Critical Dates

- August 15, 2004—Compliance Certification document due to SACS.
- November 8-10, 2004—Off-site peer review of Compliance Certification.
- January 2005—Quality Enhancement Plan due to SACS.
- January 2005—Focused Report due to SACS.
- March 2005—On-site peer review.
- December 2-6, 2005—Action on reaffirmation of accreditation by SACS/COC.
Components of the Review

- Certification of Compliance with standards for accreditation.
- Preparation of a Quality Enhancement Plan.
Compliance Certification

For each of the standards for accreditation UWF will be asked to:

- Identify whether the University is in compliance with the standard.
- Prepare a “compelling argument” justifying the compliance rating.
- Submit appropriate documentation in support of the compelling argument.
Revised SACS Standards

- Reduced the number of standards from over 450 to approximately 80.
- Grouped the standards in three major categories:
  - Core Requirements,
  - Comprehensive Standards, and
  - Federal Mandates.
Comprehensive Standards

- Institutional Mission, Governance, and Effectiveness.
- Programs.
- Resources.
Comprehensive Standards: Programs

- Educational Programs:
  - All educational programs,
  - Undergraduate programs, and
  - Graduate and post-baccalaureate professional programs.
- Faculty.
- Library and Learning Resources.
- Student Affairs and Services.
Sample Standards: Core Requirement 5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.
Sample Standards:
Core Requirement 8

The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs.
Sample Standards:
Comprehensive Standard 16

The institution identifies expected outcomes for its education programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.
Sample Standards: Comprehensive Standards/Programs/Educational Programs 1

The institution demonstrates that each educational program for which academic credit is awarded is (a) approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.
Sample Standards: Programs/Faculty 20

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below.
The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty.
Credential Guidelines:

a. Faculty teaching general education courses at the undergraduate level: a doctoral or a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: a doctoral or a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: a baccalaureate degree in the teaching discipline, or an associate degree and demonstrated competencies in the teaching discipline.

d. Faculty teaching baccalaureate degree courses: a doctoral or a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline.

e. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

f. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.
Sample Standards: Federal Mandate 1

When evaluating success with respect to the institution’s mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.
Quality Enhancement Plan: Characteristics

- Descriptive title.
- Persuasive rationale for the QEP.
- Goals that focus on improving student learning.
- Statement of the student learning outcomes.
- Review of “good practices” related to the QEP.
Quality Enhancement Plan: Characteristics (continued)

- Implementation framework including timelines and necessary resources.
- Evidence of resource support.
- Comprehensive evaluation plan clearly linked to the goals of the QEP.
- Support among campus constituency groups.
Quality Enhancement Plan: Selection of Focus

- Carefully designed, focused course of action to improve quality of student learning.
- Focus may evolve from issues related to student learning in the institutional effectiveness process.
- Decision should be based on empirical data and analysis whenever possible.
Focus should be within the resource capability of the institution.

Clear potential for an observable impact on student learning.

*Student learning* defined as “changes in knowledge, skills, attitudes, and/or values that are attributable to the collegiate experience.”
Project Organization
(Who’s doing the work?)

- Leadership Team.
- University-wide Steering Committee.
- Academic Programs Steering Committee.
- Compliance Certification Task Forces.
- Quality Enhancement Plan Task Force.
- UWF SACS Project staff.
Compliance Certification Task Forces

- Governance & Administration.
- Planning & Evaluation.
- General Education.
- Undergraduate Programs.
- Graduate Programs.
- Continuing Education.
Compliance Certification Task Forces (continued)

- Enrollment Services.
- Faculty.
- Library/Learning/Information Resources.
- Student Support Services.
- Resources.
- Development.
Submission of Documents to SACS

- Documents submitted electronically.
- Web Site being designed for:
  - Use by SACS peer review teams.
  - Use by UWF SACS task forces in preparation of required reports.
  - Posting faculty vitae and course syllabi.
  - Providing accreditation information to the campus community.
Project Contacts

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