

Guidelines for Review of Consortia Relationships & Contractual Agreements

Overview

This document provides guidelines for reviewing all current and future consortial relationships and contractual agreements. This process is in keeping with SACSCOC Comprehensive Standard 3.4.7, which states, “The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.”

Responsibility

Review of consortial relationships and contractual agreements will be the responsibility of the Consortia Review Committee (CRC). Members will include the Registrar (Chair), Dean(s), Institutional Research representative, and program coordinator (if applicable).

Colleges/departments requesting the addition of future consortia relationships or contractual agreements will need to submit narratives and documentation responding to sections 1 through 8 of these guidelines.

Instructions

The respective college/department will respond to standards 1 through 8 (pages 2-3) by providing ample narrative and supporting data/documentation that substantiates the compliance of the external institution. Standards nine and ten will be the responsibility of the CRC. Based on the narratives and documentation submitted, the CRC will evaluate the proposed consortial relationship and/or contractual agreement. The committee will assign a score for each standard (see pg. 5). The total possible score is 100. For approval, an external institution/program will need a minimum score of 80. If the program/institution is approved, a final deliverable, including college/department narrative and documentation, committee responses, and evaluative material, will be packaged and signed by the Vice President for Institutional Research and Effectiveness, the Chair of the Committee, the respective Dean(s), and the program coordinator (if applicable). The report of the CRC along with approval signatures will be stored in the Office of the Registrar. Students may not receive academic credit for consortia or study abroad programs unless said programs have been pre-approved through this review process.

Standards for Compliance

1.0 Relationship to SEU Mission

The external institution should have a viable mission statement that reflects its educational programs and services. Furthermore, the mission statement should have an organic connection to the SEU mission and goals. The college/department should consider the following questions: (1) What is the mission statement for the external institution? (2) What evidence exists of a clear linkage between the SEU mission statement and that of the external institution? (3) How is the external institution's program an outgrowth of the SEU mission and goals? *(See Comprehensive Standard 3.1.1 and Federal Requirement 4.2 for justification.)*

2.0 Admission and Recruiting Standards

The external institution should publish and adhere to admission policies in compliance with SACSCOC standards. The committee should consider the following questions: (1) What are the admission policies for the institution? (2) How are they based on widely accepted standards for undergraduate and graduate applicants? (3) What evidence exists that admission policies are consistent with the stated mission of the external institution? (4) What evidence exists that the standards for admission are clear, reasonable, and consistently implemented? (5) How does the institution disseminate admission policies and are they uniform in all publications? *(See Comprehensive Standard 3.4.3 and Federal Requirement 4.6 for justification.)*

3.0 Faculty Qualifications

The external institution should employ competent faculty members, qualified to accomplish its mission. With regard to faculty, both quantity and quality are critical. The college/department should consider the following questions: (1) What are the institution's definitions of terms such as student-faculty ratio, full-time faculty, etc.? (2) How does the institution determine the number of faculty needed to achieve its mission? (3) What is the responsibility of the institution's faculty with regard to carrying out the mission of the institution? (4) What are the institution's policies on the employment of part-time or adjunct instructors? (5) How does the institution determine the competencies of faculty and justify that the qualification meet these competencies? (6) How does the institution document the qualifications for each member of the faculty? For this standard, college/departments should supply a faculty roster, demonstrating the adequacy and qualification of faculty at the external institution. *(See Core Requirement 2.8 and Comprehensive Standard 3.7.1 for justification.)*

4.0 Instructional Resources

The external institution should provide adequate library collections as well as other learning/information resources consistent with its educational programs. Furthermore, the institution should provide appropriate academic support services, which enhance the educational services and contribute to the achievement of students. The college/department should consider the following questions: (1) What are the library resources and are they appropriate to support the educational programs offered? (2) How does the institution provide access to library/learning resources? (3) How does the institution ensure the adequacy and relevance of library/learning

resources? (4) What academic support programs exist for faculty and staff? (5) How does the institution ensure that the students have knowledge of access to academic support programs and services? *(See Core Requirement 2.9 and Comprehensive Standards 3.4.9, 3.8.1, 3.8.2, and 3.8.3 for justification.)*

