



Tennessee Higher Education Commission

***SACSCOC Findings from Fall 2020 Survey
Institutional Response to COVID-19***

Dr. Alexei Matveev, Director of Training and Research

Tennessee Accreditation Network Webinar

May 27, 2021

Welcome

Jeffery Norfleet

Director of Academic Affairs
Tennessee Higher Education Commission



Greetings

Emily House

Executive Director
Tennessee Higher Education Commission



Overview of Tennessee Accreditation Network

Stephanie Kolitsch

SACSCOC Liaison and Director of Accreditation
University of Tennessee, Martin



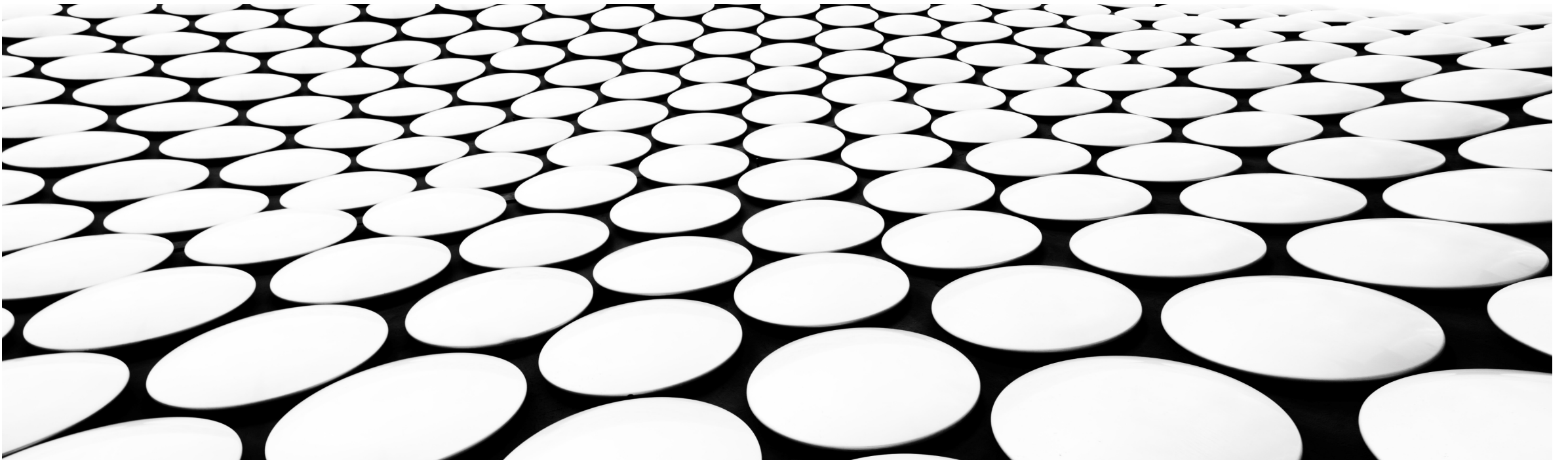
Patty Flowers

Assessment Coordinator, Research Associate III
University of Tennessee, Martin



Tennessee Accreditation Network

Sharing our knowledge and expertise



WHO WE ARE

The Tennessee Accreditation Network is a group of accreditation liaisons and other higher education professionals dedicated to improving the academic quality, accountability, and self and peer evaluation processes of SACSCOC member institutions across the state.



OUR MISSION

The mission of the Tennessee Accreditation Network is to support the accreditation efforts of Tennessee higher education institutions through the collective knowledge, ongoing experiences, and shared resources of its members.



OUR VISION

The Tennessee Accreditation Network will be a valuable resource for public and private member institutions as it inspires its members to enhance their knowledge, experience, and service to their respective constituents.

OUR AIMS

We, the Tennessee Accreditation Network, will accomplish our mission by

- Aim #1—encouraging continuous improvement in quality and innovation;
- Aim #2—sharing our collective accreditation and assessment expertise through professional development activities, networking, and mentoring;
- Aim #3—sharing institutional resources to include good practices and institutional data and information; and
- Aim #4—providing a discussion forum about accreditation-related topics and a collective voice among the accreditation community.



RECENT LIST SERVE TOPICS INCLUDE

Open positions at Tennessee institutions

Mission statement reviews and approvals

THEC / SACSCOC alignment of deadlines, definitions, and requirements

[HTTPS://WWW.UTM.EDU/TAN/](https://www.utm.edu/tan/)

SEE THE WEBSITE FOR MORE INFORMATION ON

Institutional Accreditation and Assessment Links

Governing Board Resources

Faculty Handbooks

Comparison Data

Other Resources

SACSCOC Reaffirmation Classes

THEC Resources

TCA Resources

How to participate

Introduction of Keynote Speaker

Cheri Clavier

Director of Institutional Effectiveness
Accreditation Liaison
East Tennessee State University



Keynote Presentation

Alexei G. Matveev

Director of Training and Research
SACSCOC





COVID-19 Pandemic and SACSCOC Schools: Selected Preliminary Data Highlights

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Director of Training and Research,
SACSCOC

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May 27, 2021



Questionnaire

- Comprehensive scope
- Online administration (September-November 2020)
- One response per institution (CEO or IAL)

- Responses from **490+** schools (~63% response rate)
 - **39** TN institutions (~64% response rate)
 - 54% private, 46% public;
 - 24% Level I & II; 20% Level III; 33% Level V; and 23% Level VI
- Rich feedback | Content analysis

Notes



Fall 2020 **snapshot** of fluid, evolving environment



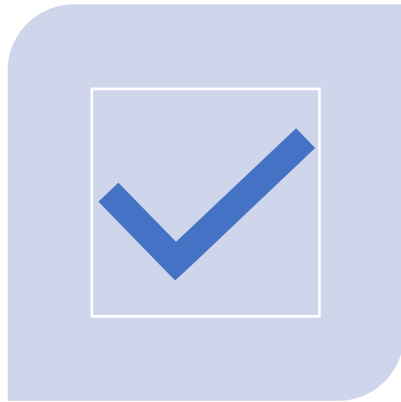
Overall, **Commission-wide**
perspective

Variations by institutional
segments (e.g., mission, size, state)



