

Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

PEER Review Process

- "As a faculty member, I'll be emphasizing that the process is conducted by our peers, not some fearsome 'they.'" (2012 Annual Meeting attendee)
- "Remind everyone that 'SACS[COC] is us,' that it is a review by our peers to hold us to standards that support our students in a variety of ways." (Institutional representative, 2012 Reaffirmation Cohort)
- 5,000+ Peer Evaluators representing member institutions
 - ~1,000 participate in the reviews annually

Session Overview

- I. Why Focus on CS 3.3.1?
- II. "Anatomy" of CS 3.3.1.1: *An Example of Interpretation*
- III. Commonly-Cited Issues with CS 3.3.1.1:
Feedback from Peer Evaluators
 - Institutional Practices in Addressing Selected Commonly-Cited Issues: Group Contribution
 - Please send your examples to amatveev@sacscoc.org

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I. Why Focus on Comprehensive Standard (CS) 3.3.1?

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IE and Assessment in the National Context

- 27% of Chief Academic Officers (CAOs) strongly agree that rising demands for assessment from accreditors are an issue facing their institutions
- 21% of CAOs rate their institutions as very effective in identifying and assessing student learning outcomes
- 73% of CAOs report that their institutions make effective use of data used to measure students' outcomes

(N=1,081 // Jaschik & Lederman, 2013)

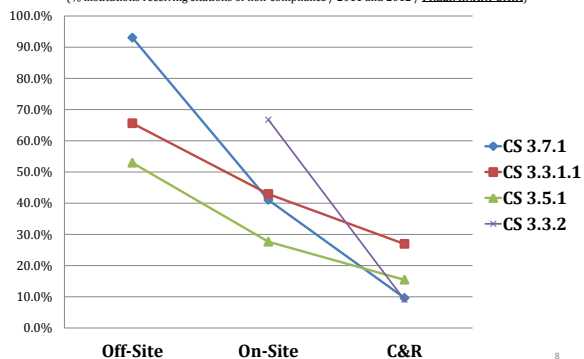
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Off-Site Review (N=157)			On-Site Review (N=156*)			C&R Review (N=156*)		
Rank	Requirement /Standard	% of Institutions Receiving Citations of Non-Compliance	Rank	Requirement /Standard	% of Institutions Receiving Recommendations	Rank	Requirement /Standard	% of Institutions with Monitoring
1.	3.7.1	93.0%	1.	3.3.2	66.7%	1.	3.3.1.1	26.9%
2.	3.3.1.1	65.6%	2.	3.3.1.1	42.9%	2.	3.5.1	15.4%
3.	2.11.1	55.4%	3.	3.7.1	41.0%	3.	3.3.1.2	14.1%
4.	3.3.1.3	54.8%	4.	3.5.1	27.6%	4.	3.3.1.3	14.1%
5.	3.3.1.2	54.6%	5.	3.3.1.3	23.1%	5.	3.3.1.5	12.2%
6.	3.3.1.5	53.5%	6.	3.3.1.5	22.4%	6.	3.7.1	9.6%
7.	3.5.1	52.9%	7.	3.3.1.2	21.8%	7.	3.3.2	9.0%
8.	2.8	47.8%	8.	3.5.4	10.9%	8.	3.10.1	7.1%
9.	3.4.11	47.8%	9.	3.10.4	10.3%	9.	2.5	5.1%
10.	3.7.2	44.6%	10.	3.10.1	9.6%	10.	2.11.1, 3.3.1.4, 3.4.7, 3.5.4, 3.10.4	3.8%

2011 and 2012 / PRELIMINARY DATA

Compliance Dynamics at Three Stages of Review:
 Selected Frequently-Cited Standards

(% institutions receiving citations of non-compliance / 2011 and 2012 / PRELIMINARY DATA)



Institutional Effectiveness and Compliance (Cont'd)

- Addressing High Non-Compliance Areas
 - Analysis
 - Clarify **structure** of the standards/requirements
 - **Compliance components** of the standards / requirements (Part II of the session)
 - Delineate common **factors** leading evaluation committees to judgments of non-compliance (Part III of the session)
 - Improvement
 - Identify and disseminate **good practices** in member institutions (Homework 😊)
 - Send your examples of good practices to amatveev@sacscoc.org

