

Reaffirmation of Accreditation @ UofL

October 14, 2014

Brief History

1895 - Southern Association of Colleges and Schools (SACS) began

1915 - UofL first accredited by SACS

2007 - UofL last reaffirmed as Level V institution (Bachelor's, Master's, Specialist, Doctoral and First-Professional degrees)

2017 - Next Reaffirmation

Reaffirmation Process

The Principles of Accreditation provide for:	Responsible Party:
Compliance Certification—16 Core Requirements; <ul style="list-style-type: none">• 72 Comprehensive Standards;• 9 Federal Requirements	Institution
Off-Site Peer Review of Compliance Certification	Commission
Quality Enhancement Plan (QEP)	Institution
On-Site Peer Review of QEP	Commission
Commission Review of Results and Judgment	Commission

2017 Reaffirmation of Accreditation

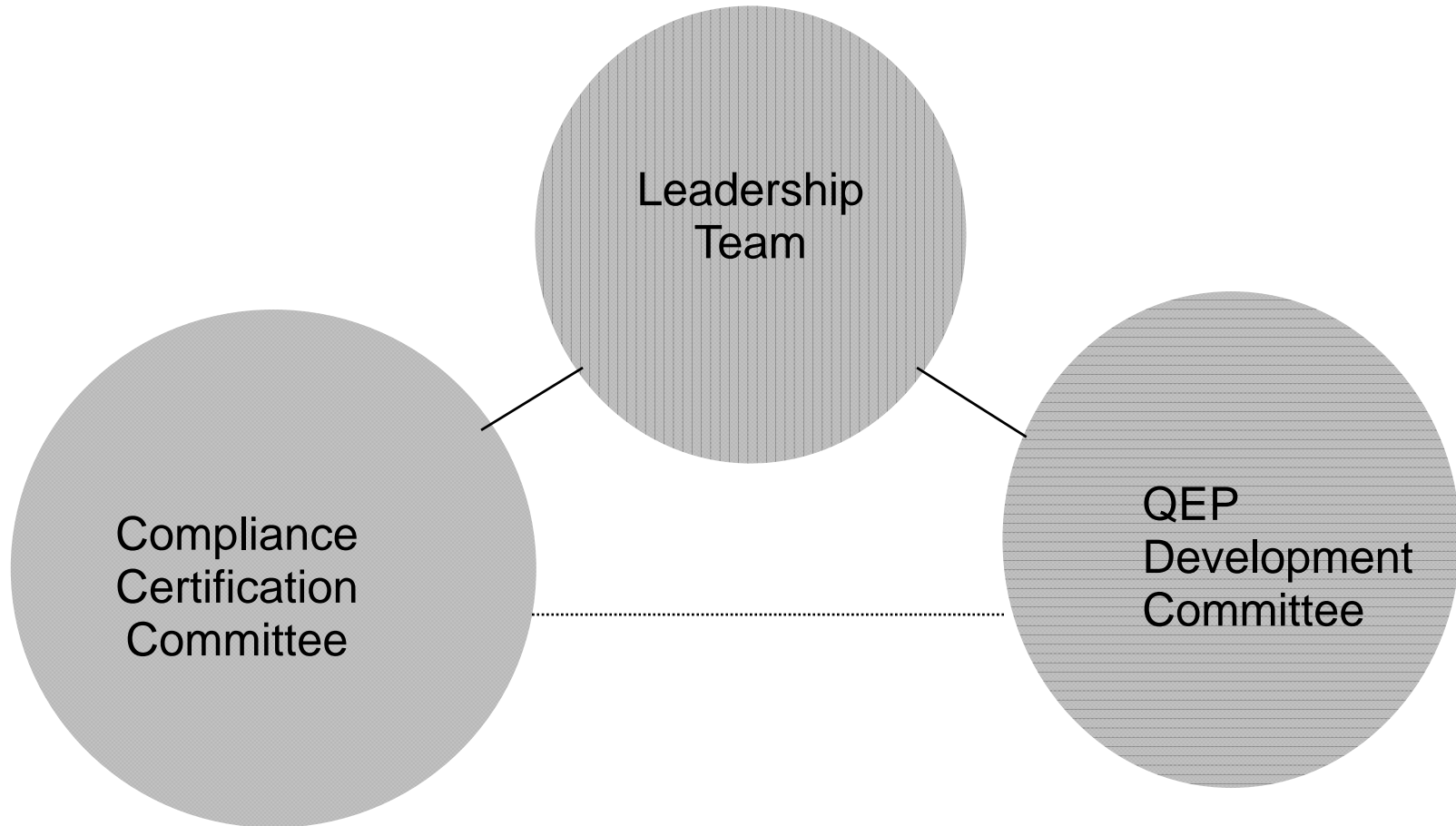
Compliance Certification

- Audit of university compliance
- Submitted September 2016
- Reviewed by Off-Site Committee

Quality Enhancement Plan (QEP)

- Proposed 5-year Student Learning Plan
- Submitted **6 weeks prior** to On-Site Visit
- Reviewed by On-Site Committee – Spring 2017

SACS Committee Organization



Committee Roles

- The Leadership Team will provide general oversight to the process and will approve/sign-off on any final submissions to SACS. This team is headed by the President and the Provost.
- The Quality Enhancement Plan Development Committee will develop a document focused on a topic central to the institutional mission and that impacts student learning. The QEP will be reviewed extensively by a variety of constituents.
- The Compliance Certification Team will complete an analysis of compliance for each Core Requirement, Comprehensive Standard and Federal Requirement based on the work of the eight subcommittees.

Review Process - Compliance

- Core Requirements – institutional mission and effectiveness; educational programs; faculty. In order for an institution to maintain accreditation in good standing without sanction an institution must maintain compliance with all core requirements.
- Comprehensive Standards – governance; degree programs; faculty credentials; library and learning resources; student affairs; physical and financial resources. Areas of non-compliance are reported by the on-site visit team to SACSCOC for review and action (directive to the institution with timeframe for remediation).
