

SACSCOC Reaffirmation

LONGWOOD
UNIVERSITY

Reaffirmation of Accreditation

To be eligible for federal financial aid funding, higher education institutions must be accredited by a national accrediting agency. Ours is SACSCOC. Every ten years, they check on policies, processes, and operations that go across every unit of the institution – including Student Achievement, Institutional Planning and Effectiveness, Administration and Organization, Financial and Physical Resources, Faculty, Educational Program Structure and Content, and Academic and Student Support Services.

This process is a comprehensive self-study of the institution.

Reaffirmation of Accreditation

	Compliance Certification (past and present)	Quality Enhancement Plan (present and future)
2021-22	Initial data collection and first drafts	Topic recommendation and selection
2022-23	Data refinement, second and third drafts, independent external review	Topic development and writing
2023-24	Submission (September) Focused report (January) On-site visit (March)	Partial submission (September) Final submission (January) On-site visit (March)

Who is Involved?

Reaffirmation Leadership Team	Compliance Writing Team
W. Taylor Reveley IV, President	Russ Carmichael, Director of Planning and Real Estate Services
Larissa Smith, Provost and VPAA, Professor of History	Jen Fraley, Dean of Students
Louise Waller, Vice President for Administration and Finance	John Miller, Associate Professor of English
JoEllen Pederson, Associate Professor of Sociology	Melissa Rhoten, Professor of Chemistry
Pam Tracy, Director for the Center for Faculty Enrichment, Professor of Communication Studies	Brent Roberts, Dean of the Greenwood Library
David Shoenthal, Associate Provost & Associate VPAA, Professor of Math	Shoenthal again
	Sarah Tanner-Anderson, Assistant Professor of Educational Leadership
	Linda Townsend, Director of Assessment

Quality Enhancement Plan (QEP) Development and Writing Committee

Pam Tracy

Chair

Waleed Ahmed

Assistant Director of Admissions & Retention

Sarai Blincoe

CCCAS Assistant Dean for Curriculum and Assessment, Department Chair,
Associate Professor of Psychology

Erica Brown-Meredith

Assistant Professor of Social Work, Director of the CLASP Program

JoEllen Pederson

Associate Professor of Sociology, Faculty Liaison for the Reaffirmation
Leadership Team

Cheryl Steele

Dean of Student Engagement

Quality Enhancement Plan (QEP) Development

LONGWOOD
UNIVERSITY

Standard 7.2: Quality Enhancement Plan

Part of Institutional Planning and Effectiveness

The institution has a Quality Enhancement Plan that (a) has a **topic identified** through its **ongoing, comprehensive planning and evaluation processes**; (b) has **broad-based support** of institutional constituencies; (c) focuses on **improving specific student learning outcomes and/or student success**; (d) **commits resources** to initiate, implement, and complete the QEP; and (e) includes a **plan to assess** achievement.

Five-year plan to enhance student learning and/or success by focusing on a specific topic

Topic: Preparing for Post-Graduate Success

QEP Goal:

- For students to choose and complete curricular and co-curricular experiences that are linked to their post-graduate plans.
- Accomplishing this goal requires building sustainable faculty and staff partnerships.

Topic: Preparing for Post-Graduate Success

- Mechanism to move the needle on retention, as identified by institutional data

Outcome (to date)

Improve Longwood's retention of first-time full-time students, particularly Pell Eligible, male, and African American/Black students.

Topic: Preparing for Post-Graduate Success

- Goals influence outcomes, which influence strategies. A plan to assess the impact of the QEP must accompany the document.
- Feasibility (resources, expertise, assessable) – we can't incorporate every idea as part of the QEP, but concurrent opportunities can help.

What does Post-Graduate mean?

- Career
- Advanced Study
- Community Engagement & Global Citizenship

Topic: Preparing for Post-Graduate Success

Skills, Knowledge, and Attitude development

- Self-awareness
- Cultural awareness
- Financial literacy
- Connecting theory to practice
- Problem Solving & informed decision making
- Group communication and collaboration skills
- Effective use of technology
- Understanding of organization systems and structure
- Resiliency & adaptability

Timeline: Topic Development and Writing

July – August 2022

- Planning retreat, (virtual) consultant visit, initial goal(s) and outcome(s)

August – October 2022

- Topic Research

September – October 2022

- Gather campus feedback and insights, including one-on-one's with particular areas, focus group discussions and surveys with institutional constituencies (faculty, staff, administration, & students) and relevant University Planning Council (UPC) subcommittees.

October 2022 – December 2022

- QEP Writing

January 2023 – February 2023

- External review

Timeline: Topic Development and Writing

February 2023 – April 2023

- Additional campus feedback, sharing of ideas

Summer 2023

- Further external feedback

September 2023

- Submit partial QEP information with compliance certification.

January 2024 – February 2024

- Finalize entire QEP, submission to on-site team.

March 2024

- Presentation to SACSCOC on-site team.

Summer 2024 – Summer 2029

- Refinement and implementation.

So how can you help?

- Consider possible outcomes and implementation strategies.
- Attend feedback sessions and complete surveys to offer ideas.
- Share ideas with your Senator or your department chair.