
CROSSWALK: SACSCOC AND THE NCCBP

Using Benchmarking Data
for SACSCOC Accreditation



National Community College
Benchmark Project | Credit &
Non-credit



www.nccbp.org

Crosswalk: SACSCOC and NCCBP

Lou Guthrie, Director, National Higher Education Benchmarking Institute

NOTE: All material in this document is either directly quoted or paraphrased from the SACSCOC document or the NCCBP.

Southern Association of Colleges and Schools Commission on Colleges

Policy Title: Proposed Revisions to the Principles of Accreditation: Foundations for Quality Enhancement

Reviewed and Approved June 2017 by SACSCOC Board of Trustees

To be voted on December 5, 2017 by the Presidents and Chancellors of the College Delegate Assembly

The main SACSCOC sections are highlighted in green.

National Community College Benchmark Project, 2017

Information highlighted in blue refers to specific sections of the National Community College Benchmark Project (NCCBP) that can be used to provide data to support the accreditation criterion. The data could be available as comparison data with national medians, comparisons with peer colleges or trends of a single institution. You can utilize the custom report feature of NCCBP to produce the charts that most completely tell the story of your college's success.

SACSCOC

At the heart of the Commission's philosophy of accreditation, the concept of quality enhancement presumes that each member institution is to be engaged in an ongoing program of improvement and able to demonstrate how well it fulfills its stated mission.

Section 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between SACSCOC and its institutions. All parties agree to deal honestly and openly with both their constituencies and with one another.

1. The institution operates with integrity in all matters. (Integrity) (Core Requirement)

Using data from the NCCBP supports the principle of integrity by providing the institution with an unbiased source of data. Illustrating that your institution openly shares its performance compared to national data or peers supports this core requirement.

NCCBP Form 5. Student Satisfaction and Engagement

Some of the Ruffalo Noel Levitz satisfaction measures and CCSSE Benchmarks could be used to illustrate that the institution is presenting itself clearly, completely and honestly to its students. There is also a Ruffalo measure on concern for the individual which also could be used.

NCCBP Form 19: Human Resources Data

Data on grievances and harassment actions of faculty and staff is available in Form 19 and speaks to the ethical behavior of administration, faculty and staff.

Section 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the nature of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics and values that define the institution's role and distinctiveness within the diverse higher education community. The mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff and all constituents.

1. The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning, and where applicable, research and public service. (Institutional mission) (Core Requirement)

Teaching and Learning: *(Many of the NCCBP forms address teaching and learning. Using the ones that report information on your KPIs would be a good way to address the mission of the college.)*

NCCBP Form 1. Student Information

Enrollment information is available in this form, including full-time and part-time breakouts, Pell eligible and recipient students, race/ethnicity break-downs, first-generation, median student age, sex of students and other characteristics that can be used to illustrate the institution's uniqueness and service to specific populations.

NCCBP Form 2. Student Completion and Transfer

Completion (graduation and certificate attainment) and transfer data is available for two, three and six years.

NCCBP Form 3. Student Performance at Transfer Institutions

If your mission has a strong transfer component using the data from Form 3 would illustrate performance in fulfilling this part of your mission.

NCCBP Form 7. Credit College-level Retention, Success

NCCBP Form 8. Credit Developmental Retention, Success

NCCBP Form 9. Credit Developmental Retention, Success, First College-level

NCCBP Form 11. Retention and Success Core Academic Skills

NCCBP Form 12. Institution-wide Credit Grades

These forms all deal with the performance of students at various levels of instruction at the college. Using the National data or peer comparisons to show the appropriateness of this performance would be valuable as a response to this section.

NCCBP Form 18. Student Services: FTE Staff/Student Ratio

Information in this form can be used to illustrate that student support services staff to student ratios are consistent with the institution's stated mission.

Public Service:

NCCBP Demographics.

Service area population characteristics, such as unemployment rates and median household income, can be utilized to address the issue of public service in the institution's mission.

NCCBP Form 14B. Market Penetration: Community

This section could be used to show the scope of public dissemination of its mission, values, goals, and institutional plans by reporting the number of cultural activities and public meetings that occur on campus where the public can acquire the information via published documents, CSTV monitors, speeches or other means.

NCCBP Form NC 1: Non-Credit Enrollment Information

The data from this form would help illustrate the extent to which the college is serving the public by enrollment number in workforce, life and leisure, adult basic education and contract training classes.