Selected data **highlights**

Session Overview



A. ACTIONS

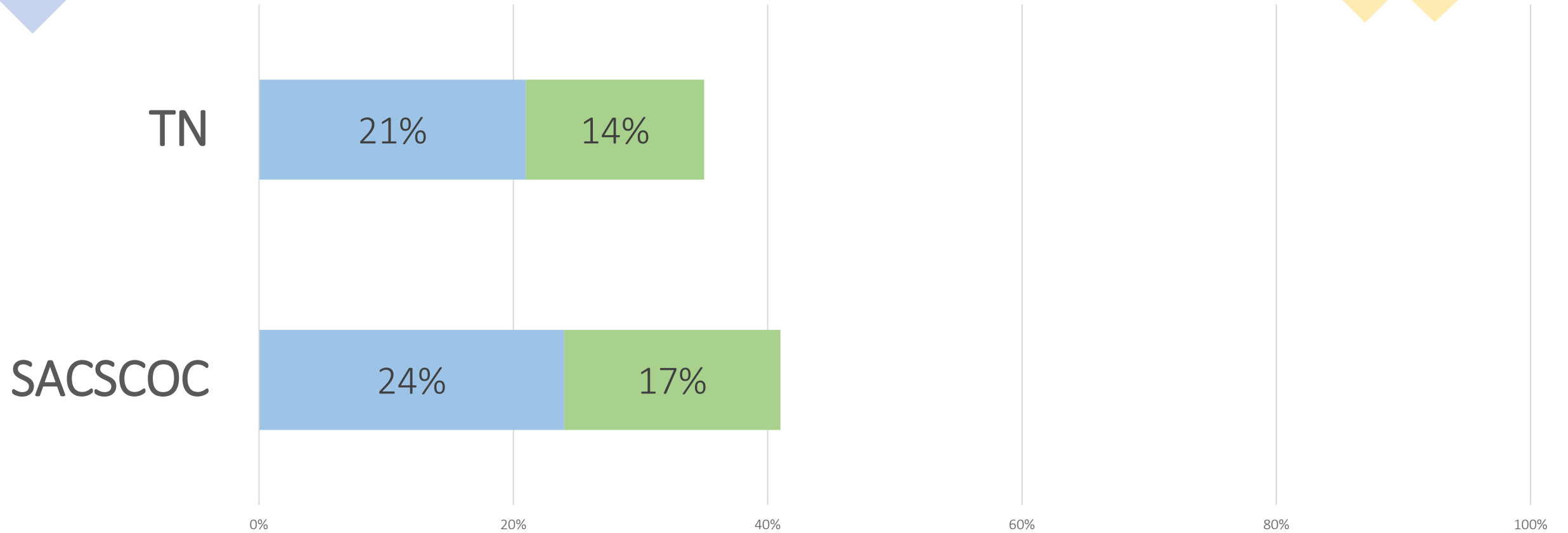


B. IMPACT



**C. CHALLENGES
AND PROJECTIONS**

Scope of Distance Education on Campuses Pre-Pandemic (Fall 2019) (data for survey respondents only | means | IPEDS)



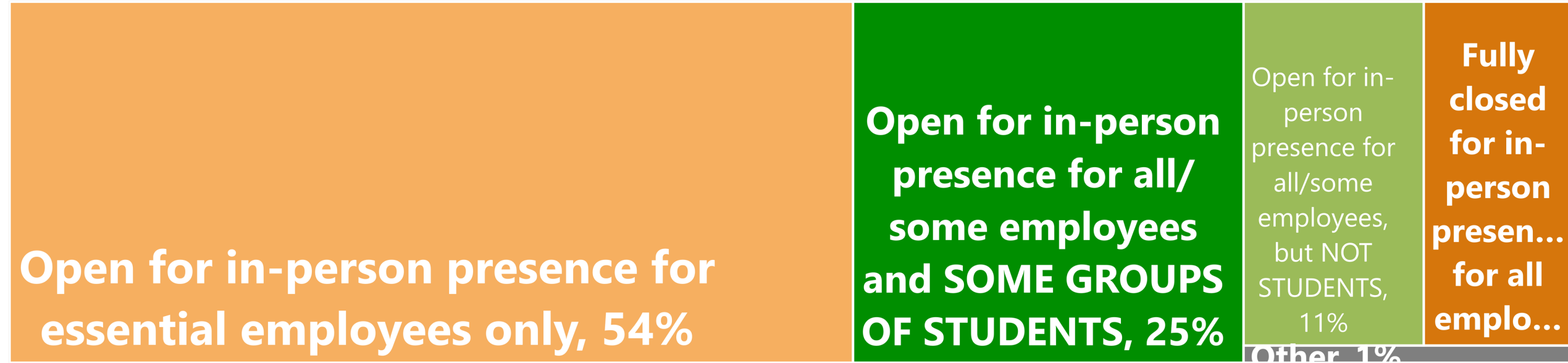
■ % of Students Enrolled in Some DE Courses

