IV. QUALITY ENHANCEMENT PLAN

- Broad-based institutional involvement
- Focuses on learning outcomes and/or the environment supporting student learning
- Institutional commitment for comprehensive planning and effective implementation
- Report of results in five years (2017)

V. CREDENTIALS

- Clear justification for the competence of faculty assigned to teach all classes
- Detailed roster for three semesters
- Preliminary audit of all faculty credentials being conducted by Human Resources

VI. SCHEDULE

March 2011       Compliance Certification Submitted
May 2011         Off-Site Review of Compliance Certification
August 2011      QEP Submitted
November 2011    On-Site Review of QEP and Selected Compliance Items
June 2012        Decision by Commission on Colleges
I. ABOUT SACS

- 10-year reaffirmation cycle

- The accrediting standards used by the Commission on Colleges are contained in the handbook *Principles of Accreditation: Foundations for Quality Enhancement.*

- The Commission evaluates an institution and makes accreditation decisions based on the following:
  - Compliance with the Principle of Integrity (Section 1)
  - Compliance with the Core Requirements (Section 2)
  - Compliance with the Comprehensive Standards (Section 3)
  - Compliance with additional Federal Requirements (Section 4)
  - Compliance with the policies of the Commission on Colleges

- As part of the reaffirmation process, the institution will provide two separate documents:
  - Compliance Certification
  - Quality Enhancement Plan (QEP)

- Accreditation is based upon a peer review process. This process is comprised of three steps:
  - The Off-Site Peer Review
  - The On-Site Peer Review
  - Review by the Commission on Colleges

II. INSTITUTIONAL EFFECTIVENESS

- SACS Recommendation (2002) Section III (Institutional Effectiveness)
  - “The Committee recommends that the College establish a systematic evaluation process which assures that both college and unit-level institutional effective measures are outcome-based and documented college wide.”

- In accordance with the SACS recommendation, all instructional programs, administrative units, and campuses will complete annual planning and evaluation reports, and that such evaluations should be outcome-based. Such outcomes will include: Student Learning Outcomes, Program Outcomes, College-Level General Education Competencies, Efficiency/Effectiveness, and Quality Services to Students and Customers.

- In documenting the effectiveness of NOVA’s degree-awarding programs and selected career studies certificates, special emphasis is placed on student learning outcomes.
  - Programs define what knowledge and skills students are expected to acquire during the program.
  - Programs designate the means through which student learning outcomes are assessed.
  - To close the feedback loop, programs develop a process for meaningfully incorporating assessment data into planning and evaluation, thereby demonstrating continuous improvement.

III. COMPLIANCE

- Detailed explanation and documentation of institutional compliance with some 70 Core Requirements, Comprehensive Standards, and Federal Requirements

- Includes Institutional Mission; Governance and Administration; Institutional Effectiveness; Educational Programs; Faculty, Library, and Other Learning Resources; Student Affairs and Services; Financial Resources; Physical Resources; Substantive Changes; and Representation of Accreditation Status