Section 3. Basic Eligibility Standard

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

1. An institution seeking to gain or maintain accredited status

- a. Has degree-granting authority from the appropriate government agency or agencies. (Degree-granting authority - core requirement)**
- b. Offers all course work required for at least one degree program at each level at which it awards degrees. (Course work for degrees - core requirement)**

The NCCBP does not address degree-granting authority.

c. Is in operation and has students enrolled in degree programs. (Continuous operation - core requirement.)

NCCBP Form 1. Student Information

Enrollment information is available in this form and trend data can be used to show continuous operation.

Section 4. Governing Board

The NCCBP does not address governing boards.

Section 5: Administration and Organization

The NCCBP does not address administration or organization.

Section 6: Faculty

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic program.

1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the instruction. (Full-time faculty - core requirement)

NCCBP Form 16: Class Sizes and Faculty Loads

This form includes information on section sizes, student/faculty ratios and credit hours taught by full-time vs part-time faculty. Looking at your student/faculty ratios compared to national data or peer data would illustrate if your college employs an adequate number of full-time faculty.

2. For each of its education programs...

The Benchmarking Institute's Cost and Productivity Project has data relevant to this section.

3. The institution publishes and implements policies regarding the appointment, employment and regular evaluation of faculty members. (Faculty appointment and evaluation)

NCCBP Form 19: Human Resources Data

Data on retirements and departures of faculty and staff is available in Form 19 and could be used to address the continuity of faculty members.

4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic Freedom)

The NCCBP does not address academic freedom.

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

NCCBP Form 20B: Development/Training Expenditures per FTE Employee

Report Form 20B shows the college's commitment to professional development for both faculty and staff.

Section 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to the principles of continuous improvement.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of the accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes.

1. The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation process that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning - core requirement)

Participating in the NCCBP shows that your institution is engaged in a research-based, ongoing evaluation process. All of the forms in the NCCBP can be used to illustrate a systematic review of institutional goals. Choose the sections most appropriate for your goals and KPIs.

2. The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. (Quality Enhancement Plan)

The topic of your QEP would dictate which data from NCCBP you would use to assess achievement. There are numerous sessions on specific student learning outcomes and student success. Before you choose your QEP topics, it might be useful to see if there is a measure in the NCCBP that can be used to assess achievement so that you will have comparable data from other institutions in order to give some context to your results.

NCCBP Form 2. Student Completion and Transfer

Completion (graduation and certificate attainment) and transfer data is available for two, three and six years.

NCCBP Form 7. Credit College-level Retention, Success

NCCBP Form 8. Credit Developmental Retention, Success

NCCBP Form 9. Credit Developmental Retention, Success, First College-level

NCCBP Form 11. Retention and Success Core Academic Skills

NCCBP Form 12. Institution-wide Credit Grades

These forms all deal with the performance of students at various levels of instruction at the college. Using the National data or peer comparisons to show the appropriateness of this performance would be valuable as a response to this section.

3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)

NCCBP Form 5. Student Satisfaction and Engagement

Ruffalo Noel Levitz shows student satisfaction for some of the administrative support services.

Section 8: Student Achievement

Student learning and student success are at the core of the missions 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 their 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 - core requirement)

NCCBP Form 1. Student Information

Enrollment information is available in this form to show the nature of the students your college serves.

NCCBP Form 2. Student Completion and Transfer

Completion (graduation and certificate attainment) and transfer data is available for two, three and six years as one of the most often used measures of student achievement..

NCCBP Form 3. Student Performance at Transfer Institutions

If your mission includes preparing students for four-year institutions, the measures in Form 3 would be appropriate measures to show how well your college is preparing its students for entering four-year institutions.

NCCBP Form 4. Credit Student Enrollment (Persistence)

Overall, full-time and part-time student persistence is included both for next-term and fall to fall. Persistence is one of the key measures used to illustrate student success.

NCCBP Form 6: Student Goal Attainment

This form shows the results of your "graduates and completers" survey. It allows your college to compare its results to national or peer data.

NCCBP Form 7. Credit College-level Retention, Success

A combination of all students' grades (excludes developmental/remedial classes) at your college are included in this form which illustrates how many students successfully complete the course, excluding developmental courses.

NCCBP Form 8. Credit Developmental Retention, Success

This form deals with developmental or remedial courses and measures the success in developmental math, writing, and reading courses.