■ % of Students Exclusively Enrolled in DE Courses

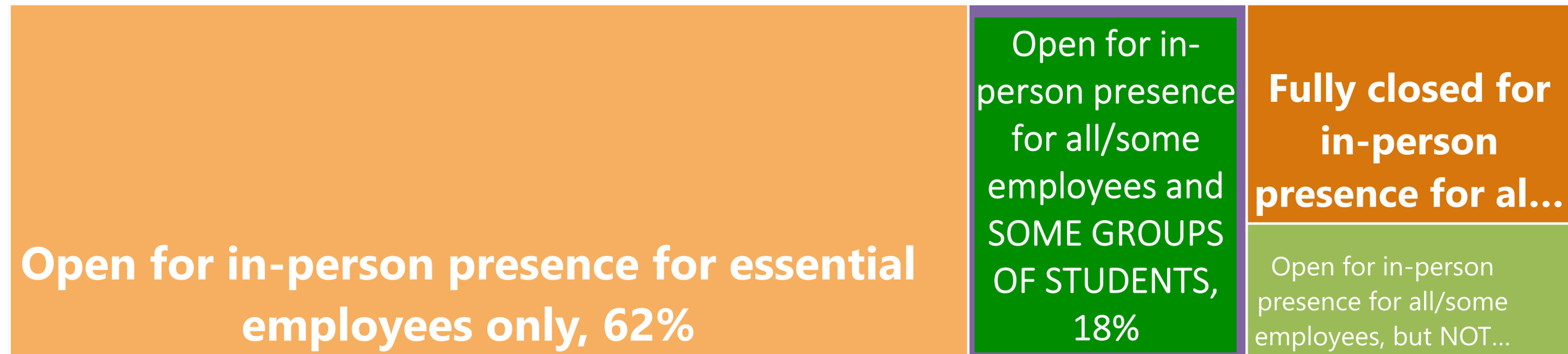
A. Key Actions



Spring 2020 (March - May): Campus Status - *SACSCOC*

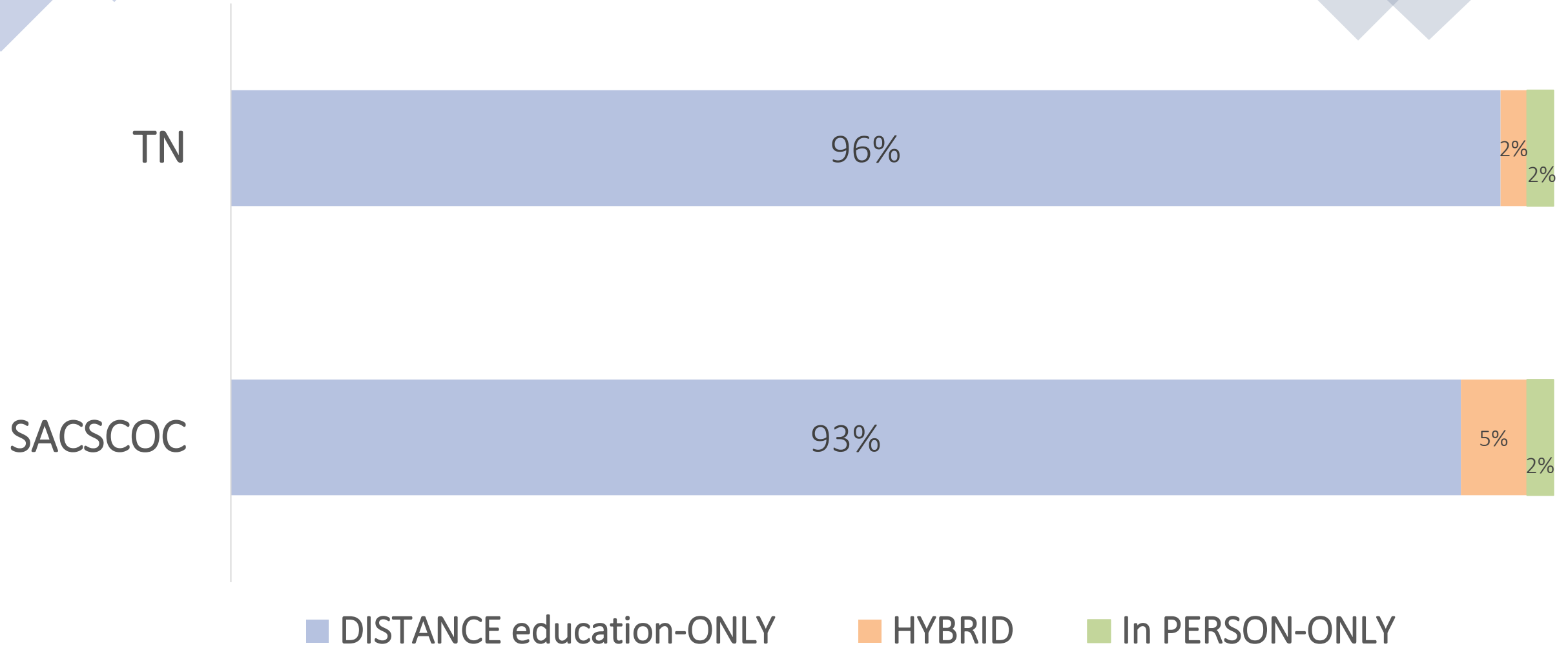


Spring 2020 (March - May): Campus Status - *TN*



March – May 2020: Instructional Delivery Modes

Proportion of the Total Number of Course Sections Offered via: (means)



Fall 2020 (September-November): Campus Status - *SACSCOC*

Open for in-person presence for all employees and ALL STUDENTS, 55%

Open for in-person presence for all or some employees and **SOME GROUPS OF STUDENTS, 38%**

Open for in-person presence for all or some employees, but NOT...

Other

Open for in-person presence f...

Fall 2020 (September-November): Campus Status - *TN*

Open for in-person presence for all employees and ALL STUDENTS, 59%

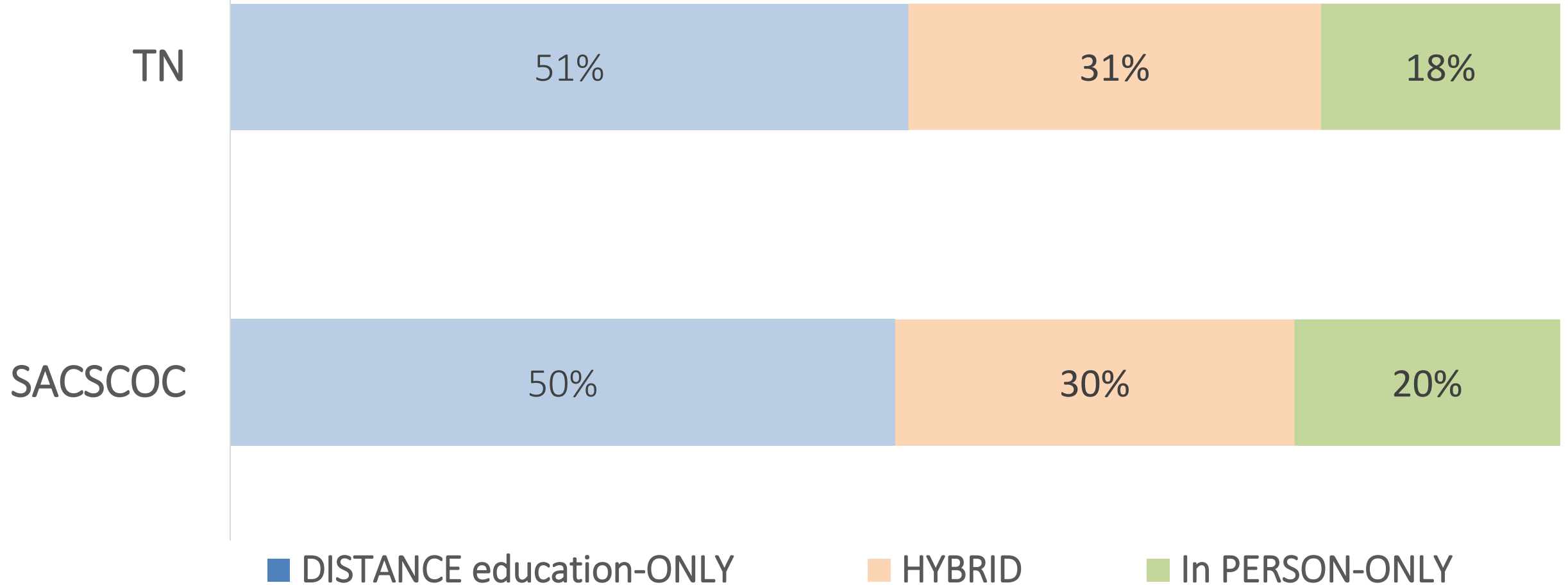
Open for in-person presence for all or some employees and **SOME GROUPS OF STUDENTS, 33%**

Open for in-person presence for all or some employees, but NOT STUDENTS, 5%

Other, 3%

Sept – Nov 2020: Instructional Delivery Modes

Proportion of the Total Number of Course Sections Offered via: (means)



Teaching & Learning: Key Actions

(emerging top categories)



ONLINE PEDAGOGIES &
HY-FLEX COURSE DESIGN



CLASS SCHEDULING
AND SIZE
MODIFICATIONS



HARDWARE
LOANS



CLASSROOM
RETROFIT

Educational Policies: Key Actions

(emerging top categories)



Modified Course Grading Scheme



Test-Optional Admission



Condensed Semesters/Terms



Virtual Academic Ceremonies

Academic and Student Support Services:

Key Actions

(emerging top categories)