II. "Anatomy" of Comprehensive Standard (CS) 3.3.1.1: *An Example of Interpretation*



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Institutional Effectiveness in Educational Programs

- Background Information
 - Comprehensive Standard (CS) 3.3.1 // An excerpt from *Resource Manual for the Principles of Accreditation* – **Yellow Handout**
 - FAQs about evaluating an institution’s compliance with IE issues and requirements within the *Principles of Accreditation* – **Blue Handout**

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Compliance Components

- Embedded in the wording of the Core Requirements, Comprehensive Standards, and Federal Requirements
 - (and frequently signaled by numbers, commas, and the use of compound modifiers),
 - the **compliance components** are
 - the **multiple discrete issues** that must be addressed for each requirement and standard.
- *Resource Manual, Handbook for Institutions Seeking Reaffirmation*



CS 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..."

(Principles of Accreditation, 2012)

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CS 3.3.1.1: *Sample* Compliance Components

- *Sample* Compliance Component I
 - "The institution identifies expected outcomes ... [for] educational programs, to include student learning outcomes ..."
- *Sample* Compliance Component II
 - "... assesses the extent to which it achieves these outcomes,..."
- *Sample* Compliance Component III
 - "... provides evidence of improvement based on analysis of the results..."

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CS 3.3.1.1: *Sample* Compliance Component I

- *Sample* Sub-Component I.A
 - Define and identify "educational programs"
 - I.A.1 – "The institution..." (all programs or representative sample)
- *Sample* Sub-Component I.B
 - Identify "expected outcomes" for each educational program
- *Sample* Sub-Component I.C
 - Identify "student learning outcomes" for each educational program

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CS 3.3.1.1: Sample Compliance Component II

- *Sample* Sub-Component II.A
 - Set measurable quantitative or qualitative performance benchmarks/standards for the identified expected outcomes (re: "... the extent to which...")
- *Sample* Sub-Component II.B
 - Provide evidence of outcomes assessment process (re: "...assesses...")
 - Describe assessment approaches, tools and samples for each expected outcome
 - Collect assessment data
- *Sample* Sub-Component II.C
 - Present assessment data and make a judgment whether each expected outcome has been met (re: "... the extent to which it achieves these outcomes...")

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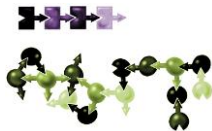
CS 3.3.1.1: Sample Compliance Component III

- *Sample* Sub-Component III.A
 - *III.A.1* Analyze the outcomes assessment findings in the context of program's mission and operations (re: "...analysis of the results...")
 - *III.A.2* Identify areas for "improvement" "based on analysis of the results"
- *Sample* Sub-Component III.B
 - *III.B.1* Articulate strategies to make "improvements" in the identified areas
 - *III.B.2* Implement these strategies (re: "...provides evidence of improvement...")

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CS 3.3.1.1: Sequential Structure

- Sequential structure of compliance
 - Alignment
 - Logical linkages between and among compliance components of the standard



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CS 3.3.1.1: Applicable Policies

- "Distance and Correspondence Education"
 - "Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction."

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Characteristics of Strong Evidence

- Reliable
- Current
- Verifiable
- Coherent
- Objective
- Relevant
- Representative
- Shaped through reflection and interpretation
- Pattern of evidence
 - Combination of trend and snapshot data
 - Multiple indicators
 - Unifying theme

"Handbook for Institutions Seeking Reaffirmation"

III. Commonly-Cited Issues with CS 3.3.1.1: *Feedback from Peer Evaluators*



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Peer Evaluators' Feedback

• Content Analysis

– Data Source:

2011 and 2012 Institutional Cohorts

- Off-Site (n=157) and On-Site (n=156)
Reaffirmation Committee Reports / C&R
Committee Minutes

–Direct quotes to illustrate *peer evaluators'*
perspectives on typical non-compliance issues
within CS 3.3.1.1

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Collective Practice and Wisdom of Commission Membership

Please send examples of good practices
related to the 10 identified issues to

amatveev@sacscoc.org



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1. "Educational Program": Selected Pointers from *Peer Evaluators*

"Discussion of assessment was presented by content area rather
than by intended student learning outcomes for each degree
program."

