



SCHEV, SACS, & QEP: Working toward Convergence

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Prepared for the Virginia Assessment Group Fall 2005 Conference

Virginia Beach, Virginia, November 16-18, 2005

Goal of Presentation

- To develop concrete suggestions to promote collaboration in meeting requirements of SCHEV and SACS

Goal: example

- All Virginia colleges and universities must report on student learning for SACCS, SCHEV, and as part of the Restructuring Act.

Outline of Presentation

- How can we integrate efforts to meet common reporting requirements?
- Where are the points of convergence?
- Points of Convergence: Part I
- Points of Convergence: Part II
- Next/first steps ...

Principles to guide the integration of reporting requirements

- Optimize points of convergence
- Avoid redundancies (in evidence/requirements)
- Focus on student learning
- Support rigorous, useful, and appropriate accountability

SCHEV & the Restructuring Act

Institutional Performance Standards

- Access
- Affordability
- Academic offerings
- **Academic standards**
- Student progress and success
- Enhanced access and affordability
- Economic development
- Research
- Enhancing K-12

Institutional Performance Standards:

Academic standards

- Institution reports on total programs reviewed under SACS assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy/program changes were implemented. (Academic standards)
- Institution maintains acceptable progress towards a target that decreases the annual number of lower division students denied enrollment in introductory (100- and 200-level) courses. (Course availability)
- Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member. (Faculty productivity)

SACS Principles of Accreditation

Core Requirements

- 2.1 - Degree-granting Authority
- 2.2 - Governing Board
- 2.3 - Chief Executive Officer
- 2.4 - Institutional Mission
- 2.5 - **Institutional Effectiveness**
- ...
- 2.11 - Resources
- 2.12 - Quality Enhancement Plan

Core Requirement 2.5

- 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.

SACS Principles of Accreditation

Comprehensive Standards

3.1 - Institutional Mission

3.2 - Governance and Administration

3.3 - **Institutional Effectiveness**

3.4 - **Educational Programs - All Educational Programs**

3.5 - **Educational Programs - Undergraduate Programs**

...

3.9 - Student Affairs and Services

3.10 - Financial and Physical Resources

Comprehensive Standard 3.3

- The institution identifies expected outcomes for its educational 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.

Comprehensive Standard 3.4.10

- The institution defines and publishes general education requirements for its undergraduate programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

Comprehensive Standard 3.5

- The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

Points of convergence: Part I

- Collaborative approach
- Shared evidence
 - Virginia Assessment Group
 - SCHEV

Shared evidence

Comprehensive Standard #3.2.2.2 (Fiscal stability of the institution): The legal authority and operating control of the institution are clearly defined for the following area within the institution's governance structure: fiscal stability of the institution.

§ 23-1.01. Annual reports required of boards of visitors.

The boards of visitors of each institution of higher education shall submit an annual report to the Governor and General Assembly on or before November 1 of each year. Such report shall contain, at a minimum, the annual financial statements for the year ending the preceding June 30 and the accounts and status of any ongoing capital projects.

(1984, c. 734; 1985, c. 146; 2004, c. 650.)

Points of convergence: Part II

- SCHEV & SACS student learning reporting requirements
- Similarities, differences
 - Purposes
 - Value for promoting student learning
 - Audiences
 - Regulatory authority
- Impediments & challenges to a collaborative approach
- Incentives for a collaborative approach

Next/first steps in a collaborative model of accountability

- How can we optimize the value of accountability efforts?
- How can we work together to enhance student learning in higher education?
- How can we work together to champion higher education at the local, regional, national levels?
- What do our answers imply? What do they mean practically?