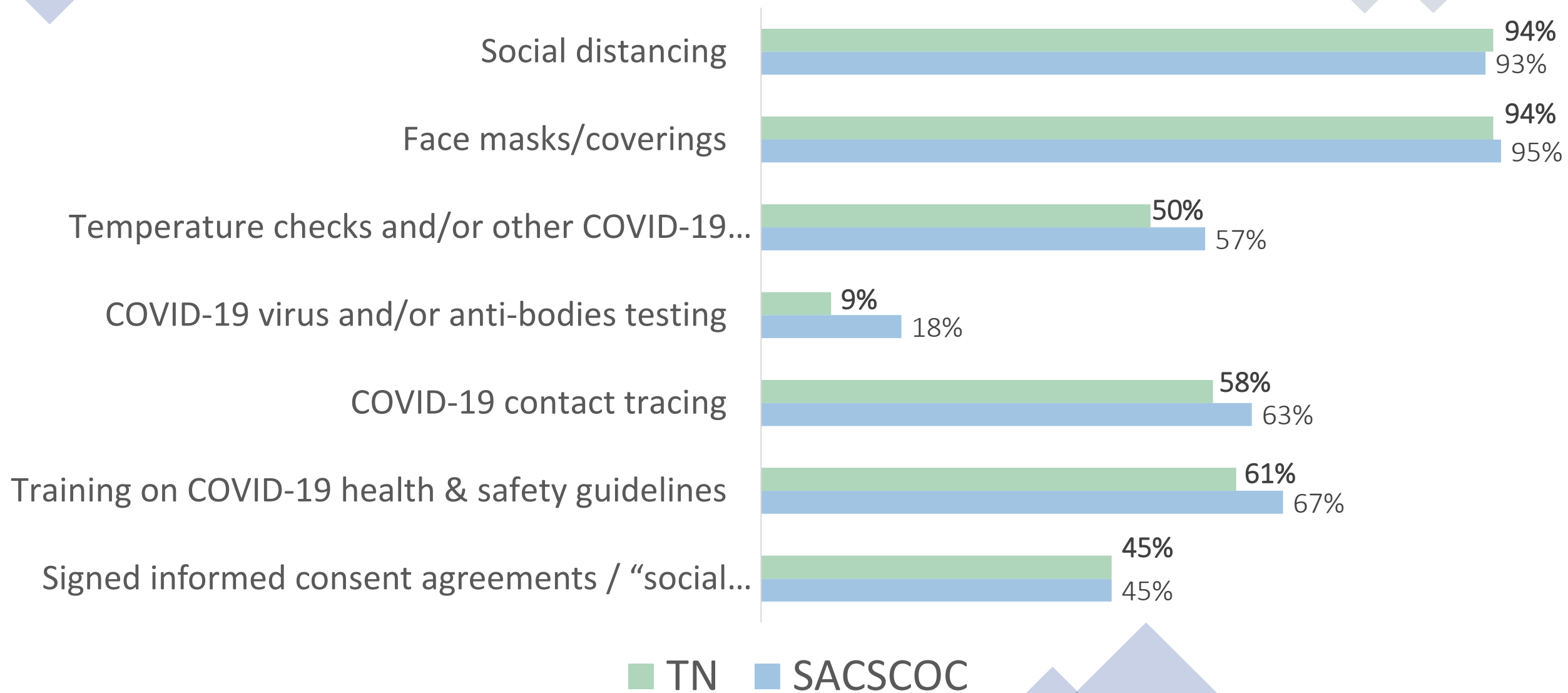
Virtual Engagement

- General Teleconference Platforms
- Specialized Commercial Services
- Online Forms

Social Distancing

- Facilities Redesign and Capacity Controls
- Advanced Scheduling / Ordering
- Modified Hours
- Enforcement Policies
- Suspension of Some Activities

Required COVID-19 Containment / Management Measures: Fall 2020 (% of institutions in the sample reporting)



Chat Questions



B. Estimated Impact



Estimated Impact of COVID on Enrollment

(% of institutions reporting)

100%

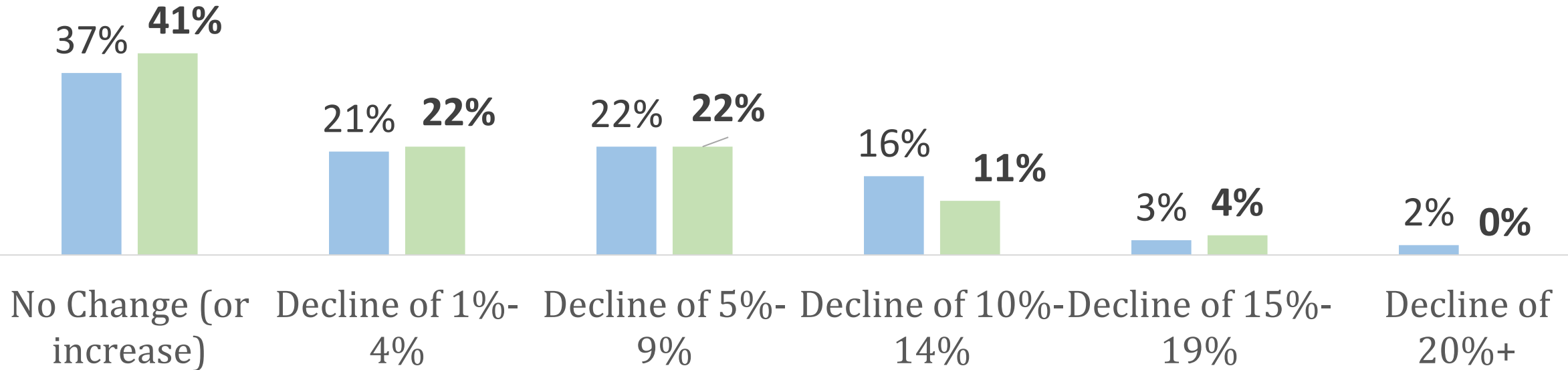
80%

60%

40%

20%

0%



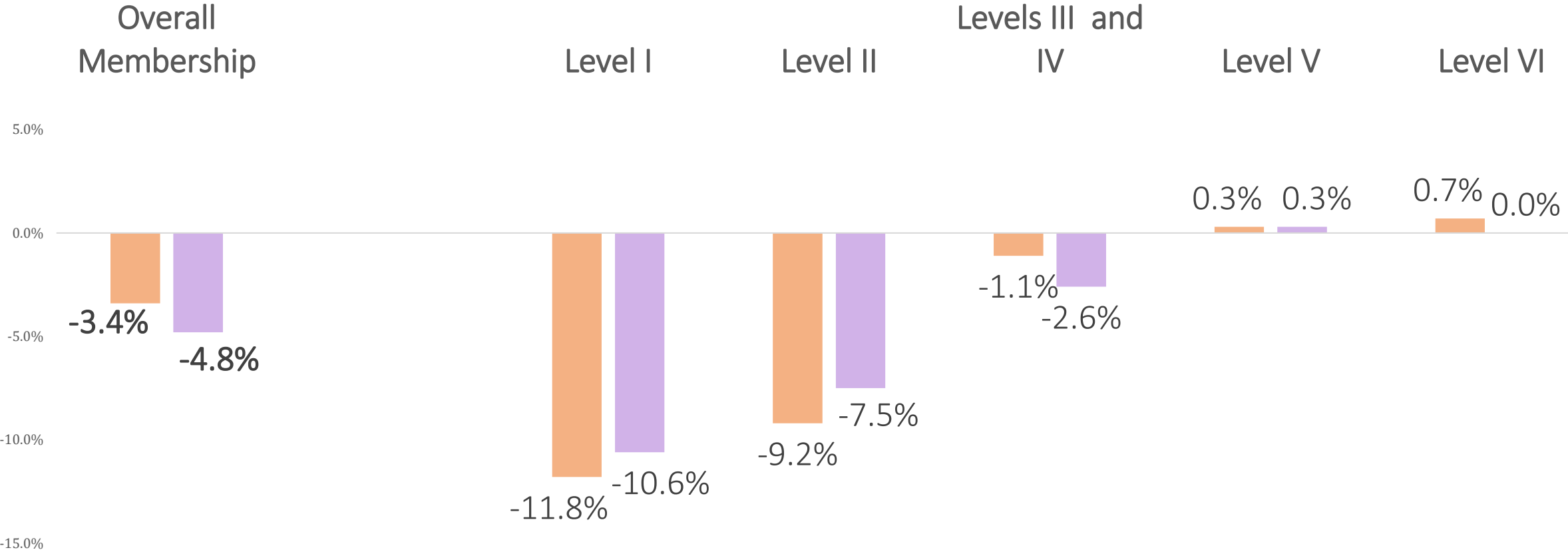
■ SACSCOC ■ TN

Enrollment Decline: Student Sub- Populations

- **New** (esp. first-time)
- Adult
- Lower SES
- International
- Dual Enrollment
- Some Technical /Clinical Programs

Student FTE Dynamics in SACSCOC Schools:

Fall 2020 vs Fall 2019 *(preliminary Annual Profile data)*



■ Overall net FTE Loss/Gain in the Segment
■ Average of Institutional FTE Changes in the Segment

Impact of Pandemic:

