

COMPLIANCE CERTIFICATION CASE STUDY: BRIDGEWATER COLLEGE

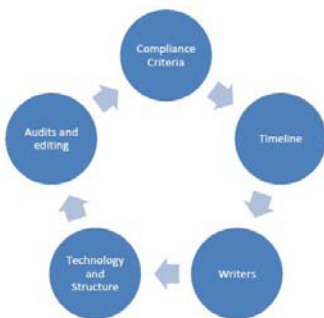
Level II and III Institutions Criteria Compliance

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Introduction and Overview

- Overview about Bridgewater College
- Where we are in the cycle now
- Looking back four years
- Roles each presenter played in the process

Decision Cycle



What we learned... setting the structure in place

- Initial planning structures/roles
 - Institutional contacts (SACS COC designees)
- Getting the right people to the table
 - Institutional leaders
 - "Worker bees"

Compliance Report Committees

- **Phase I**
institutional leaders
(usually high end administrators at institution)
- **Phase II**
"worker bees" (high investment with day-to-day knowledge)
- **Technology Support Team**
"owners of web-based documentation system"
- **Internal Audit Teams 1**
"within programs"
- **Internal Audit Team 2**
"across campus"
- **External Audit Team**
"friends in high places"
- **Editors**
4 rounds (1-3 for style, voice clarity, 4th for coherence and every link does what its suppose to do)

Divide Responsibilities

KEY: Determine which key individuals can be delegated responsibility for each criteria.

Example from Bridgewater College

1. [Criteria by roles](#)
2. [Roles by criteria](#)

Now your turn...

Review how Bridgewater divided their criteria and determine how you might similarly assign responsibilities.

Key: linking the right people to each criteria

[BREAK OUT EXERCISE #1](#)

Work Assignments and criteria writing

- Lessons learned
- Timeline writing
- Educating the campus on compliance certification
- Web-based structure

Timelines

- Setting the timeline
- Overview of committees
- 3 year planning—moving the timeline

[Bridgewater College Timeline](#)

Educating the Campus

- Decide which constituencies need to be informed.
- Decide on multiple venues to “share” process, “show” progress, and “cry for help”.
- Decide on appropriate times for advocacy and times for support requests.
- Decide on “public” / “private” documents.

Your turn...

Constituency	How they will be included	Timeframe to include them

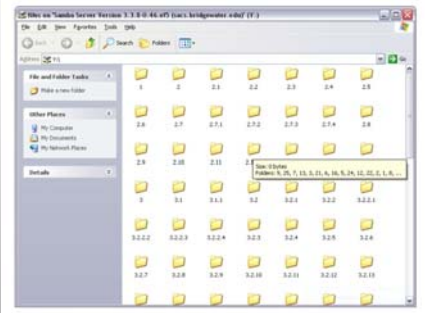
[Publish Style Guide](#)

SACS Reaffirmation for Accreditation 2012

Compliance Criteria

Style Guide

Web Base Structure



Discussion among each other...

- What's the structure you plan to use?
- What are the backup plans if the structure needs to be changed or adapted?
- What's the timeline you need for the structure to be put into place, tested, and then loaded?

Duties of a SACS Compliance Report Writer

- **Learn how to use the web-based documentation system**
 - Get permissions to edit narrative and store documentation.
 - Follow standard style manual for fonts, documentation citation style
- **Write the compliance narrative.**
 - Break down each element of the criteria or standard into an outline.
 - Be as brief and clear as possible.
 - Quote criteria frequently.
 - Describe institutional practices and procedures that are **in place**, not ones that will be in place or are in development.
- **Locate, create, and store all supporting documentation.**
 - Be pithy with the narrative. Be effusive with documentation.
 - Every activity, procedure, process, data, form, instrument, rubric, handbook, **etc.** that is referred to in the narrative should have a supporting document.
- **Create working hyperlinks** for all supporting documentation within and at the end of the compliance narrative.

Activity: Setting up the criteria writing

Suggestions for writing criteria reports

- Pay attention to the punctuation and conjunctions within each standard.
- Look at the various components within the criteria.

