units)	**13%**
3.	**3.5.1** (General Education Competencies)	
4.	**3.3.1.3** (IE – Educational Support)	**12%**
5.	**3.3.1.5** (IE – Community/Public Service)	**11%**
6.	**3.13.4b** (Corporate Structure)	**9%**
7.	**3.3.2** (Quality Enhancement Plan)	**5%**
8.	**3.10.3** (Control of Finances)	
9.	**2.8** (Faculty) **3.3.1.4** (IE – Research) **3.10.1** (Financial Stability)	**4%**
10.		

OFF-Site Review

Key Descriptive Statistics (Number of *Principles* Cited Per Institution)

Mean=**19.8**	*SD*=7.9	*Median*=18	*Range*=37

Selected General 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)	21.7%
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)	16.9%
Financial and Physical Resources (2.11, 3.10, 3.11)	11.8%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	10.1%

ON-Site Review

Key Descriptive Statistics (Number of *Principles* Cited Per Institution)

Mean=**3.4**	*SD*=2.7	*Median*=3	*Range*=11

Selected General Areas of Non-Compliance (*Selected* CR, CS, FR)	% of the Total Number of Citations of Non-Compliance
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)	45.8%
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%
Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)	15.4%
Financial and Physical Resources (2.11, 3.10, 3.11)	6.3%
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, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	5.1%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	1.2%

C&R Review

Key Descriptive Statistics (Number of *Principles* Cited Per Institution)

Mean=**1.2**	*SD*=1.5	*Median*=1	*Range*=5

Selected General Areas of Non-Compliance (*Selected* CR, CS, FR)	% of the Total Number of Citations of Non-Compliance
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)	64.8%
Financial and Physical Resources (2.11, 3.10, 3.11)	9.9%
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)	6.6%
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)	1.1%

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: *2014* Reaffirmation Class Institutions (N=83)

Review Stage I: *OFF*-Site Committee

Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	**3.7.1** (Faculty Competence)	**94%**
2.	**3.3.1.1** (IE – Educational Programs)	**61%**
3.	**2.11.1** (Financial Resources)	**48%**
4.	**3.4.11** (Academic Program Coordination)	**46%**
5.	**3.3.1.5** (IE – Community/Public Service)	**45%**
6.	**3.3.1.2** (IE – Administrative Units)	**40%**
7.	**3.7.2** (Faculty Evaluation)	**39%**
8.	**3.3.1.3** (IE – Educational Support)	**37%**
9.	**2.8** (Faculty)	**36%**
10.	**3.5.1** (General Education Competencies) **4.1** (Student Achievement)	**35%**

(FOCUSED REPORT)

Key Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=**16.5** | *SD*=9.4	*Median*=15	*Range*=56

Selected *General Areas* of Non-Compliance (*Selected* CR, CS, FR)	% of the Total Number of Findings 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, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	22%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4)	20%
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)	17 %
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)	16%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	13%
Financial and Physical Resources (2.11, 3.10, 3.11)	12%

Review Stage II: *ON*-Site Committee

Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	**3.3.2** (Quality Enhancement Plan)	**47%**
2.	**3.3.1.1** (IE – Educational Programs)	**31%**
3.	**3.7.1** (Faculty Competence)	**28%**
4.	**3.3.1.2** (IE – Administrative Units)	**14%**
5.	**3.3.1.3** (IE – Educational Support)	**12%**
6.	**3.3.1.5** (IE – Community/Public Service)	**12%**
7.	**3.10.1** (Financial Stability)	**7%**
8.	**3.5.1** (General Education Competencies)	**6%**
9.	**3.7.2** (Faculty Evaluation)	**6%**
10.	**3.12.1** (Substantive Change)	**6%**

(REPORT | RESPONSE)

Key Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=**2.5** | *SD*=2.5	*Median*=2	*Range*=10

Selected *General Areas* of Non-Compliance (*Selected* CR, CS, FR)	% of the Total Number of Findings of Non-Compliance
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)	33%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + *2.12 and 3.3.2*)	30%
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)	16%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	7%
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, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	6%
Financial and Physical Resources (2.11, 3.10, 3.11)	6%

Review Stage III: *C&R* | Board of Trustees

Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	**3.3.1.1** (IE – Educational Programs)	**12%**
2.	**3.3.1.2** (IE – Administrative Units)	
3.	**3.3.1.3** (IE – Educational Support)	**6%**
4.	**3.10.1** (Financial Stability)	
5.	**3.3.1.5** (IE – Community/Public Service)	**5%**
6.	**3.7.1** (Faculty Competence)	
7.	**3.3.2** (Quality Enhancement Plan)	**4%**
8.	**3.5.1** (General Education Competencies)	
		<3%

(REPORT | RESPONSE)

Key Descriptive Statistics
(Number of *Principles* Cited Per Institution)

Mean=**0.6** | *SD*=1.2	*Median*=0	*Range*=7

Selected *General Areas* of Non-Compliance (*Selected* CR, CS, FR)	% of the Total Number of Findings of Non-Compliance
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)	52%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + *2.12 and 3.3.2*)	18%
Financial and Physical Resources (2.11, 3.10, 3.11)	12%
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)	10%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)	2%
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, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)	2%