*Student Learning
Outcomes and
Completion*

Not Likely

Too Early to Determine

Differentiated Effects

Impact of Pandemic: Virtual/Telework and *Faculty & Staff Productivity*

No Impact

- But increased workload and/or stress

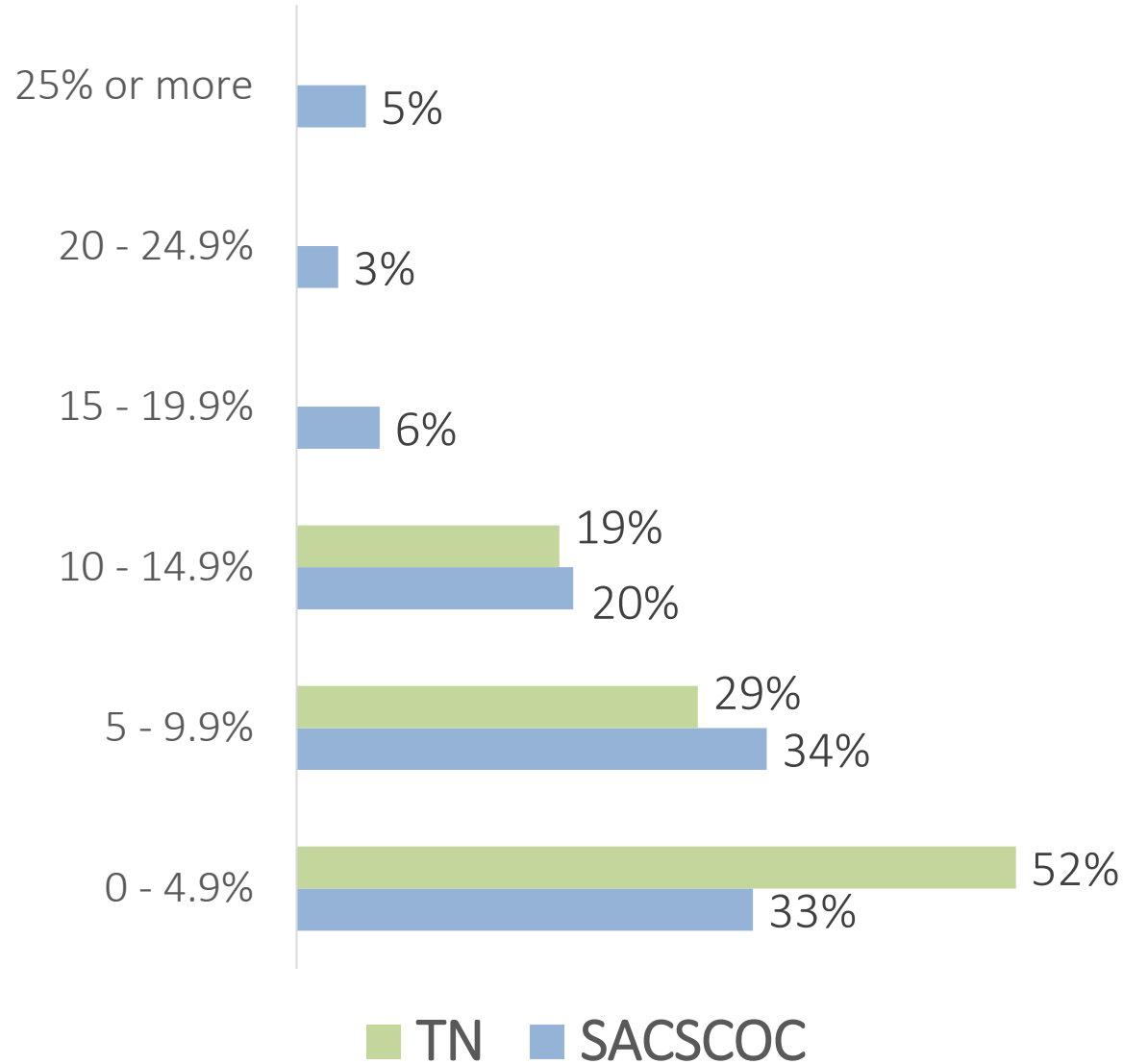
Differentiated Impact

- Spring 2020 vs Fall 2020
- Teaching Faculty vs Research Faculty vs Staff vs Administrators
- Prior Experience w/Online Instruction
- Home/Family Situations

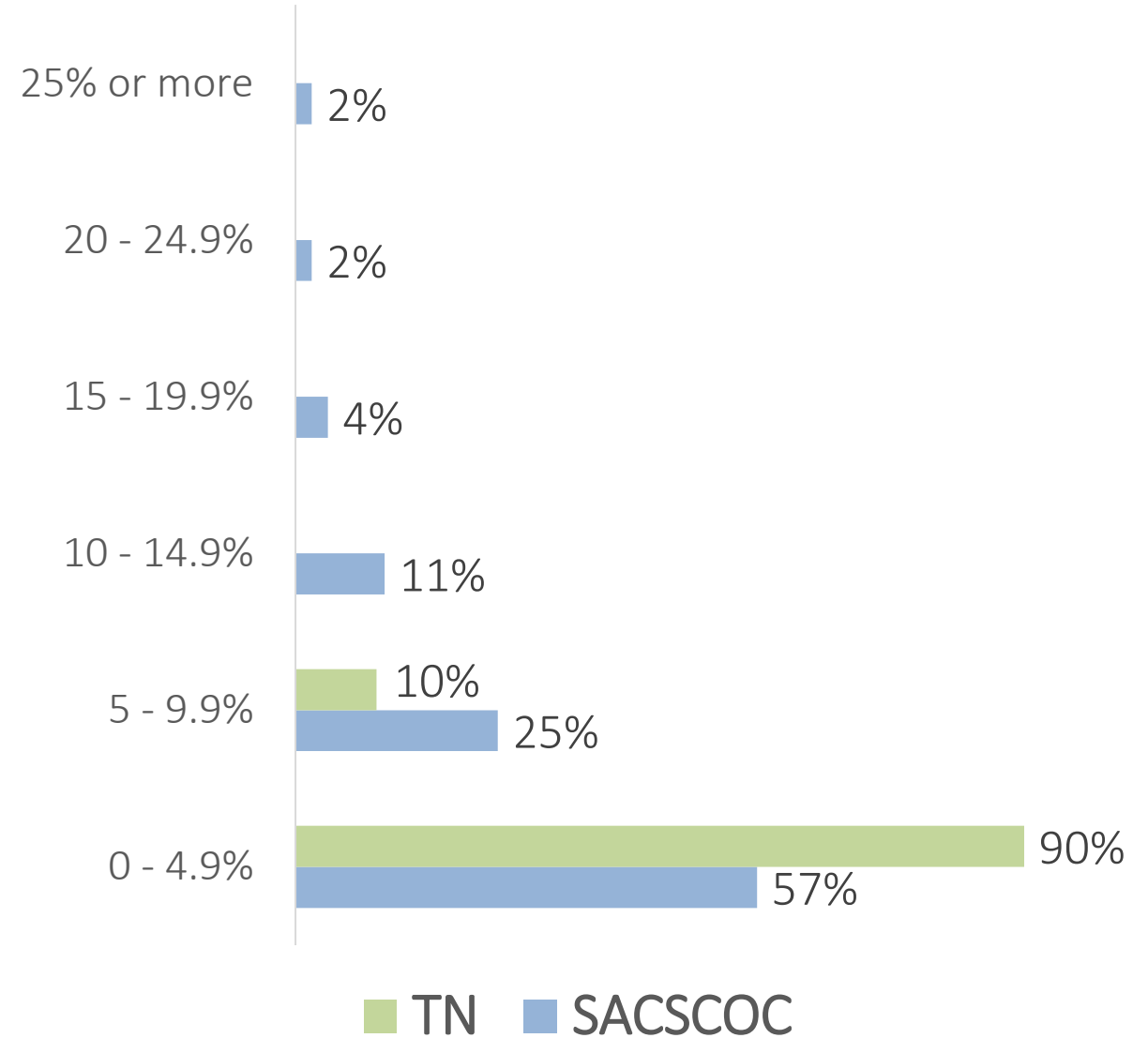
Impact of Pandemic: *Institutional Finances*



Revenues - Estimated Decrease due to COVID (% schools reporting*)



Expenditures - Estimated Increase due to COVID (% schools reporting*)