- Federal Requirements – HE Amendments, recruitment; academic policies; publications. SACSCOC under contract to USDOE monitors compliance with the federal standards.

Commonly Cited Principles

Requirement or Standard	Compliance Area
2.8	Adequacy of full-time faculty
2.5	Institutional effectiveness
2.12	Acceptable QEP based on key issues emerging from student learning assessment results
3.2.10	Administrator evaluations
3.3.1.1	Student learning improvement based on assessment results
3.3.2	Acceptable QEP; broad-based involvement, goals, and assessment plan
3.4.3	Admissions policies published
3.4.7	Consortial relationships/contractual agreements
3.5.4	Terminal degrees of faculty (25% rule at baccalaureate level)
3.7.1	Faculty competence/credentials/transcripts
3.12	Substantive change

Faculty Credentials (3.7.1)

For all Faculty hires (full-time and part-time) the:

1. Institution must verify degrees;
2. Institution must have international credentials evaluated for comparability;
3. Institution must document qualifications and maintain a personnel file for all faculty (full-time hires - Faculty Personnel Office, Part-time hires – in the academic unit);
4. Institution must connect qualifications and course outcomes/descriptions; and
5. Instructional faculty teaching outside of their degree discipline or at a degree level not aligned with their credentials require a justification be written.

Faculty Credentials Roster

1	2	3	4	5
Name	Courses Taught	Course Description	Academic Degrees Earned	Other Qualifications/ Experiences

Faculty roster must be completed for a full academic year (2014-15/2015-16)
Data will be derived from PeopleSoft and reviewed for accuracy when preparing the roster.
Primary components of the roster – faculty transcripts, course syllabi and instructor justifications.
Personnel files maintained by the university must support information listed in faculty credentials roster.

Consortial Agreements

3.4.7

Consortial relationships/contractual agreements - An institution is responsible for ensuring the quality of all course work offered through consortial relationships or contractual agreements and included on its students' transcripts as credit earned from the institution (i.e joint degrees – UL/UK Executive MBA, articulation agreements – Ultra, consortial agreements – Metroversity, Metropolitan College).

