



St. Philip's College

SACSCOC REAFFIRMATION 2026



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## Core Team / Functional Team Kickoff

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ST. PHILIP'S COLLEGE CORE TEAM

FEBRUARY 9, 2024

# Welcome

Adena Williams Loston, President  
SACSCOC Executive Sponsor

Randall Dawson, Vice President Academic Success, SACSCOC  
Project Sponsor

# What is Reaffirmation?

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Reaffirmation is a quality audit performed by SACSCOC to accredit higher education institutions.

**SACSCOC** = Southern Association of Colleges and Schools Commission On Colleges

SACSCOC is made up of regional peers.

# Basic Purposes of Accreditation

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Enhance the quality of higher education

- Student learning
- Student experience
- Institutional quality and effectiveness
- Effective use of Resources

# Basic Purposes of Accreditation

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## Provide accountability

- Students (current and prospective)
- Parents
- Public

The concept of quality enhancement assumes that the institution is engaged in ongoing improvement of its programs and services and can demonstrate how well it fulfills its stated mission.

# SACSCOC Accreditation

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1. Compliance Certification
  - Integrity
  - Core Requirements
  - Comprehensive Standards
  - *U.S. Department of Education Requirements*
2. Quality Enhancement Plan (QEP)

# All Compliance Criteria are not Created Equally

## Core Requirements [CR]

- An institution that fails to be in compliance with any requirement is not reaffirmed.

## Comprehensive Standards

- An institution that fails to be in compliance with any standard will be subject to further review that may include monitoring, warning and probation.



# Leadership and Division of Responsibility

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## Compliance Certification

- Administrative
- Composed of a cross college representation of individuals who influence decision-making

## QEP

- Representation from all parts of the campus community

# Reaffirmation Process Milestone Status

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Orientation by SACSCOC (December 2023)

Potential Advisory Visit (November 2024)

Submission of Compliance Certification (March 2025)

Off-Site Peer Review (April 2025)

Submission of QEP (July 2025)

Submission of Focused Report (August 2025)

On-Site Peer Review (September 2025)

Submission of Response Report (February 2026)

Review by SACSCOC Board of Trustees (Jun-Nov 2026)

## SPC SACSCOC Reaffirmation Charter

- Overview of Project
  - Per SACSCOC policies on reaffirmation, a visiting team of peer evaluators will be appointed to evaluate the College's compliance with all requirements and standards of the Principles of Accreditation. For each standard addressed, the College will describe policies and processes demonstrating compliance and provide supporting evidence, such as data, examples of policy implementation, publications and other supporting materials.
  - The visiting team will also evaluate the College's Quality Enhancement Plan (QEP) to ensure that it meets the stated requirements of student learning outcomes assessment, that the plan is thoughtfully and thoroughly developed with broad-based support of institutional constituencies, that the topic was identified through comprehensive planning and evaluation, and that the college has the capacity to implement the plan.

## PROJECT SCOPE

- This project will direct a Core Team and various Functional Teams to create an implementation plan, operational structure and tracking mechanisms to achieve the successful and timely development of the Compliance Report and Quality Enhancement Plan.

## DELIVERABLES

- Completion of a narrative description for each standard and requirement addressed, including provision of associated data, policies, and other supporting materials.
- Development of key deliverables, including plans, publications and policies that cross multiple standards and requirements and integrate with other district-wide projects.