5.0 Student Support Programs

The external institution should have appropriate and effective student program and services, which are central to student learning and development. In order to do so, the institution should have student affairs (life) personnel with adequate educational training and experience. The college/department should consider the following questions: (1) What are the various student support programs and services? (2) How are the student support programs staffed? (3) What are the qualifications of the student support staff? *(See Core Requirement 2.10 and Comprehensive Standard 3.9.3 for justification.)*

6.0 Evaluation of Student Learning

The external institution should identify expected outcomes for its education programs; assess whether it achieves those outcomes; and provides evidence of improvement based on analysis of results. The college/department should consider the following questions: (1) How are expected outcomes clearly defined in measurable terms for each academic program? (2) What is the evidence of assessment activities? (3) How does the institution use assessment results to improve its programs? (4) What practices does SEU employ to measure the success of these relationships? *(See Comprehensive Standard 3.3.1.1 for justification.)*

7.0 Student Records

Maintaining the confidentiality and security of student records is critical to the integrity of SEU and external institutions. Therefore, institutions should develop and implement policies pertaining to student records, including storage, security, access, and release. The college/department should consider the following questions: (1) What are the policies and procedures governing student records, their confidentiality, and their release? (2) How does the institution ensure these policies and procedures? (3) How are these policies and procedures in accordance with federal regulations? (3) Are there backup plans in the event of a catastrophe? *(See Comprehensive Standard 3.9.2 for justification.)*

8.0 Physical Facilities and Institutional Environment

The external institution should operate and maintain physical facilities that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. Furthermore, the institution should take reasonable steps to provide a healthy, safe and secure environment. The college/department should consider the following questions: (1) How do the physical facilities support the needs of an institution's programs and services? (2) What is the institution's plan for routine and preventative maintenance? (3) What is the institution's safety plan? (4) How does the institution ensure campus security? *(See Comprehensive Standard 3.11.2 and 3.11.3 for justification.)*

9.0 Acceptance of Academic Credit

When accepting credit from external institutions, SEU should follow consistent practices for awarding credit. SEU should affirm that students have achieved the knowledge, skills, and experiences comparable to students who have completed SEU's own educational programs. The committee should consider the following questions: (1) What are the policies for evaluating, awarding, and accepting credit from external institutions? (2) How are the policies developed to ensure the comparability to SEU's own degree programs? (3) How does the institution publish and make available the policies to students? (4) How does the institution ensure that coursework and learning outcomes are at the collegiate level? (5) What evidence shows that SEU periodically reviews and revises its policies for evaluating, awarding, and accepting credit from external institutions? *(See Comprehensive Standard 3.4.4 for justification.)*

10.0 Nature of Contractual Agreement

When establishing a consortial relationship or contractual agreement, SEU must ensure that certain guidelines are adhered to in the contractual process. SACSCOC provides a comprehensive outline of guidelines in such cases. See Guidelines for Joint Curricular Ventures with Regionally-Accredited Institutions and Guidelines for Joint Curricular Ventures with Non-Regionally-Accredited Institutions. The committee should consider the following questions: (1) Does the contractual agreement follow SACS COC guidelines? (2) What evidence exists that SEU monitors these contractual agreements?

Overall Evaluation

Based on provided narrative and documentation, the CRC will evaluate the proposed consortial relationship and/or contractual agreement. The committee will assign a score for each standard. Score ranges will be based on the importance of the particular standard. The final overall score will be the sum of all individual scores, totaling to 100. For approval, an external institution/program will need a minimum score of 80.

Sec	Title	Possible	Points
1	Relationship to SEU Mission	15	
2	Admission & Recruiting Standards	5	
3	Faculty Qualifications	15	
4	Instructional Resources	10	
5	Student Support Programs	5	
6	Evaluation of Student Learning	15	
7	Student Records	5	
8	Physical Facilities & Institutional Environment	10	
9	Acceptance of Academic Credit	15	
10	Nature of Contractual Agreement	5	
Total Score		100	

Approval Signatures

If the program/institution is approved, a final deliverable, including college/department narrative and documentation, committee responses, and evaluative material, will be packaged and signed by the Vice President of Institutional Research and Effectiveness, the Chair of the Committee, the respective Dean, and the Dean of Unrestricted Education, if related. The report of the CRC along with approval signatures will be stored in the Office of the Registrar.

Vice President of Institutional Research and Effectiveness

Date

Chair, Consortial Review Committee

Date

Dean

Date

UE Dean (if applicable)

Date