Breaking down the criteria

Example #1:
 2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and where applicable, research and public service. (Institutional mission)

1. Clearly defined mission statement (articulated statement)
2. Comprehensive mission statement (representative of the type of institution and degree granted)
3. Published mission statement (multiple site communication)
4. Mission statement specific to the institution (relevant and specific to the institution)
5. Mission statement is appropriate for higher education (comparative to others colleges of like purpose)
6. Furthermore the standard asks for narrative and documentation that the mission addresses (1) teaching and learning , (2) research, (3) public service.(each of these areas being defined and articulated through the mission statement.)

Breaking down criteria

Example #2
 3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (Qualified administrative/academic officers.)

1. define "qualified" (definition is consistent with higher education institutions)
2. show evidence of consistent standards used to hire (adherence to professional practice)
3. review (on-going assessment) of administrative and academic officers. Specific to this review process is a systematic approach to assess (1) experience (relationally to the job required), (2) competence (ability to perform based upon skills and training), and (3) capacity (ability and access to support) to lead the institution. Implicit in this standard is documented evidence that a systematic approach has been consistently applied and utilized.

Your Turn...

Take the following Comprehensive Standard and break it down into the different elements that you see need to be addressed in order to write to the standard:

3.4.5

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent they programs and services of the institution. (Academic Policies).

Let's Try Another One...

What are the components and what should be included for documentation?

3.2.8

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (Qualified administrative/academic officers)

Example of Writing to Criteria

BRIDGEWATER COLLEGE REAFFIRMATION of ACCREDITATION

3.2.8 QUALIFIED ADMINISTRATIVE/ACADEMIC OFFICERS

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (Qualified administrative/academic officers)

Compliance Certification

- 3.2.8 **Compliance**

Justification for Judgment of Compliance

As evidenced in the *Administrators Roster*, all Bridgewater College employees in leadership positions are qualified and have the experience, competence, and capacity to lead the College. As reflected in the *position descriptions* and the *resumes* of the individuals in those positions, all administrative and academic officers are highly qualified for the tasks they are called upon to perform. All vice presidents have advanced degrees, as do most director-level administrators. Administrative and academic officers are involved with professional associations related to their responsibilities, and attend continuing professional development sessions sponsored by those organizations.

The evaluation process for the president is described in the response to *Comprehensive Standard 3.2.1*, and the evaluation process for administrators is described in *Comprehensive Standard 3.2.10*.

Supporting Documentation

1. *Administrators Roster*
2. *Job Descriptions*
3. *Resumes for President, Vice Presidents and Directors*
4. *Organizational Charts*

BC Assessment : Getting up to Speed

- **Summer 2007:**
 - Departments and General Education Committees (15) develop learning objectives ,assessment instruments, and map objectives onto curriculum.
- **2007-2008:**
 - Assessment instruments first administered.
- **Summer 2008:**
 - Faculty learn assessment management system (tk20), input data, analyze data, develop preliminary improvement plans. Some programs 1 year behind.
- **2008-2009:**
 - First improvement plans implemented.
- **2009-2010:**
 - First year all programs have objectives/instruments, some programs 'close-the-loop'
- **2010-2011:**
 - All programs have objectives, benchmarks, instruments, data, analyses, improvement plans. Still limited evidence of 'closing-the-loop' for about 50% of programs.

Annual BC Assessment Cycle

- **August:** Gen. Ed. and Department Liaisons Training
 - Training in Assessment Management System (tk20)
 - Faculty input data from previous year
- **Late August Assessment Day:**
 - Faculty review objectives, analyze data, and past improvement plans.
 - Faculty develop new improvement plans.
- **October:**
 - Assessment plans due in tk20
- **November-January:**
 - IE and Gen. Ed. Committees review plans, write report to Academic Dean.
- **February-May:**
 - IE Director works with faculty to improve process.

Administrative Departments assessed through separate process and timetable.