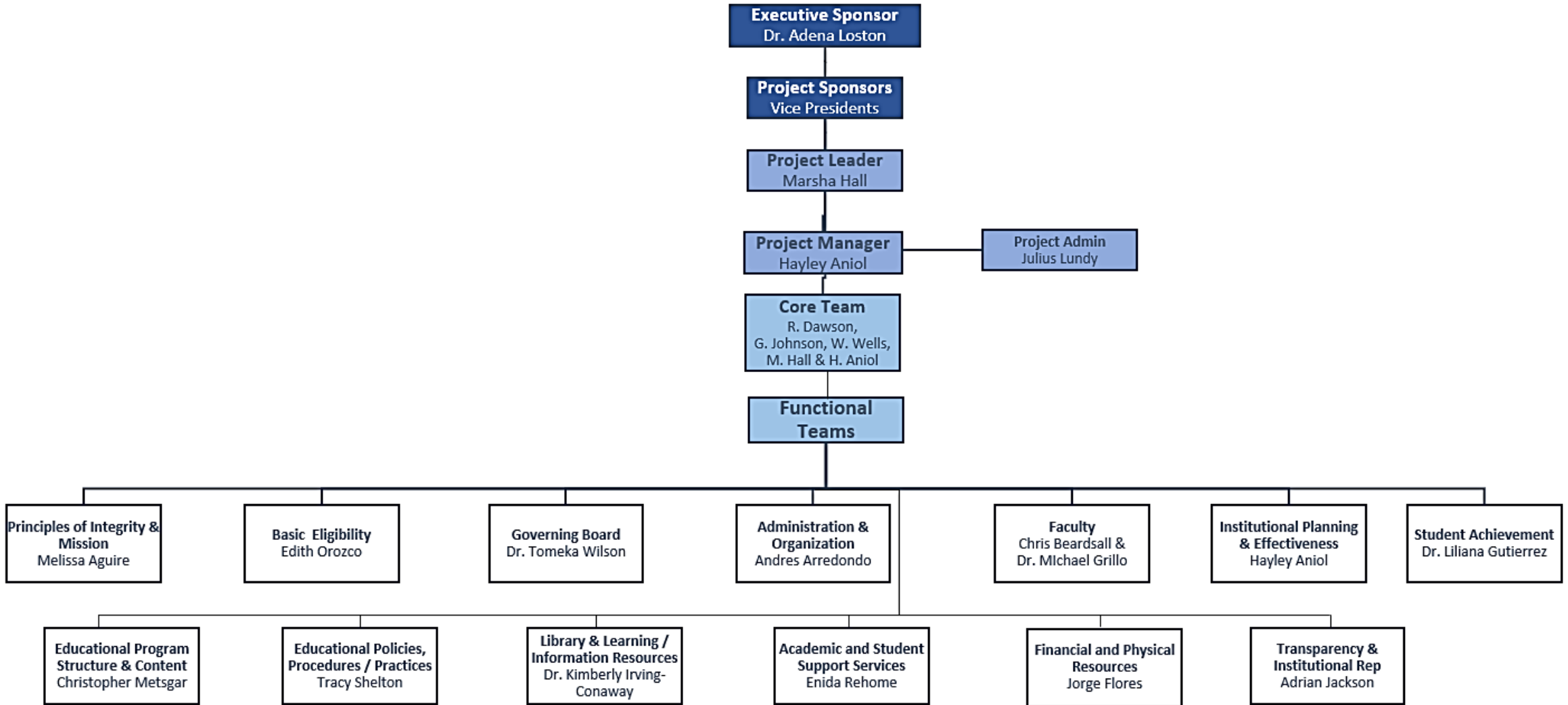
## BOUNDARIES

- This project will not address nor track compliance with SACSCOC substantive change or any other issues not a part of the reaffirmation compliance or Quality Enhancement Plan. This project will not involve the planning and logistics any of any substantive change or other associated or related activities.

## STAKEHOLDERS

- Administration
- Faculty
- Staff
- Students

# SACSCOC DECENNIAL PROJECT – ST. PHILIP’S COLLEGE



## Functional Team Guidelines

- Ensure a **good balance** of skills and knowledge among team members
- Choose individuals who are mature enough to lay aside personal desires in favor of what is **best for SPC**.
- If the team has multiple levels of authority, **titles get checked at the door**, everyone must be an equal participant in addressing the issue at hand.

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## Institutional Guide Role

### Functional Team Roles

- Team Leader
- Team Recorder



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## Institutional Guide

- Attend Core Team meetings
- Facilitate interpretation and analysis decisions
- Suggest problem solving tools and techniques
- Provide guidance for the development of narratives

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## Team leader

- Communicate project status of functional area to Core Team
- Keep Institutional Guide and Project Leader apprised of major issues
- Assign project tasks to team members
- Provide leadership in interpretation and analysis decisions
- Provide ultimate accountability for the submission of narrative responses and evidence, including requested updates, to the Project Manager according to scheduled deadlines
- Schedule meetings, send invitations
- Attend Core Team meetings as required

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## Recorder

- Take minutes of the team meetings
- Maintain zoom recordings of team meetings
- Distribute meeting minutes to all team members and post to designated AlamoShare site

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## All Team members

- Offer perspective and ideas
- Actively participate in team meetings
- Adhere to meeting ground rules
- Complete assignments on time
- Support implementation of recommendations