3.13.2

Collaborative Academic Arrangements: Policy and Procedures (new standard since 2007) - The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements and signed final copies of the agreements (i.e. MPH Program in Pakistan).

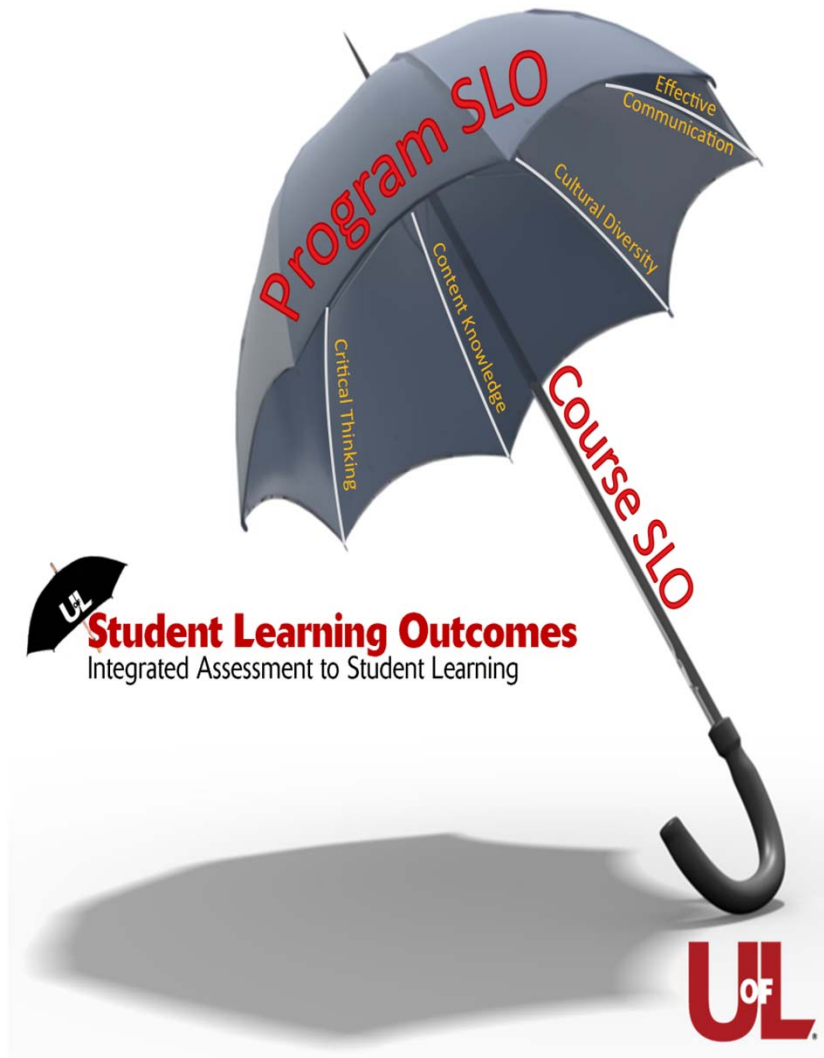
Substantive Changes

3.12

Substantive change - Member institutions are required to notify SACSCOC of institutional changes and, when required, seek approval prior to the initiation of changes (i.e. new branch campus, 50% or more of a program offered at an off-campus location [domestic & international], 50% or more of a program offered via distance education).

- If an institution fails to follow the substantive change policy and procedures of the SACSCOC, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to unreported substantive change. In addition, the institution's case may be referred to the Commission for the imposition of a sanction of for removal from membership.
- For more information - <http://louisville.edu/oapa/substantive-change>