Unanticipated / Unbudgeted Expenses

- IT / Distance Education Infrastructure
- PPE / Cleaning Supplies
- COVID Testing, Tracing, Quarantining
- Retrofitting Facilities
- Refunds
- Personnel

Loss of Revenues

- Tuition and Fees
- State Appropriations
- Auxiliary Services
- Donors / Sponsored Research

Budget Stabilization Mechanisms



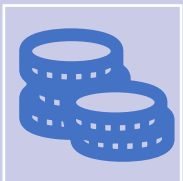
New (Temporary) Revenue Sources

- CARES Act-type aid



Unanticipated Reduction in Expenditures

- Travel
- Utilities and office supplies
- Campus services



Operational Adjustments

- Purchasing Controls
- Project Deferrals
- Endowment Funds
- **Personnel**

Personnel



Hiring Restrictions



Voluntary Early Retirement



Salary Raise Restrictions /
Reductions



Position Reclassifications / Contract
Revisions



Furloughs and Lay Offs (adjuncts /
auxiliary and SS services)

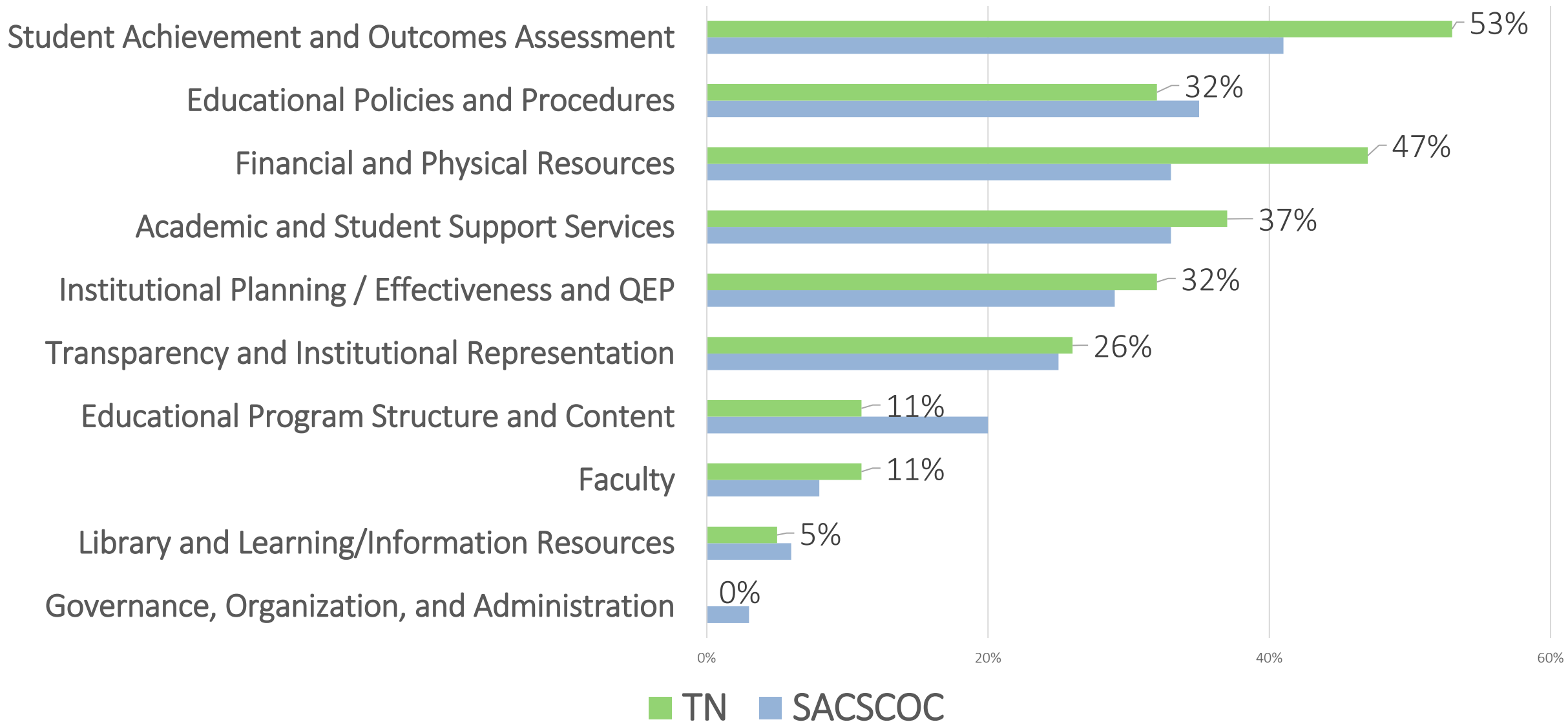
Pandemic and Compliance with SACSCOC *Principles*

- *“The pandemic has not impacted, nor is expected to impact, [Institution’s] ability to maintain compliance with the Principles.”*
- *“We do not anticipate that the COVID-19 pandemic will negatively impact our ability to maintain compliance with SACSCOC Principles of Accreditation. The flexibility offered by recent SACSCOC guidance documents has allowed us to make needed modifications to calendars and schedules as well as policies. SACSCOC Principles of Accreditation are considered by our crisis response team when making decisions.”*

(illustrative quotes from survey responses)

Additional Guidance from SACSCOC in COVID-19 Environment

(% of institutions identifying area as Top 3)



About +

Institutions +

Accreditation +

Documents +

News & Events +

Coronavirus and the Commission

- March 31, 2021 – **Temporary Emergency Relocation of Instruction Related to Coronavirus Outbreak**
- July 9, 2020 – **Implementation Extension Request Due to COVID-19**
- May 13, 2020 – Three new SACSCOC Position Statements
 - Economic-Impact-During-Pandemic
 - Educational-Quality-During-Pandemic
 - Institutional-Planning-and-Assessment-During-Pandemic
- April 13, 2020 – **Update of SACSCOC Matters Related to Coronavirus Outbreak**
- April 13, 2020 – **Response to Request for "Universal Pass" Grades**
- March 31, 2020 – **SACSCOC Flexibilities Policy regarding COVID-19**
- March 26, 2020 – **CARES Act Ed and Workforce Provisions 3.26.20**
- March 24, 2020 – **Processes for Applicant and Candidate Institutions During COVID-19 Disruption**
- March 23, 2020 – **Coronavirus Update**
- March 17, 2020 – **Information for Accrediting Agencies Regarding Temporary Flexibilities Provided to**