# Top 10 Most Frequently Cited Principles for Class of 2022, Off-Site Review

1. CS 6.2.a Faculty Qualifications – **95% Cited**
2. CS 5.4 Qualified Administrative/Academic Officers – **54%**
3. CR 6.2.b Program Faculty – **54%**
4. CS 6.3 Faculty Appointment & Evaluation - **51%**
5. CS 5.5 Personnel Appointment & Evaluation – **50%**
6. CS 8.2.a Student Outcomes: Educational Programs - **47%**
7. CS 13.2 Financial documents - **43%**
8. CS 8.1 Student Achievement– **41%**
9. CS 8.2.c Student Outcomes: Academic & Student Services – **41%**
10. CS 13.8 Institutional Environment - **41%**

# Reaffirmation Preparedness Tips

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- Start early and **stay on schedule**
- Review the institution, unit and program mission - GTG
- Analyze and **respond to each question** in the principles
- DO NOT data dump!
- Centralize documentation
- Do NOT make the reader “search” for answers
- **Interpret charts** and graphs for readers
- DO NOT use future tense - **this is an audit**, not a confessional
- Colleagues will support & challenge you – **stay focused** anyway

# Getting Started

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## Review – General Forms and Guidelines

<https://sacscoc.org/accrediting-standards/institution-resources/>

Resource Manual for the Principles of Accreditation

Handbook for Institutions Seeking Reaffirmation

Templates for the Compliance Certification

Faculty Roster Form (if applicable)

Faculty From Prior Review Form (if applicable)

Analyzing a Case for Compliance

Quality Enhancement Plan Guidelines

Access the SACSCOC Committee site in AlamoShare (under Taskforce & Committees)

# Getting Started

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## SACSCOC COMMITTEE RESOURCES

- 2024 Principles of Accreditation
- POA Resource Manual
- Handbook for Institutions Seeking Reaffirmation
- 2016 Compliance Certification document,
- 2021 Fifth-Year Interim Report
- Level Change Application

## STANDARD TEAM FOLDERS

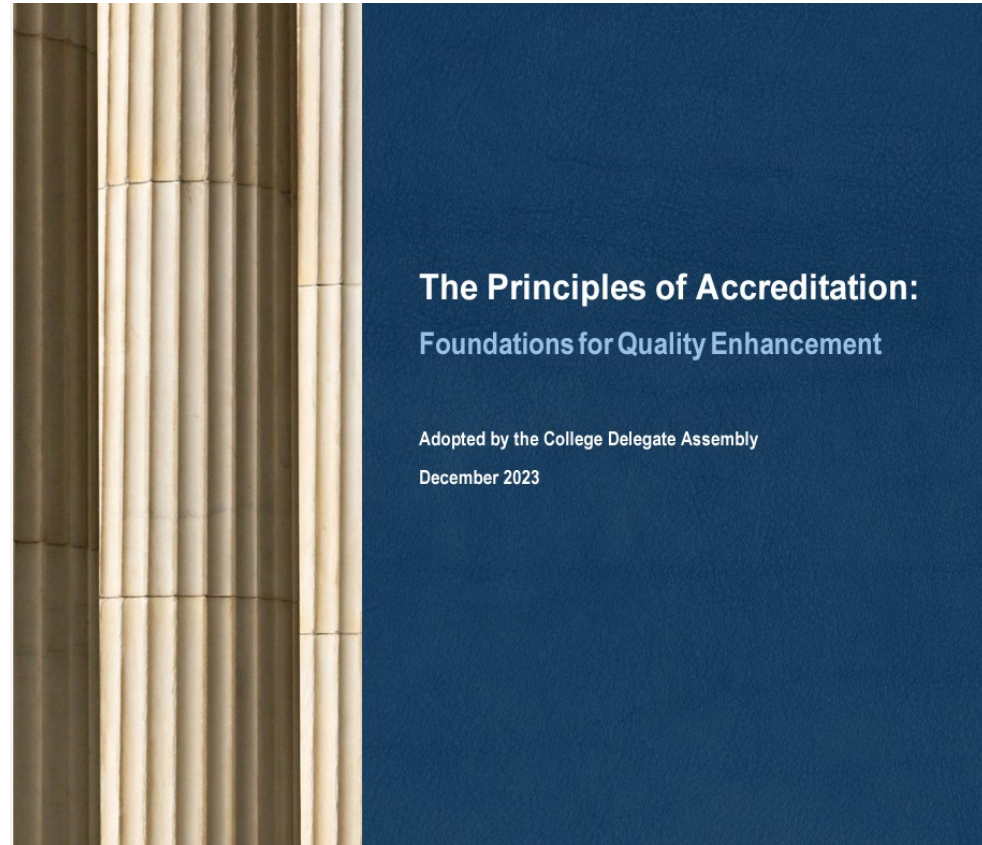
Please use our individual team folders to:

