

2018 SACSCOC ANNUAL MEETING KEY TAKE AWAYS FROM SESSIONS

Preparing a Fifth-Year Interim Report VP Sheila Luke

Problematic areas based on the current review:

- 5.4 Qualified Academic/Administrative Officers: Didn't do a good job of documenting regular evaluation (one cycle is not enough). Evidence of redacted example with policy. CEO is not addressed here.
- 6.2.b – be sure to include off-campus and online – provide documentation
- 6.2.c – make sure it is consistent with the institutional summary
- 8.2 – use multiple measures to document student success
- 8.2.a – evidence of seeking improvement

TIPS from Evaluators:

- Organize/align narrative to the standard
- Point directly to supporting document
- Links need to work
- Excerpt or link to it
- Analysis of data -tell what it means
- Sampling – representative cross-section – why is this sufficient?
- Take the document off-campus and test the links
- Include instructions to access report

5.4 Qualified Academic Officers

- Need to note specifically how and why the officers are qualified for the role. More than just listing degrees. Include language that describes why they are qualified.

6.1 and 6.2 b – Faculty

- There's some confusion on these standards as they used to be combined
- 6.1 is about the institutional wide Full-Time Faculty
 - Include overall #s, workloads, Student-to-Faculty ratios, policies, etc., that connect to our mission and goals of institution
 - Include Definition of FT faculty, but also discuss how we utilize Part-Time/Adjuncts to support
- 6.2 b is about program faculty, so this is where we should disaggregate by the programs in the Institutional Summary
 - Disaggregate at program level the data showing FT vs. PT faculty (#s, workloads, etc.)
 - Discussion the roles and responsibilities of FT faculty in “curriculum and program quality, integrity, and review.”
 - Don't forget any DE programs!

13.7 Physical Resources

- Denote how we determine whether we have adequate physical resources. Master Plans are good documents for support.
- Discuss both on- and off-campus locations (this is typical of all standards, to discuss the DE off-site locations)
- Note how we “appropriately serve” our particular population
- Don't forget to include parts for Library and IT infrastructure

- Apparently, institutions don't tend to include these in 13.7. Library has other places it's mentioned, but IT Infrastructure does not, so it needs to be included here.

13.8 Institutional Environment

- Talk about all aspects of the standard: Healthy, Safe, and Secure
- Use specific examples of training and testing
- Be sure testing of systems have been done. Document when notices were sent out
- Describe how a system was used during an emergency/crisis, and how it worked in reality

8.1 Student Achievement

Nuria Cuevas and Alexei Matveev

Some tips from this session:

- A "minimum threshold of acceptability" **and** the "achievement goal" is expected for each chosen metric
- Your "minimum threshold of acceptability" does not have to be published, but it must be in the narrative
- They want us to explain why we chose the metrics we chose, as well as why we chose the thresholds and goals we chose, and be sure to explain how the factors connect with the institutional mission
- (The resource room had a 5th year report that included a table that mapped components of their mission to their student achievement metrics)
- Finally, there is an expectation that we discuss our chosen SACSCOC completion indicator in 8.1

Navigating Substantive Change

Kevin Sightler and Robin Zuniga

- Off-campus sites: One approved always approved even if the programs offered at the site falls below 50%
- Procedure 3 Closures: Use your good judgement if it looks temporary, 1 or 2 semesters Ok – can always re-open.
- Concentrations embedded in a major in a discipline area does not need to be approved or closed.
- Electronic submission of documents will be sooner rather than later.
- Encourage everyone to submit their proposals by flash drives (pdfs) instead of paper.
- When you ask either your Vice President or the Substantive Change Office for advice, provide us with the answer you think it is and make the case for why you think it is so. We will review it and state whether we agree with you or not and why.

Complying with 14.2 (Substantive Change)

Daniel S. Mynatt (experienced review chair)

- Where are your SACSCOC documents kept? Who is responsible for maintaining the correspondence archive? To ensure smooth transition between liaisons, scan everything of importance when it comes in and when it goes out. Make sure that you send a completed file to your institution's Archives.