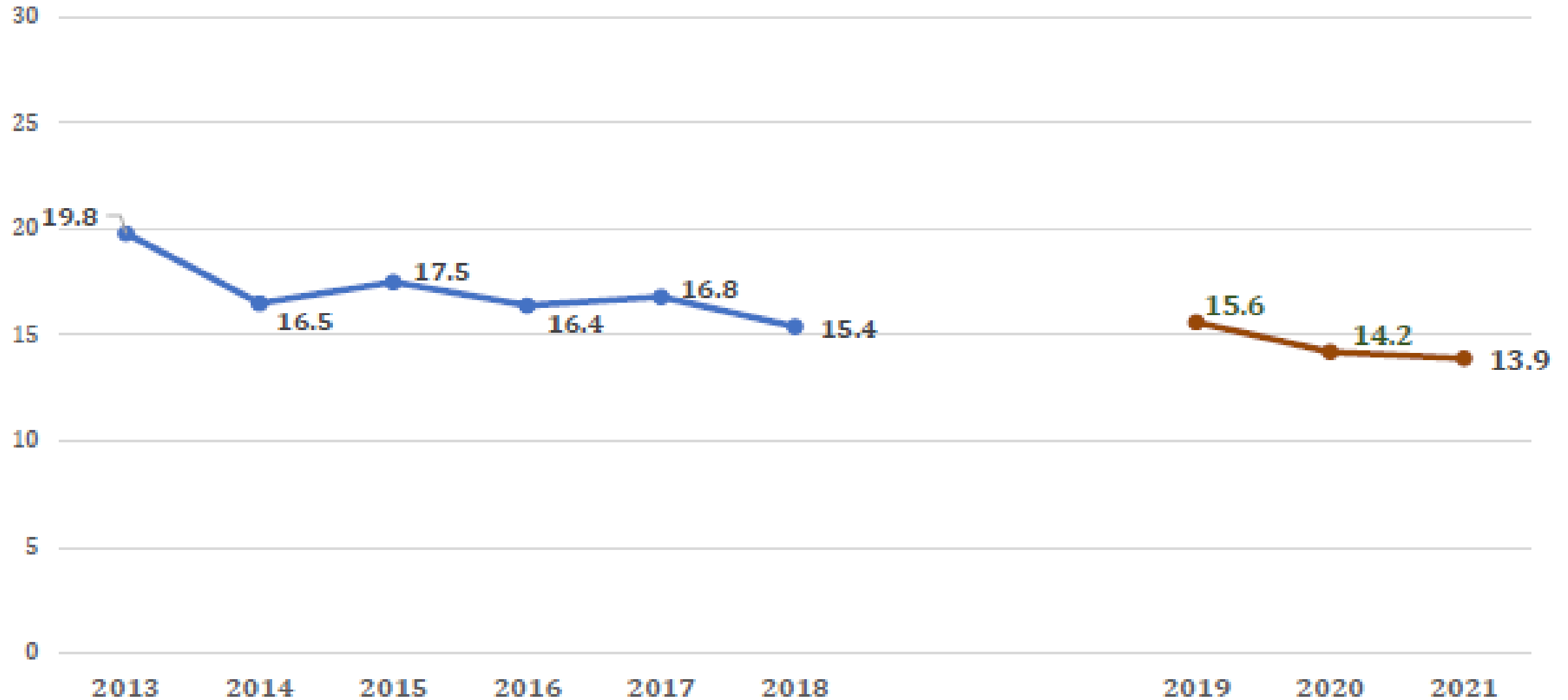
News & Events

- General News
- Coronavirus and the Commission
- Annual Meeting
- Evaluator Training Program
- Events
- Institute on Quality Enhancement and Accreditation
- Latest Research
- Legislative Activities
- President's Communique
- Recent Changes

Top 10 Most Frequently Cited *Principles* in Decennial Reaffirmation Reviews: **OFF-Site** (Initial) Stage of Review

Class of 2019 (n=77) (April/November 2018)			Class of 2020 (n=73) (April/November 2019)			Class of 2021 (n=80) (May/November 2020)		
Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	6.2.a (Faculty Qualifications)	92%	1.	6.2.a (Faculty Qualifications)	79%	1.	6.2.a (Faculty Qualifications)	94%
2.	8.2.a (Student Outcomes: Ed Programs)	61%	2.	13.2 (Financial Documents)	58%	2.	13.2 (Financial Documents)	46%
3.	8.2.b (Student Outcomes: Gen Ed)	56%	3.	5.4 (Qualified Officers)	47%	3.	8.1 (Student Achievement)	45%
4.	8.2.c (Student Outcomes: Academic & Student Services)	52%	4.	6.2.b (Program Faculty)		43%		
5.	6.3 (Faculty Appointment & Evaluation)	49%	5.	8.2.b (Student Outcomes: Gen Ed)	44%	5.	6.2.b (Program Faculty)	41%
6.	6.2.b (Program Faculty)	48%	6.	8.2.c (Student Outcomes: Academic & Student Services)		36%		
7.	5.4 (Qualified Officers)	47%	7.	6.3 (Faculty Appointment & Evaluation)	40%	7.	13.7 (Physical Resources)	35%
8.	8.1 (Student Achievement)	43%	8.	8.2.a (Student Outcomes: Ed Programs)	38%	8.	13.8 (Institutional Environment)	
9.	13.2 (Financial Documents)	42%	9.	13.8 (Institutional Environment)	37%	9.	8.2.b (Student Outcomes: Gen Ed)	34%
10.	6.2.c (Program Coordination)	38%	10.	5.5 (Personnel Appointment and Evaluation)	34%	10.	12.4 (Student Complaints)	
Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)		
<i>Mean</i> =15.6 (<i>SD</i> =7.9) <i>Median</i> =14 <i>Min</i> =4 <i>Max</i> =40			<i>Mean</i> =14.2 (<i>SD</i> =8.6) <i>Median</i> =12 <i>Min</i> =2 <i>Max</i> =41			<i>Mean</i> =13.9 (<i>SD</i> =8.1) <i>Median</i> =12.5 <i>Min</i> =1 <i>Max</i> =42		
Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance		% of the Total Number of Findings of Non-Compliance
Sections 1-5, 14 (26 standards): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Represent.		24% (36%)	Sections 1-5, 14 (26 standards): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Represent.		26% (36%)	Sections 1-5, 14 (26 standards): Integrity; Mission; Basic Eligibility; Governing Board; Admin. & Org.; Transparency & Inst. Represent.		23% (36%)
Section 6 (7 standards): Faculty		18% (10%)	Section 6 (7 standards): Faculty		17% (10%)	Section 6 (7 standards): Faculty		18% (10%)
Sections 7-8 (6 standards): Institutional Planning & Effectiveness; Student Achievement		17% (8%)	Section 13 (8 standards): Financial and Physical Resources		16% (11%)	Section 13 (8 standards): Financial and Physical Resources		17% (11%)
Sections 9-10 (16 standards): Ed Program Structure & Content; Ed Policies, Procedures, and Practices		17% (22%)	Sections 9-10 (16 standards): Ed Program Structure & Content; Ed Policies, Procedures, and Practices		15% (22%)	Sections 9-10 (16 standards): Ed Program Structure & Content; Ed Policies, Procedures, and Practices		15% (22%)
Sections 11-12 (9 standards): Library & Learning/ Info Resources; Acad & Student Support Services		12% (13%)	Sections 7-8 (6 standards): Institutional Planning & Effectiveness; Student Achievement		14% (10%)	Sections 7-8 (6 standards): Institutional Planning & Effectiveness; Student Achievement		14% (10%)
Section 13 (8 standards): Financial and Physical Resources		12% (11%)	Sections 11-12 (9 standards): Library & Learning/ Info Resources; Acad & Student Support Services		11% (13%)	Sections 11-12 (9 standards): Library & Learning/ Info Resources; Acad & Student Support Services		13% (13%)

Mean (average) Number of Standards Cited for Non-Compliance per Institution
OFF-Site (Initial) Stage of Review
(Reaffirmation Classes of 2013-2021)



Chat Questions



C. Current Challenges and Future Projections




Key Challenges: *Physical* Campus

- Enforcing Masks and/or Social Distancing [and vaccination?]
 - COVID Fatigue | Politics
- Redesigning/Retrofitting and Cleaning Facilities
- Implementing COVID Symptom Screening / Tracing / [vaccination?] Procedures
- Addressing Outbreak/Quarantine Disruptions



