UWF SACS REAFFIRMATION OF ACCREDITATION PROJECT

Presentation to College Councils
Focus on Student Learning

*Student learning* is defined as “changes in knowledge, skills, attitudes, and/or values that are attributable to the collegiate experience.”
Components of the Review

- Certification of Compliance (CC) with standards for accreditation.
- Off-site peer review of CC.
- Preparation of a Quality Enhancement Plan (QEP).
- On-site peer reviews of QEP.
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, and
  - Graduate and post-baccalaureate.
- 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.
Additional UWF Expectation

- Identification of ways in which the University can improve the quality of its programs and services even though the standard has been rated “in compliance.”
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.”
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.

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Proposed QEP Theme

Adding value through active learning and student engagement.
Critical Dates

- **June 9, 2003**—Orientation of Leadership Teams.
- **September 9, 2003**—UWF SACS Compliance Certification Task Force Orientation.
- **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 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.
Sample Standards: Mission, Governance, Effectiveness 15

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.
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.
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: 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.
Faculty Qualifications

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

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.
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 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.
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.
- Fountain.
- E-news.
- Voyager.
Project Contacts

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