

SACS ACCREDITATION REAFFIRMATION

**Kick-Off Presentation
January 26, 2005**

Key Elements Of New Standards

- No Comprehensive Self-Study
- Compliance Certification
- Quality Enhancement Plan
- Two reviews instead of one

Compliance Certification

- Compliance with core requirements
- Compliance with comprehensive standards
- Compliance with requirements related to participation in Title IV programs
- Present best case for compliance with all 73 principles; narrative plus volumes of supporting documents/evidence
- Examples are available – websites linked via Blackboard

Quality Enhancement Plan (QEP)

- The QEP provides us with the opportunity and an impetus to enhance the overall quality and effectiveness of our institution by focusing on an issue or issues that we consider important to improving student learning.
- The QEP must describe “a carefully designed and focused course of action **that addresses a well-defined topic or issue(s) related to enhancing student learning.**”
- The QEP will include a narrative (75 pages max) and appendices (25 pages max).

Keys for the QEP

- The QEP has engaged all appropriate campus constituencies.
- The QEP is part of the institution's culture and is being embraced. However, this is future focused and the plan should not be something that has already been completed.
- Careful analysis of the institutional context and of consideration of best practices related to the QEP's topic or issues.
- A implementation plan (clear timeline) that includes necessary resources and support.
- An evaluation plan must be presented.

University Leadership for Reaffirmation

- Leadership Team
 - Manage and validates the process; Provide leadership in selecting the focus of the QEP; Final review of the Compliance Certificate and QEP; Write the Focused Report (if necessary)
- Compliance Certification Team and Subcommittees
 - Responsible for conducting the institutional analysis of compliance and drafting the report
 - "Achieving widespread institutional participation for the compliance review is *not* a goal."
 - Subcommittees will conduct an evaluation of institutional policy and procedure in several core areas.
- Quality Enhancement Plan Team
 - Ensure broad input into identification and selection of topic; conduct research and write the draft of the plan; manage the plan once it is developed.

Compliance Certification Subcommittees

- Mission, Governance, and Administration
- Institutional Effectiveness
- Educational Programs
- Faculty
- Student Affairs and Services
- Library and Other Learning Resources
- Financial and Physical Resources

Timeline – 2004-2005

- Fall 2004
 - Establishment membership for all committees
 - Hire SACS Coordinator
- Spring 2005
 - All Committees Begin Meeting (January)
 - Compliance Certification Team and Subcommittees – Collect data and write rough draft (August 2005)
 - Quality Enhancement Plan Team – determine focus of QEP (August 2005)
 - Hire Web Page Designer
- June 13, 2005
 - Orientation of four members of the Leadership Team by SACS (Atlanta)

Timeline – 2005-2006

- August 2005-June 2006
 - Develop the Compliance Certification Report
- August 2005-January 2006
 - Collect information and write the preliminary Quality Enhancement Plan
- January 2006-June 2006
 - Solicit widespread feedback on the Quality Enhancement Plan from the University Community
- June 2006-August 2006
 - Final review of the Compliance Certification by Leadership Team
 - Website is field tested to determine the extent to which it is “user friendly”

Timeline – 2006-2007

- September 10, 2006
 - Compliance Certification Report is signed by President and SACS Liaison and submitted to SACS
- August – October 2006
 - Final feedback for QEP is sought from University Community and then the plan is submitted to Leadership Team for Final Review
- November 6-10, 2006
 - Off-Site (on-line) Peer Review is conducted by SACS
- November 2006-January 2007
 - Write the Focused Report in response to Off-Site Review (if necessary)
- January 2007 (six weeks in advance of on-site review)
 - Quality Enhancement Plan and Focused Report are due to SACS
- March or April 2007
 - On-Site Peer Review is conducted by SACS (focus is on QEP, but also will follow up on questions from the Off-Site Review)
- May or June 2007
 - Prepare a response to the On-Site Peer Review regarding factual errors

Timeline – 2007-2008

- June-September 2007 – Prepare and send a detailed University response to all recommendations from the On-Site Review Committee
- December 2007 – Review of Findings and Action Taken by SACS (Commission on Colleges)

Timeline - 2012

- Impact Report is Due (documents the extent to which the QEP has affected outcomes related to student learning)