NCCBP Form 9. Credit Developmental Retention, Success, First College-level

Data from this form would illustrate the success of students who have completed developmental courses in their first college-level composition, algebra, speech, and gateway math classes.

NCCBP Form 10. Career Program Completers

Form 10 provides data on CTE program completers. Data on whether they are employed in a field related to their education or pursuing further education as well as their employer's satisfaction with their job preparation are included. Employment outcomes are an excellent way to document student success.

NCCBP Form 11. Retention and Success Core Academic Skills

Data from this form would illustrate the success of all students in college-level composition, algebra, speech, and gateway math classes.

NCCBP Form 12. Institution-wide Credit Grades

Form 12 covers the grades of all students at the college.

NCCBP Form 17. Online/Distance Learning Credit Hours & Grades

If you offer online courses, Form 17 includes information about students' success in online courses.

NCCBP Form NC9. Non-Credit Credentials Awarded

Information about the number of non-credit certifications, licenses and certificates awarded can be used to support this section of the SACSCOC principles.

Social Mobility Measures.

The social mobility report includes several metrics that show how well your college is helping low income students move up the income ladder. If your mission includes helping students improve their lives, this measure is an excellent option.

Percent Change Report

The NCCBP provides a percent change report that illustrates changes in data from previous years. This tool can be used to highlight changes in enrollment and student completions/transfers.

The above forms all deal with the performance of students at various levels of instruction at the college (includes developmental). Using the National data or peer comparisons to show your students' performance would be valuable as a response to this section of the SACSCOC principles. Trending this information will tell a compelling story about how your college is improving.

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. Students learning outcomes of each of its education programs, (Student outcomes: educational programs)**

NCCBP does not measure learning outcomes at the program level.

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

Much of the information under part 1 could also be used form 2.b. The most pertinent are listed below.

NCCBP Form 9. Credit Developmental Retention, Success, First College-level

Data from this form would illustrate the success of students who have completed developmental courses in their first college-level composition, algebra, speech, and gateway math classes.

NCCBP Form 11. Retention and Success Core Academic Skills

Data from this form would illustrate the success of all students in college-level composition, algebra, speech, and gateway math classes.

NCCBP Form 12. Institution-wide Credit Grades

These forms all deal with the performance of students at various levels of instruction at the college.

NCCBP Form 17. Online/Distance Learning Credit Hours & Grades

If you offer online courses, Form 17 includes information about students' success in online courses.

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

NCCBP Form 18: Student Services: FTE Staff/Student Ratio

This form includes information on staffing levels of career services, counseling and advising, admissions and registration, financial aid offices, student activity centers, and testing and assessment services.

Section 9: Educational Program Structure and Content

The NCCBP does not address educational program structure and content.

Section 10: Educational Policies, Procedures, and Practices

The NCCBP does not address this topic.

Section 11: Library and Learning/Information Resources

The NCCBP does not address library and learning/information resources.

Section 12: Academic and Student Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services.

- 1. The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services - core requirement)**
- 2. The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student support services staff)**

NCCBP Form 18: Student Services: FTE Staff/Student Ratio

This form includes information on staffing levels of career services, counseling and advising, admissions and registration, financial aid offices, student activity centers, and testing and assessment services.

3 - 6. Student rights, student complaints, student records and student debt

The NCCBP does not address these topics.

Section 13: Financial and Physical Resources

Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution's mission. Adequate financial resources allow for deliberate consideration of the effective use of institutional resources to fulfill that mission.

1. The institution has sound financial resources and a demonstrated stable financial base to support the mission of the institution and the scope of its programs and services. (Financial resources - core requirement)

NCCBP Form 21. Financial Information

This form includes information on the source of revenue for the college. The financial ratios and composite financial indicator can illustrate that fiscal measures are adequate for the college's programs.

2-7. Financial documents, financial responsibility, control of finances, control of sponsored research/external funds, federal and state responsibilities, and physical resources.

The NCCBP does not address these topics.

8. The institution takes reasonable steps to provide a healthy safe, and secure environment for all members of the campus community. (Institutional environment)

NCCBP Form 5. Student Satisfaction and Engagement

Ruffalo Noel Levitz satisfaction measures include one on safety and security which could be used to show how students feel about the institutional environment.

Section 14: Transparency and Institutional Representation

The NCCBP does not address this topic.