Key Challenges: *Virtual / Hybrid* Environment

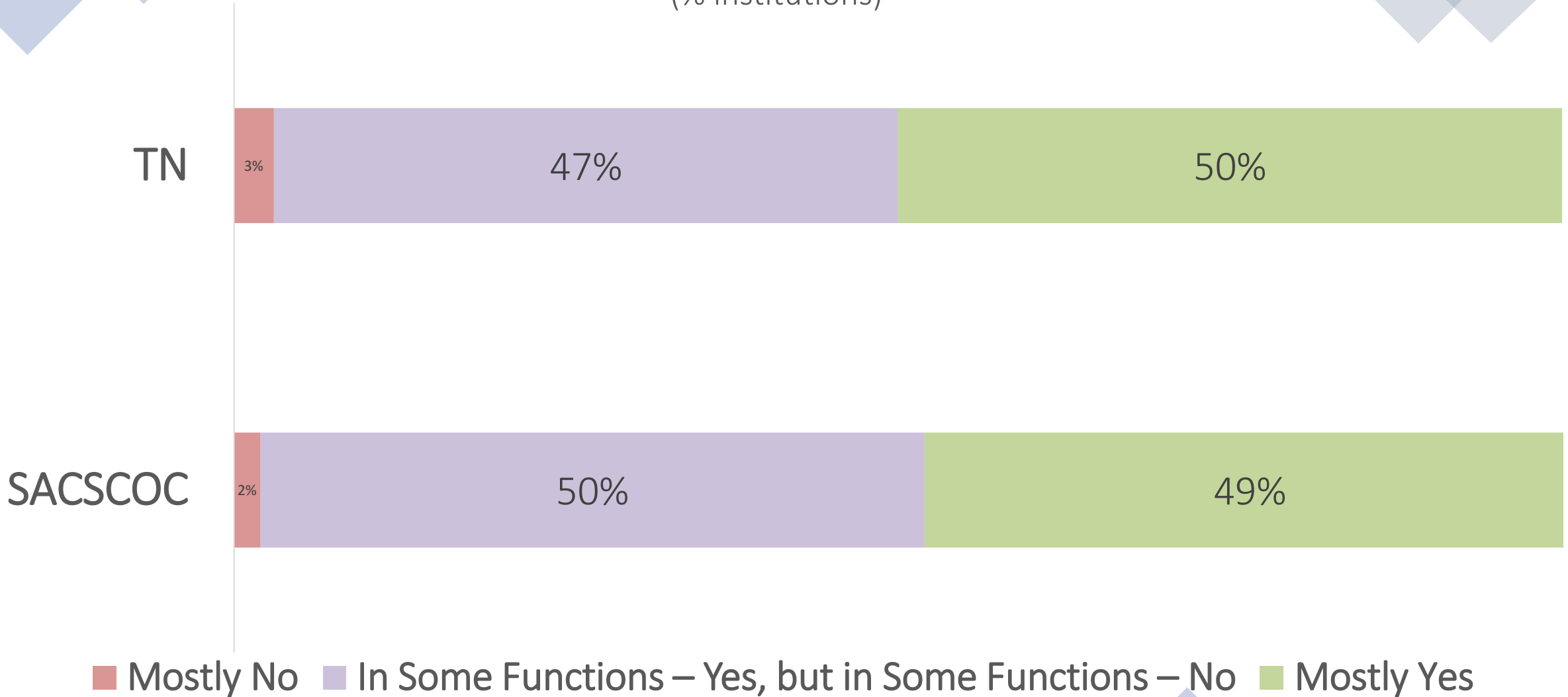
- Technology (access, training, support)
 - Student Engagement (and academic integrity)
 - “Hands-on” Learning Experiences
 - Faculty Burn-Out (esp. in hybrid environment)
 - “High Personal Touch” Academic and Student Support Services
 - Campus Cohesion
- 

Looking Forward: Selected Items for Consideration

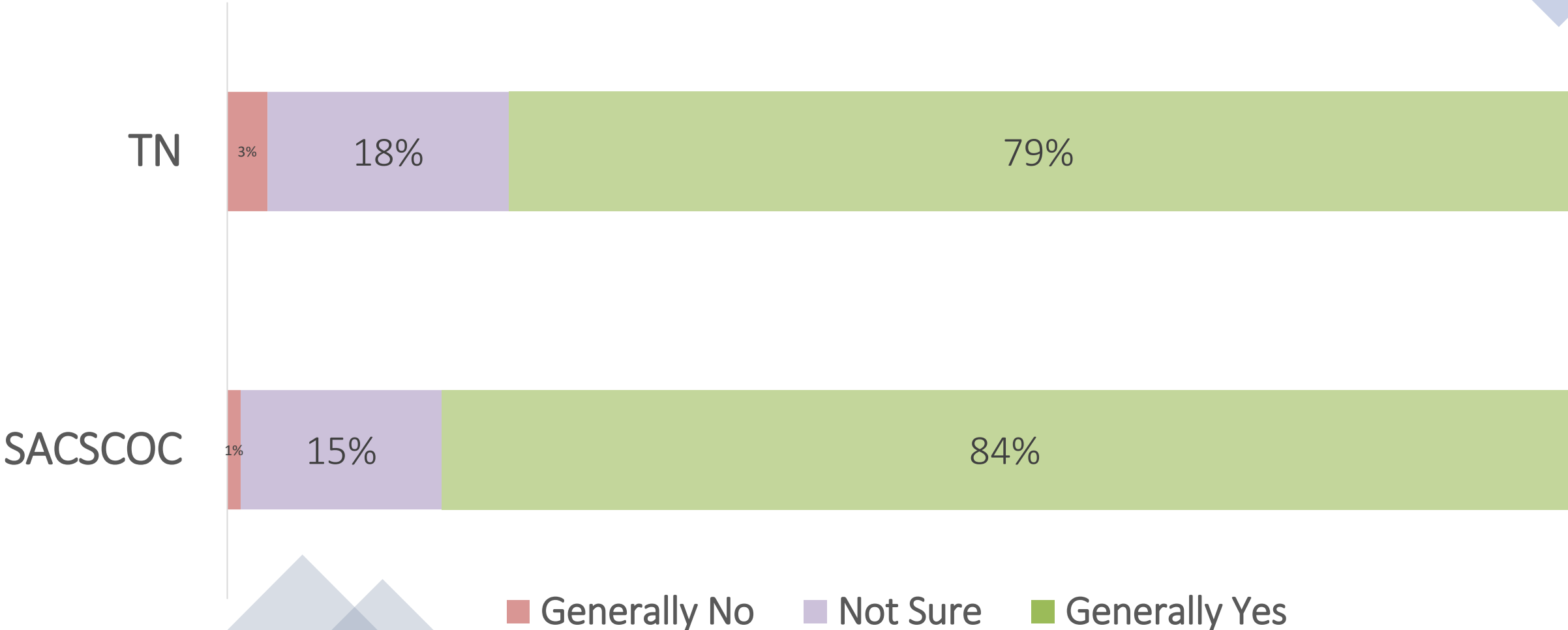
- Student, Faculty and Staff Vaccinations
 - Encouraged vs required?
 - Provided on campus?
 - Booster shots?
- Pandemic provisions in campus safety / emergency / risk management plans and insurance contracts
- Determining effects of the pandemic on student learning outcomes, timely completion, and faculty/staff productivity
- Addressing potential student demand for sustaining HyFlex options
- Long-term utilization of investments made in DE equipment, classroom/facility refurbishing, faculty and staff development, etc.
- Clear accounting for the pandemic related decreases in revenues, increases in expenditures, and federal/state/local aid packages
- Focused write-ups of COVID-19 effects and campus actions in relevant sections of compliance certification reports
- Hosting On-Site Committees

Return to *Pre-Pandemic* Ways of Operations in Key Teaching, Learning, and Administrative Functions

(% institutions)



Do you think that *your own institution* will emerge in the *post-pandemic* world in a stronger state than it was *before* the advent of COVID-19? (% institutions)



SACSCOC Member Institutions
and
COVID-19 Pandemic



Wrap-Up

For more information about TAN visit:

<https://tinyurl.com/TNAccreditationNetwork>