Writing to Criteria: Institutional Effectiveness 3.3.1.1

- **Break down of Criteria:** For every "educational program":
 - The institution identifies expected [student learning] outcomes,
 - assesses the extent to which it achieves these outcomes,
 - provides evidence of improvement based on analysis of the results in [its] educational programs

Bridgewater Example: Organizing 3.3.1.1

1. **Institution-Level Rules and Procedures** for identifying expected outcomes and assessing them.
2. **Educational Programs**
 - General Education—15 distinct categories (each one treated as educational program)
 - Academic Departments –17 departments (majors, minors, education certification areas)

[Web-based compliance report](#) for 3.3.1.1

Your turn...

List your educational programs.

Compare Bridgewater's structure with yours.
What would need to be changed? (List)

Documenting "Evidence of Improvement"

Basic elements of 'evidence of improvement':

- **Student Learning Outcomes**
- **Measures or Instruments** for each outcome
- **Benchmarks** for each outcome
- **Results** for each outcome
- **Analysis/ 'Evidence of Improvement'** for each outcome
- **Improvement Plans** for each outcome

- Bridgewater Example
1. [3.3.1](#) Compliance Report
 2. [Example](#) of Individual Program documentation

Considerations....

- Consider whether or how your assessment management system provides clear documentation of the basic elements.
 - Is it enough to give just “read-only” access to your management system?
 - How will you teach the compliance team how to read and understand your documentation?
 - How will you protect FERPA sensitive data?

BC Institutional Effectiveness Lessons Learned

- **It takes time**
 - It took 4 years for BC to be fully compliant.
- **It takes resources**
 - Assessment Management System
 - Faculty stipends provided by Jesse Ball DuPont Fund.
- **Not all Departments are Equal**
 - Some departments need more time.
 - Some departments need help *simplifying* plans.
 - Departments are most compliant if provided with models of good assessment plans.
 - Some departments require handholding, cajoling, direct pressure from the Dean, and *required* revisions to assessment plans

Conclusion

- Editing
- Readers
- Checking

Maintaining Records of Progress

STATUS CODES:
 1. Not started
 2. Some Narrative
 3. Narrative Completed (not documented)
 4. Narrative Completed and documented
 5. Ready for full review

SACS COMPLIANCE STATUS REPORT
 JULY 2010

Reviewed By: _____
 Date: _____

Core Requirement	Area of Compliance	STATUS FOLLOW-UP
2.1	Degree-Granting Authority	1
2.2	Governing Board	1
2.3	Chief Executive Officer	1
2.4	Institutional Mission	4 style, check links
2.5	Institutional Effectiveness	3
2.6	Continuous Operation	1
2.7	The Institution	XXXXXX
2.7.1	Program Length	4 document also with major semester hour list
2.7.2	Program Content	1
2.7.3	General Education	4 style edit, go
2.7.4	Coursework for degree	4 style and final edit
2.8	Faculty	17.47 clean up subjective language, check documentation
2.9	Learning Resources and Services	4 check links
2.10	Student Support Services	3 need new formal and documentation
2.11.1	Financial Resources	1
2.11.2	Physical Resources	1
2.12	Quality Enhancement Plan (QEP)	NA done after compliance report

Concluding Remarks

From Faculty Meeting:

"In closing, I just want to say, if you feel this is all unfair to ask you to submit this material, please feel free to come by my office and vent. In fact, vent all over me. At the end, I will say, "Thank you for sharing, now do the report." Thanks ." --Mark Hogan

QUESTIONS?

Additional Handouts on the Electronic Document from SACS COC

- BC Style Guide
- Example of Communication to Faculty
- Example of Audit Report
- Handout on Writing to Criteria Standards

Site Sources

- Bridgewater College SACS Reaffirmation website:
<http://www.bridgewater.edu/about-us/sacs>
- Bridgewater College SACS Style Guide:
http://www.bridgewater.edu/files/sacs/files/BC_STYLE_GUIDE_sansAppendices.pdf
- Bridgewater College QEP site:
<http://www.bridgewater.edu/about-us/sacs/qep>