- Track narrative progress
- Maintain/preserve meeting minutes
- Identify supporting documents



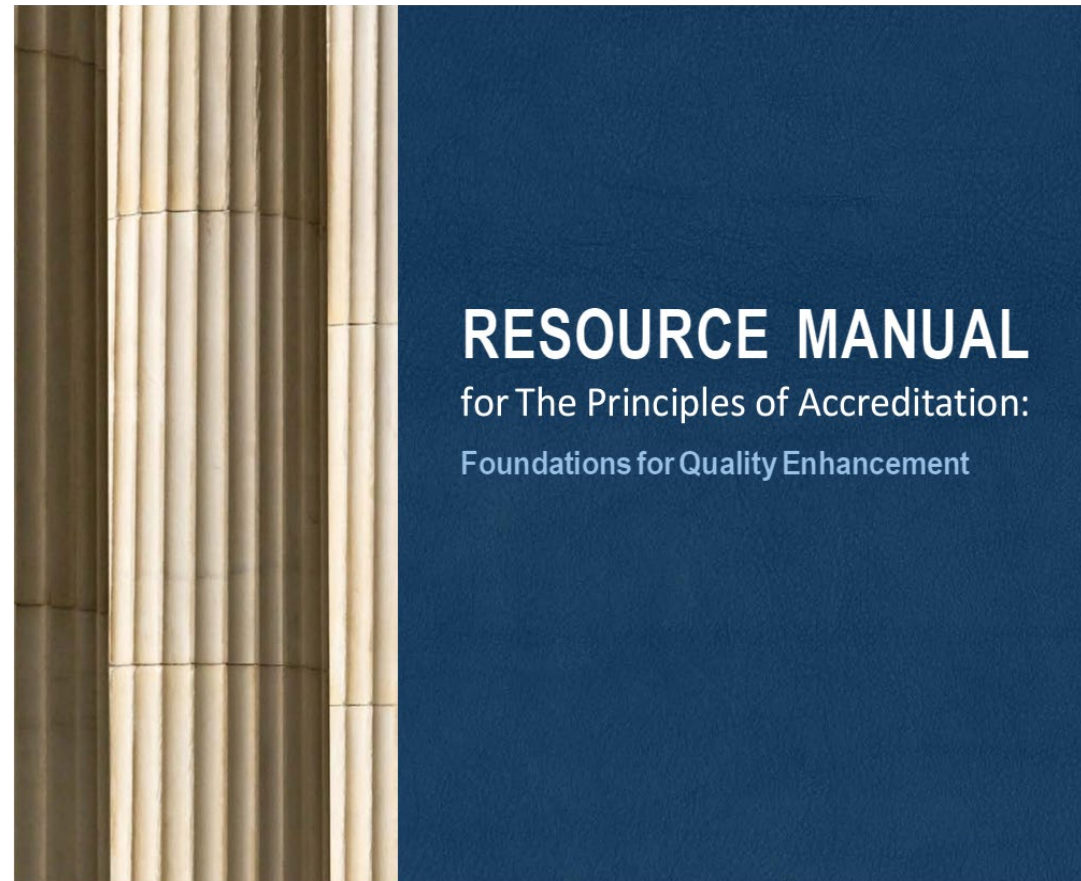
# New Principles of Accreditation Guide

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# Resource Manual

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# Resource Manual for the Principles of Accreditation

**3.1.a** **An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies.** *(Degree-granting authority)* [CR]

## Rationale and Notes

SACSCOC accredits degree-granting institutions in the southern region of the United States and those operating in select international locations. To gain or maintain accreditation with SACSCOC, an institution is a continuously functioning organization legally authorized to grant degrees and other academic credentials, and able to demonstrate compliance with SACSCOC standards and policies.

