ALAMO COLLEGES DISTRICT
St. Philip's College
High School Programs

Friday, August 5, 2022

HSP Professional Development for
Liaisons and Counselors

SACSCOC

2022 – 2023

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What is SACSCOC?

About SACSCOC
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree granting higher education institutions in the Southern states . It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

Mission, Vision, and Values
The **mission** of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.

The Southern Association of Colleges and Schools Commission on Colleges has six core **values**. They are:

- Integrity
- Peer Review/Self-regulation
- Student Learning
- Continuous Quality Improvement
- Accountability
- Transparency

Vision: To serve as the premier model for shaping and ensuring the quality of higher education throughout the world.

How does SACSCOC impact our high school partners?

Commission Responsibilities	Institutional Responsibilities

Commission Responsibilities

- The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits an entire institution and its programs and services, wherever they are located or however they are delivered.

- SACSCOC does not accredit individual programs, locations, or portions of an institution. However, **some new programs, locations, and other institutional changes are subject to notification and/or approval** as defined in Substantive Change Policy and Procedures.

Institutional Responsibilities

- An institution is **required to notify or secure SACSCOC approval PRIOR to implementing a substantive change**.

- **Until SPC receives notification from SACSCOC**, program **expansion** and **implementation** is **prohibited.**

- An institution is responsible for maintaining compliance at all times with Standard 14.2 (Substantive change) of the Principles of Accreditation and with the Substantive Change Policy and Procedures and related policies.

  - "A substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Substantive change includes high-impact, high-risk changes and changes that can impact the quality of educational programs and services." (SACSCOC, Substantive Change Policy and Procedures)

  - Example of Substantive Changes:

    - The addition of courses or programs that represent a significant departure, either in content or mode of delivery, from those that were offered when the institution was last evaluated.

    - The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program

    - Entering into a collaborative academic arrangement such as a dual degree program or joint degree program with another institution

    - Closing a program, off-campus site or institution

- A new off-campus instructional site is **subject to a substantive change committee visit**.

What is SACSCOC Notification?

Notification Submissions

An off-campus instructional site at which **25-49% of a program's instruction** is delivered requires notification to SACSCOC **PRIOR to implementation.**

What to submit:

- A completed Substantive Change Cover Sheet [PDF].
- Site name (must be unique, i.e., it cannot be the same as an institution's existing site)
- The physical address or location of the site (i.e., no post office box numbers)
- Infrastructure of the High School Campus which includes but is not limited to: library stacks, campus square footage, computer labs and support, etc.
- Implementation date Please remember, **until SPC receives notification from SACSCOC, program expansion and implementation is prohibited.**

Submission Deadlines

- For review at the Board's biannual meeting in December of 2022 (includes Extensive Review submissions)
  - **May 15, 2022**

- For a substantive change requiring approval by the Executive Council of the Board of Trustees (which meets year-round)—OR—for a substantive change requiring notification only
  - **November 1, 2022** for changes to be **implemented July 1 - December 31, 2023**
  - **May 1, 2023** for changes to be **implemented January 1 - June 30, 2024**

How does SACSCOC impact our high school partners?

Institutional Responsibilities – Assessment Cycle	Institutional Responsibilities – SACSCOC Knowledge with Partners

• Department Chairs will ensure all faculty teaching core courses:
  • Are informed of Assessment Cycle and processes
  • Are provided learning activities that align with required rubric SLOs
  • Incorporate the class assignment into their course calendar
  • Are informed of the rubric SLOs
  • Receive all proper documentation for the assessment cycle
	• Ensure compliance with all SACSCOC policies and procedures
	
	• Provide guidance on institutional/SACSCOC policies and procedures when it pertains student achievement and student learning outcomes
	
	• Frequently visit with off-site partner faculty to ensure compliance with all institutional/SACSCOC requirements

How does SACSCOC impact our high school partners?

Off-Site Instructor Responsibilities – Assessment Cycle

- Have knowledge of institutional assessment protocols/cycle and ISLOs (Institutional Student Learning Outcomes) for current cycle
  - Personal Responsibility*
  - Social Responsibility *
  - Teamwork*
  - Empirical and Quantitative*
  - Communication
  - Critical Thinking
- Be able to articulate and understand the purpose of the ISLOs for the core course instructor is teaching
- Be able to align TEKS to SACSCOC ISLO standards.
- Communicate with Department Chairs (receive and send) concerning the assessment process
- Review the Artifact Collection Plan with your Department Chair
  - Receive assessment artifact learning activity from Department Chair for use in course
  - Begin working with students to develop artifacts that align with expected outcomes
  - Returned signed accountability form to Department Chair
- Collect and submit all students artifacts with cover sheets in electronic form with correct formatting and naming conventions

Being assessed on the current cycle

Off-Site Instructor Responsibilities – SACSCOC Knowledge

- Identify and articulate instructional responsibilities as it relates to Standards under Section 8: Student Achievement
- Create and maintain a course Syllabi and Timeline
- Understand and articulate Program Student Learning Outcomes (PSLOs) for non-core courses
- Participate in institutional professional development as outlined by standard 6.5 as it relates to instructional and content based practices
- Meet all faculty requirements as outlined in standard 6.1
- Be able to align TEKS standards to PSLO standards

How does SACSCOC impact our high school partners?

Off-Site Instructor Responsibilities – SACSCOC Knowledge

SECTION 8: Student Achievement

- Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

    1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]

    2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

        a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

        b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

        c. Academic and student services that support student success. (Student outcomes: academic and student services)

How does SACSCOC impact our high school partners?

Off-Site Responsibilities – SACSCOC Knowledge

SECTION 6: Faculty

Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]

2. For each of its educational programs, the institution

a. Justifies and documents the qualifications of its faculty members. (Faculty qualifications)

b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)

c. Assigns appropriate responsibility for program coordination. (Program coordination)

5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)

What is SACSCOC Prospectus?

Prospectus Submissions

An off-campus instructional site at which **50% or more of a program's instruction** is delivered requires SACSCOC **approval PRIOR to implementation**.

Contents: Site Review

- Abstract
- Determination of Need/Approval Process
- Relationship to SPC Mission
- Faculty Involvement
- Legal Authority
- Educational Programs and Course Schedule with Descriptions
- Faculty Qualifications (includes Faculty Roster)
- Library and Learning Resources
- Student Support Services
- Physical Resources
- Financial Resources

High School Resources

Library and Learning Resources should include:

- Description and capacity of the library
- Discipline-specific resources, including electronic databases available to students
- How students can access discipline-specific library and learning resources
- How students are made aware of library and learning resources available to them, how they can access the resources online and on-site
- Resources to support students in access to and use of library and learning/information resources, including librarians/support staff

Physical Resources should include:

- Adequacy and capacity of physical facilities
- Equipment and technology available for students
- Student support structures

Where can you find SACSCOC information at SPC?

SPC General Accreditation Information:

- https://www.alamo.edu/spc/about-spc/compliance/accreditation/

SPC SACSCOC Submissions and Responses:

- https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/sacscoc-reaffirmation/sacscoc-transparency/

SACSCOC Links

- https://sacscoc.org/accrediting-standards/substantive-changes/

Substantive change policy and related policies

- Substantive Change Policy and Procedures[PDF]

SACSCOC – SPC Contact Information

St. Philip's College Liaison

George Johnson, III

gjohnson@alamo.edu

(210) 486-2885