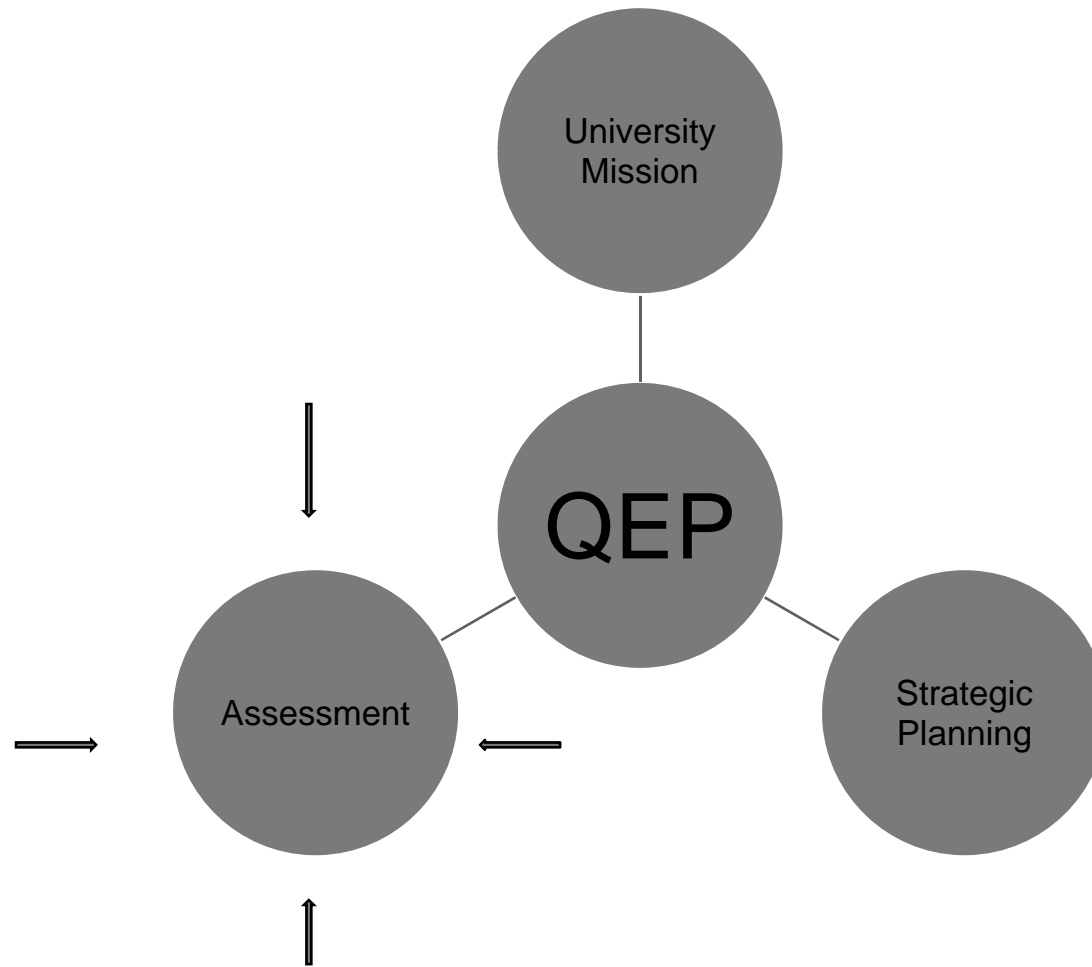
Student Learning Outcomes (3.3.1.1)



Institutional Effectiveness

- Course Syllabi
- Course Objectives
- Student Learning Outcomes
- Program-level metrics that demonstrate impact on learning

Acceptable Quality Enhancement Plan (2.12 & 3.3.2)



Quality Enhancement Plan

- Complement strategic planning and institutional mission
- Enhance student learning
- Focused and forward thinking
- Reflect current best practices
- Capitalize on university strengths and weaknesses
- Engage the university community
- 75 (+25) Pages
- Will be the focus of the SACS on-site visit team

Compliance Assist (CA)

The reaffirmation committee process will use CA to:

- Organize information collected to address the compliance standards
- Write compliance report drafts and share information to edit and finalize
- Compile final QEP report
- Organize all evidence and supporting compliance documentation
- Publish a complete self-contained report for the external reviewers.

For more information about the 2017 SACS reaffirmation:
<http://louisville.edu/oapa/2017-sacs-reaffirmation-project>

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