To gain or maintain accreditation with SACSCOC, an institution must be legally authorized to grant degrees and other academic credentials. The authorization must be appropriate for the degree levels offered (associate, baccalaureate, master's, education specialist, or doctoral) and for the geographic locations where the degrees are offered. Because education in the United States largely operates under the jurisdiction of states, typically such authorization is granted through state legislation, sometimes by language contained in state constitutions, or sometimes by issuance of a charter. More often, authority appears in other supplemental laws, and—more recently—through actions of state education coordinating boards or other state offices. International institutions and institutions with international sites should be clear as to what authorization is required at non-U.S. locations.

# Resource Manual for the Principles of Accreditation

## Questions to Consider

- What agency or agencies have the legal power to authorize the institution to grant degrees?
- When was this authorization initially or most recently approved?
- Are there any conditions as part of the approvals? If so, by whom and for what reasons?
- If the institution offers degrees at branch campuses and off-campus instructional sites located in other states, what is the evidence of multiple authorizations?
- If the institution offers distance education programs or courses, how does it determine whether it has appropriate state authorization for out-of-state students?
- If the institution offers degrees internationally, what is the evidence of authorization by each country?
- Is the institution required to report changes in program offerings to the agencies? If so, when was the last report filed?

## Sample Documentation

- Copies of the official charter enabling legislation, or other legal document granting the institution degree-granting authority.
- Official documentation of what authority is needed in the state (e.g., wording of a statute delegating power to the secretary of state or to a higher education governing board).
- Additional information establishing the extent of the degree-granting authority, including any conditions attached.
- Additional information establishing operating authority for out-of-state sites, out-of-state distance education students, and international sites.

# U.S. Department of Education Requirements

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**Table 3: Standards Listed as Off-Site/On-Site Review**

<b>Standard</b>	<b>Descriptor</b>
5.4	Qualified administrative/academic officers
6.1	Full-time faculty
6.2.b	Program faculty
6.2.c	Program coordination
8.1	Student achievement
8.2.a	Student outcomes: educational programs
9.1	Program content
9.2	Program length
9.3	General education requirements
10.2	Public information
10.5	Admissions policies and practices
10.6	Distance and correspondence education
10.7	Policies for awarding credit
12.1	Student support services
12.4	Student complaints
13.6	Federal and state responsibilities
13.7	Physical resources
14.1	Publication of accreditation status
14.3	Comprehensive institutional reviews
14.4	Representation to other agencies

