

9-19-16
Condensed Process
for
SACSCOC Ten Year Report 2019

1. Fall 2016
 - a. QEP Topic Selection (end fall 2016)
 - i. Broad-based involvement
 - ii. Review data
 - iii. Identify key issues
 - iv. Conduct focus groups
 - b. Compliance Report Narratives (over 80) drafted (fall 2016/spring 2017)
2. Spring 2017
 - a. QEP Implementation Team Drafts QEP
 - b. Compliance Report Narratives Drafted
3. Fall 2017
 - a. QEP Final Draft Completed
 - b. Compliance Report Draft #2 Completed; documentation linked/electronic version created
4. Spring 2018
 - a. Send Compliance Report and QEP March 2018
 - b. Off-Site Committee Review End Spring 2018/Summer 2018
5. Summer 2018
 - a. Institution's Response to Off-Site Review
6. Fall 2018
 - a. On-Site Committee Review

3-29-16

Process for SACSCOC Ten Year Reaffirmation in 2019

1. Each college completes an accrediting process for their regional accrediting body, and WCJC's regional body is Southern Association of Colleges and Schools Commission on Accreditation (SACSCOC). The process includes
 - a. A Ten Year Reaffirmation Process (WCJC's reports are due March 2018), and
 - b. A Five Year Interim Report (WCJC's last report was completed 9-15-14).
2. Ten year reaffirmation review consists of multiple parts:
 - a. Compliance Certification Report (WCJC's is due 3-18-18);
 - b. Off-Site Committee Review (WCJC's planned 4-18-18);
 - c. On-Site Visit (WCJC's planned fall 2018); and
 - d. Reaffirmation Decision (WCJC's reaffirmation should be announced in December 2019).
3. The Compliance Certification Report consists of a narrative for each standard to include evidence to support the institution's compliance. Standards are divided into four components:
 - a. 1 Principle of Integrity
 - b. 16 Core Requirements
 - i. Broad-based, foundational requirements
 - ii. Example is 2.1 The institution has degree-granting authority from the appropriate government agency or agencies.
 - c. 60 Comprehensive Standards
 - i. Focus on specific operations of the institution,
 - ii. Represent good practice in higher education, and
 - iii. Establish a level of accomplishment expected.
 - iv. Example is 3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.
 - d. 12 Federal Requirements
 - i. Complies with federal statute;
 - ii. Establishes eligibility of higher education institutions to participate in programs under Title IV of the *Higher Education Act*;
 - iii. Mandates SACSCOC review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education; and
 - iv. Assures the public that SACSCOC is a reliable authority on quality education.
 - v. Example is 4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.
 - e. SACSCOC mandates each standard and requirement consist of a policy or procedure that is in writing; published; accessible to those affected by the policy; approved through an appropriate, institutional process; implemented; and enforced by the institution.

4. Along with the Compliance Certification Report, institutions must complete a Quality Enhancement Plan (QEP) Report, standard 3.3.2. The QEP includes a process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. The QEP is a five year plan that must
 - a. Demonstrate institutional capability for the initiation, implementation, and completion of the QEP;
 - b. Include broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and
 - c. Identify goals and a plan to assess their achievement.
5. In April 2018, the Off-Site Committee reviews WCJC's Compliance Certification Report and QEP document. If the Committee finds the College to not be in compliance with any standard or requirement, the College must complete a Focused Report addressing the specific non-compliant areas. The Focused Report is reviewed in advance by the On-Site Committee.
6. The On-Sight Committee validates the content of the Compliance Certification Report and the pertinent findings of the Off-Site Committee. The Committee
 - a. Reviews Core Requirements and Comprehensive Standards that the Off-Site Committee determined as lacking adequate evidence of compliance or did not address;
 - b. Reviews certain standards that must be evaluated on-site even if found by the Off-Site Committee to be in compliance; and
 - c. Evaluates the QEP.
7. Possible outcomes of the On-Sight Committee review follow:
 - a. An institution complies with all standards and no further reporting is necessary.
 - b. An institution is found noncompliant with one or more standards and must initiate steps to become compliant.
 - i. An institution submits a formal response to the report of the On-Site Committee that demonstrates corrective action to the recommendations made by the Committee.
 - ii. If the institution's response reveals continued noncompliance, the institution may be required to submit monitoring reports during a two-year period until compliance is demonstrated.
 1. For continued noncompliance during the monitoring period, the institution is subject to sanctions applied by SACSCOC such as loss of accreditation.
8. The Fifth Year Interim Report is due five years prior to the institution's next reaffirmation. The report documents continued compliance with select standards and the effects of the implementation of the QEP on student learning.
9. The following table outlines the activities in the reaffirmation process and provides a timeline relevant to WCJC's ten-year reaffirmation.

REPORTS/ACTIVITIES	DUE DATE	RESPONSIBLE PARTY
<ul style="list-style-type: none"> Includes Institutional Summary Form 2.12 QEP separate document 		delivery of materials (electronic and/or hard copies)
Off-Site Committee Review	4-18-18	SACSCOC
Institutional Response to Off-Site Report (Focused Report)	6 weeks prior to On-Site Visit (Mid-July to Oct 1 st , 2018)	TBA
On-Site Visit	Fall 2018 (Sept-Nov)	SACSCOC
Institutional Response to On-Site Report	Spring 2019	TBA
Implement approved QEP?		
SACSCOC Decision	June 19, 2019	SACSCOC
Fifth Report Due	September 14, 2024	TBA
SACSCOC Reviews 5 th Year Report	December 14, 2024	SACSCOC



Wharton County Junior College

QEP Update 10-11-16

WCJC has begun preparation for the 10-year reaffirmation of accreditation with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A large portion of the reaffirmation process is the development of the Quality Enhancement Plan (QEP).