A. Definition and Identification (re: compliance component 1.A)

- Degree Program (Major)
 - "Stand-Alone" Certificate / Diploma

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2. Program Report Sampling: Selected Pointers from *Peer Evaluators*

"No samples were provided from either the School of *** or the School of ***. Furthermore, no samples demonstrated this process for off-campus locations, distance education programs, post-baccalaureate certificate program, or graduate programs."

A. Representativeness (sample vs. example) (re: compliance component I.A.1)

- (i) *Scope and Level*,
- (ii) *Location*, and
- (iii) *Mode of Delivery*

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3. Statements of Expected Outcomes: Selected Pointers from *Peer Evaluators*

A. Outcomes for All Programs (re: compliance component I.A.1)

B. Program-Level Outcomes (re: compliance component I.B)

C. Student Learning Outcomes (re: compliance component I.C)

- *In addition* to program outcomes
- Articulation of *specific* aspects of expected learning

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4. Performance Standards: Selected Pointers from *Peer Evaluators*

"Assessments were listed without the expected results by which to determine outcome or objective achievement."

A. Specification (re: compliance component II.A)

- Articulated quantitative or qualitative performance standards
- Reasonable performance standards
 - Aspirational - Attainable

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5. Measurement Approaches: Selected Pointers from *Peer Evaluators*

Re: *Compliance Component II.B*

A. Description

B. Alignment

- Outcome - Assessment
 - Content Validity

C. Methods

- Multiple
- Direct/Performance-based
- Course Grades

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6. Assessment Data: Selected Pointers from *Peer Evaluators*

A. Availability of Assessment Data (re: *compliance component II. B*)

B. Presentation of Assessment Data (re: *compliance component II. C*)

C. Analysis of Assessment Data (re: *compliance component III.A.1*)

D. Interpretation of Assessment Data (re: *compliance component III.A.2*)

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7. Use of Assessment Findings: Selected Pointers from *Peer Evaluators*

A. Understanding of the "Use of Results" (re: *compliance component III*)

B. Logical Linkages Between Assessment Findings and Improvement Plans/Changes Made (re: *compliance component III.A.2*)

C. Description of Improvement Plans (re: *compliance component III.B.1*)

D. Action on Improvement Plans (re: *compliance component III.B.2*)

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**8. Coherence of Assessment Process:
Selected Pointers from *Peer Evaluators***

"...the Committee found it difficult to follow the assessment process from outcome to measurement to analysis of results to program improvement."

A. Clear and Explicit Alignment Between and Among Key Components of Program Assessment Report (re: sequential nature of CS 3.3.1)

- Outcomes
- Assessment Approaches
- Assessment Findings
- Improvement Plans
- Improvements Made

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**9. Institutional Pattern of Program Assessment:
Selected Pointers from *Peer Evaluators***

"There is a lot of assessment going on but, to paraphrase one administrator, ... it is sporadic, separated, and decentralized."

Re: Compliance component I.A.1 + "Evaluating the evidence", *Handbook for Institutions Seeking Reaffirmation*

- A. Systemic Implementation**
- B. Systematic Implementation**
- C. Inter-Cycle Integration**
- D. Reasonably Consistent Quality**

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**10. Distance Education:
Selected Pointers from *Peer Evaluators***

"It should be noted that there is no assessment data for distance education students or those being taught through consortial agreements. *** maintains that 'we treat them all the same,' but the college has not provided evidence of equivalent accomplishment of learning outcomes."

Re: *Distance and Correspondence Education Policy*

A. Comparability of distance and correspondence education programs to campus-based programs and courses

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Collective Practice and Wisdom of Commission Membership

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CS 3.3.1.1: Feedback from *Peer Evaluators*

• Overall Themes

- **Representation Validity**
 - Addressing *all compliance components* of the standard
- **Trustworthiness**
 - Providing sufficient description to establish *dependability* of data collection/analysis and *credibility* of interpretations
- **Alignment**
 - Establishing clear *logical linkages* between and among components of the assessment processes and reports
- **Confirmability**
 - Supplying *evidence* of systemic and systematic *implementation* of IE processes at the program level

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PEER Review Process

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Becoming a SACSCOC Peer Evaluator

www.sacscoc.org/evalinfoform.asp

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Questions and
Comments



**Learning from SACSCOC *Peer Evaluators*:
 Commonly Cited Issues with CS 3.3.1.1**

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