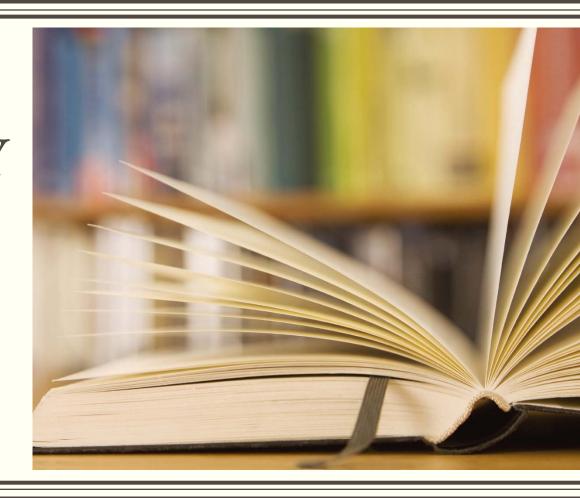
PREPARING A LIBRARY FOR SACSCOC REAFFIRMATION OF ACCREDITATION

Alice Daugherty, Assessment Librarian LSU Libraries LUC 2013



Items covered in today's presentation

- SACS-COC
- Library's role
- Documentation needed
- Challenges and Opportunities
- Question and Answer time

What is SACS-COC?



Southern Association of Colleges and Schools Commission on Colleges

The mission of the SACS-COC is to assure the educational quality and improve the effectiveness of its member institutions.



What is SACS-COC?

• The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

(emphasis added)

Fundamental Characteristics of Accreditation

- Participation is voluntary
- Member institutions develop, amend, and approve requirements
- Process is appropriate to the type of institution
- Accreditation is a form of self-regulation
- Accreditation requires institutional commitment and engagement

- Accreditation is based upon a peer review process
- Accreditation acknowledges prerogative to articulate mission
- Accreditation requires institutional commitment to quality enhancement
- Accreditation expects a balanced governing structure
- Accreditation expects support structures and resources

COMPLIANCE CERTIFICATION

Completion of the Compliance Certification requires three actions by the institution for each of the standards:

- (1) determining the level of compliance,
- (2) attaching documentation that supports the level of compliance indicated, and
- (3) developing a narrative that summarizes, links, and interprets the documentation as it builds a case in support of the level of compliance indicated.

COMPLIANCE CERTIFICATION (continued)

- A "backwards looking" document that demonstrates the university's current and prior years compliance with the principles
 - Core Requirements "Basic," "broad-based," and "foundational" requirements that "establish a threshold of development required of an institution seeking initial or continued accreditation
 - Comprehensive Standards These standards are "more specific to the operations of the institution, represent good practices in higher education, and establish a level of accomplishment expected of all member institutions."
 - Federal Requirements As required by Title IV of the Higher Education Act

Resources

- The Principles of Accreditation: Foundations for Quality Enhancement
 - http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf

- SACSCOC Resource Manual
 - http://www.sacscoc.org/pdf/Resource%20Manual.pdf

- SACSCOC Handbook for Institutions Seeking Reaffirmation
 - http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf

Principles of Accreditation

- There are 91 principles the university has to address for reaffirmation of accreditation
- The Libraries is responsible for

FOUR PRINCIPLES

- Principle 2.9 (Core Requirement)
- Principle 3.8.1 (Comprehensive Standard)
- Principle 3.8.2 (Comprehensive Standard)
- Principle 3.8.3 (Comprehensive Standard)

Additional Principles

...and a few additional principles that you learn about as you go along.

- Principle 3.3.1.3 Institutional Effectiveness: Student Support Services
- Principle 4.5 Procedures Addressing Student Complaints

Libraries' Role Principle 2.9

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered.

Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

(emphasis added)

Libraries' Role Principle 3.8.1

The institution provides facilities and learning/information resources that are appropriate to support its *teaching*, *research*, *and service mission*.

(emphasis added)

Libraries' Role Principle 3.8.2

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Libraries' Role Principle 3.8.3

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Documentation Needed

- EVERYTHING YOU CAN THINK OF
- Seriously; and you still might need more. No joke.



Documentation Needed

- Principle 2.9 ended with over 100 supporting documents
- Samples of assessment and changes made because of assessment
- Samples of expenditures
- Usage data
- Circulation statistics
- Organization chart of Libraries' employees

- CVs of all faculty and department heads
- All qualifications/positions of faculty and department heads
- Any materials supporting distance learning/distance education
- Building plans/floor plans
- Information literacy enrollment
- Reference transaction statistics

Opportunities and Challenges

- See gaps in services
- See areas of superior services
- Opportunity to align future library endeavors with accreditation requirements
- Greater knowledge of each units' role within the library
- Greater knowledge of the libraries' role within the university
- Greater knowledge of the impact of libraries within higher education

- Not a streamlined process
- SACS requirements aren't particularly clearly defined
- Must write judiciously
- More than 2+ years of diligent work
- Demanding deadlines
- Gaining support and buy-in from all employees

Question and Answer Time!

Thank you for listening.

Presented today by:

Alice Daugherty, Assessment Librarian

LSU Libraries

Email: adaugher@lsu.edu