The QEP is developed in two phases. Phase One of the QEP focuses on selection of the QEP topic and involves the QEP Planning Team. This phase includes broad-based involvement of the college community, a review of data, identification of key issues, and utilization of focus groups/surveys. Phase One began September 2016 and ends December 2016.

Phase Two of the QEP centers on developing the QEP and is led by the QEP Planning Team. Developing the QEP involves selecting a target group, establishing long-term goals, outlining strategies to achieve the goals, identifying resources to support the plan, and developing a comprehensive evaluation plan with measureable objectives and outcomes. This phase begins spring 2017 and ends summer 2017.

Progress of Phase One Selection of the QEP Topic

The QEP Planning Team consists of 12 members: four faculty, Dean of Planning and Institutional Effectiveness/Director of Institutional Research, Director of Institutional Assessment, two Academic Advisors/Counselors, two administrative staff, and one instructional dean. The QEP is led by Dr. Martha Ellis, consultant.

The September 19th meeting of the QEP Planning Team was very productive. The Team agreed to utilize college-wide involvement from work on the Strategic Action Plan such as the online employee survey, student focus groups, open forums, and assessment documents. This work on the Strategic Action Plan enabled the team to select the general topic of Pathways. This topic fits with several other college initiatives such as Major Restrictions, Texas Pathways, Houston GPS, and Block Scheduling.

The next step is to narrow the focus of the QEP. The Planning Team scheduled faculty and staff focus groups October 26-27. A student online survey was created and emailed to students during the week of October 10-14. Results from the focus groups and surveys, as well as other college assessments such as SENSE, CCSSEE, Noel-Levitz, and student completion data, will be presented at the November QEP Planning Team meeting. The objective is to refine and narrow the Pathways topic by the end of the fall term.

Communication of QEP Topic

Since the faculty and staff focus groups involve about 50 employees, other means of communication are needed to obtain broad-based involvement of the college community. An Everyone email was sent September 23rd. High school counselors and administrators will be involved during a January Career and Technical Educators meeting held annually at WCJC. And, various college committee chairs will receive regular progress reports for inclusion on meeting agendas.

The next meeting of the QEP Planning Team is November 10th.

7-22-16
QEP Committee Process
for
SACSCOC Ten Year Report 2019

REPORTS/ACTIVITIES	DUE DATE	RESPONSIBLE PARTY
QEP Planning Committee reviews: <ul style="list-style-type: none"> • College student outcomes data • Environmental Scan data • Strategic Plan goals/strategies 	September 2016	Martha Ellis Dan Jones
Committee proposes several topics based on review of data to the college community as the focus <ul style="list-style-type: none"> • Hold college-wide convening on each campus for communication purposes to present data and potential topic areas with information on how the campus community can be involved in the QEP process going forward 	October	QEP Planning Committee
Conduct focus groups of: <ul style="list-style-type: none"> • Employees • Students • External community To discuss topics arising from data analysis and needs; focus groups narrow topics; Online survey to rank potential QEP topics	October-November	Ellis and Stavinoha Dan Jones
Committee selects final topic from focus group/survey results and recommends Implementation Team to President for appointment	November-December	QEP Planning Committee
Committee presents topic, how it was determined, and introduces Implementation Team	Spring Convocation 2017	Ellis and QEP Planning Committee
Marketing communicates topic <ul style="list-style-type: none"> • Update web page (Intranet) on process and progress • Other internal communique/updates • Updates via college committee agenda items 	Early spring through SACSCOC On-site visit	Zina Carter (task force?) VPs
Implementation Team works with IE Office to examine literature focusing on theories and models around topic and draft QEP document	February-April	Ellis and QEP Implementation Team

REPORTS/ACTIVITIES	DUE DATE	RESPONSIBLE PARTY
Draft of QEP document presented to Executive Cabinet	May 2017	Ellis and QEP Implementation Team
Final draft of QEP document presented to Executive Cabinet then BOT for approval	July 2017	Ellis and QEP Implementation Team
Planning Committee: Martha Ellis, Consultant, Tracy Emmons DIA, Megan Costanza DVI, Dan Jones as needed for data analysis	2 staff: Natalie Stavinoha & Ben Sharp 2 advisors: Patti Lawlor & Sara Fira 4 faculty: Phyllis Appling, Sherry Liu, Gary Bonewald, and Amanda Shelton	

Overview of QEP Process per SACSCOC Guidelines

REPORTS/ACTIVITIES	DUE DATE	RESPONSIBLE PARTY
Executive Cabinet determines QEP Chair and Planning Team <ul style="list-style-type: none"> SACS web page started (intranet) Link to QEP embedded Zina develop internet page for completed documents (spring 2018) 	Summer 2016	Executive Cabinet Pam Y Zina
QEP Topic Selection <ul style="list-style-type: none"> Broad-based involvement Review data Identify key issues Conduct focus groups 	Fall 2016	QEP Planning Team
End of fall 2016, QEP topic selected		
QEP Components Developed & Report Drafted <ul style="list-style-type: none"> Demonstrate institutional capability for completion Identify goals to support student learning Develop assessment plan for achievement & effectiveness 	Spring 2017	QEP Planning Team
End of spring 2017 <ul style="list-style-type: none"> QEP draft #1 completed Identify QEP Implementation Team, marketing plan, etc. 		Executive Cabinet