UWF SACS REAFFIRMATION OF ACCREDITATION PROJECT

Presentation to
UWF SACS Leadership Team
July 16, 2003
Components of the Review

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

“The QEP is based upon a comprehensive and thorough analysis of the effectiveness of the learning environment for supporting student achievement and accomplishing the mission of the institution.”
“The QEP is used to outline a course of action for institutional improvement by addressing an issue—or issues—that contributes to institutional quality with special attention to student learning.”
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.
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: Core Requirement 9

The institution . . . provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.
Members of the governing board can be dismissed only for cause and by due process.
The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.
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: Undergraduate Programs 15

The institution identifies competencies within the general education core and provides evidence that graduates have attained those college-level competencies.
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.
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.
Quality Enhancement Plan: Selection of Focus (continued)

- 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.
Resources Required to Complete Reaffirmation of Accreditation Tasks

- Appreciation for support already provided.
- Critical importance of current and continuing support from ITS in development of online support systems.
- Online availability of policy and procedures documents.
Resources Required to Complete Reaffirmation of Accreditation Tasks

- Support from Leadership Team.
- Support from the Provost’s Office.
- Support from the Deans.
- Support from the department chairs and unit directors.
Resources Required to Complete Reaffirmation of Accreditation Tasks

- Encouragement of persons invited to serve on CC task forces.
- Commitment of Marketing Communications to serve as overall editor of documents.
- As early identification as possible of identification of QEP coordinator and task force.
- Commitment that resources will be available to implement the approved QEP.
Resources Required to Complete Reaffirmation of Accreditation Tasks

- Creating a culture of assessment.
- Providing resources to units so that assessment data is collected and incorporated into planning.
- Using information available through unit planning efforts in planning and budgeting.
Keeping the University Community Informed: Presentations

- Board of Trustees.
- Foundation Board.
- University Planning Council.
- Faculty Senate.
- College Councils.
- Department Chairs.
- Divisional Meetings.
Keeping the University Community Informed: Publications

- President’s Newsletter.
- E-news.
- Voyager.
Keeping the University Community Informed: Web Site

- UWF SACS Web site.
- UWF Intranet news page.
Project Contacts

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