These standards will be reviewed by both the Off-Site and On-Site Committees

- *Even if the Off-Site Committee determines compliance for the standards.*

# Functional Team Leads

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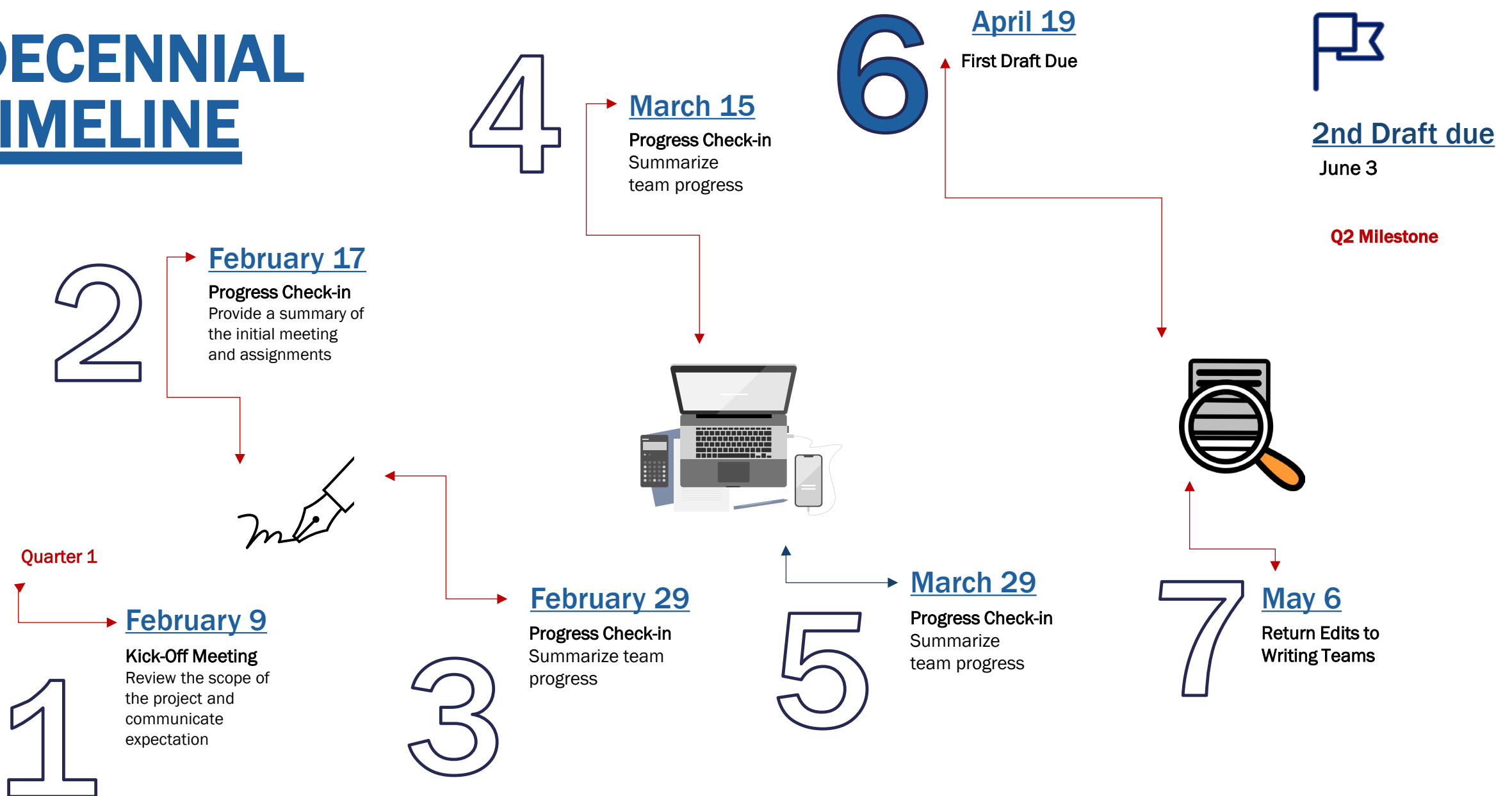
- Hold your first meeting by February 17<sup>th</sup>
- Review assigned roles, making sure everyone understands their responsibilities
- Review your principles, get a feel for what you are dealing with
- Identify principles that may be of concern
- Assign team members to specific principles
- Make sure all team members review previous narrative responses for their assigned principles
- Develop a meeting schedule
- Report progress on the Progress Update template to Hayley Aniol and Julius Lundy

# Timeline

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QUARTERLY MILESTONES

# DECENNIAL TIMELINE





# DECENNIAL MILESTONES

Quarter 2

7

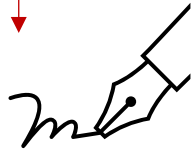
May 6

Return Edits to Writing Teams

8

May 24

Progress Check-in  
Provide a summary of the initial meeting and assignments



10

Jun 24 - Jul 16

One-on-One Section Review



Quarter 3

9

June 3

Second Draft Due

11

August 9

Third Draft Due  
QEP Identified

12

August 9 - 30

Editorial Team Review



13

September 2 - 13

Core Team Review



Submit for Advisory Review

Oct 15

# DECENNIAL MILESTONES

17

December 6  
Progress Check-in

19

January 20, 2025  
FINAL DRAFT DUE

  
Compliance Certification Due  
March 1, 2025

15

October 15  
Submit Compliance Draft to Dr. Melton for review



Quarter 4

February 12 - 20, 2025  
Finalize Edits and Complete Publishing Process

Quarter 3

14

September 16 - 30  
Dr. Loston's Review

16

Nov 18-19 or Nov 21-22  
Advisory Visit with Dr. Melton



18

December 20  
Progress Check-in

20

# Coming Soon!

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Anthology Training – Submissions will be input by the Functional Teams into Anthology. The software allows us to track submissions and edits, organize documents and create hyperlinks. It is VERY user friendly!

## SACSCOC Reaffirmation Share site

- Charter
- Members
- Teams
- Core Committee Agendas and Minutes
- Functional Committee Agendas and Minutes
- Resource Links
- Milestone Markers

# Questions?

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# Current Contacts:

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## Project Leader

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## Project Manager

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ALAMO  
COLLEGES  
DISTRICT

St. Philip's College

## SACSCOC REAFFIRMATION 2026



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Thank you for the contributions you  
have made and will make in the coming  
months!