SACSCOC and Academic Leadership

Dr. Patricia L. Donat
Vice President

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SACSCOC Policy: "The Quality and Integrity of Educational Credentials"

- Includes all college-level, credit-bearing credentials
  - Certificates,
  - "Applied" associate and select baccalaureate credentials (e.g., AAS, BAS), and
  - "Transfer" associate degree programs (e.g., AA,AS).
- Includes all pathways, regardless of
  - modality (online or face-to-face),
  - location (off-site, dual enrollment, on-campus), or
  - state [or district]-wide cooperative academic arrangement.
- Responsibility to
  - ensure quality and integrity

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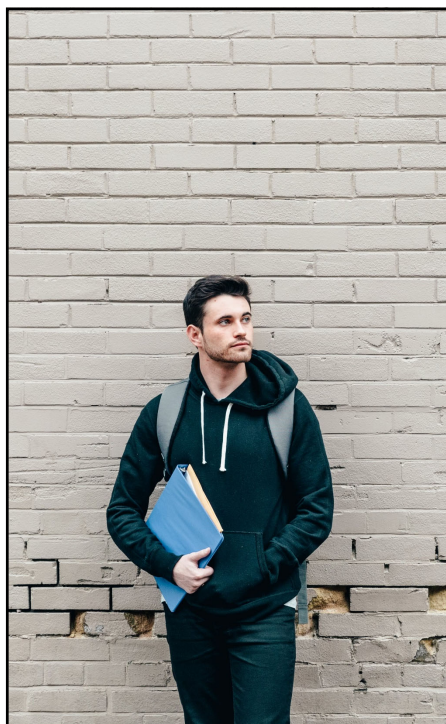
SACSCOC Policies:

**"Distance Education and Correspondence Courses"
and
"Dual Enrollment"**

Purpose: Quality Assurance

- Describes the expectations for institutions offering online coursework and degree programs and institutions offering dual enrollment opportunities for high school students.

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Distance Education is...

A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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Dual Enrollment is…

- Term used to refer to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery.
  - at the high school,
  - on the institution's campus,
  - via distance education.

Also includes programs and courses that may be offered as "early college," "dual credit," or "concurrent enrollment."

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A high school may serve as an institution's instructional site.

A site is *any* facility that is located physically apart from the main campus of the institution at which an institution offers instruction (i.e., students are earning transcripted college credit).

A site is a site is a site, regardless of
- What you call it
- Who owns it
- How many students are there
- Whether the institution's name is on the door

If students are required to be there, it is a site.

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Communication with SACSCOC

- The institution has obligations for communicating with SACSCOC regarding its instructional sites.
  - Sites that provide 25% or more of any academic credential (i.e., certificate, degree program) generally require SACSCOC notification.
  - Sites that provide 50% or more of any academic credential require SACSCOC approval.
  - Sites may be visited by a peer review committee at the time they are established or as part of the institution's decennial or fifth-year review.

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All Commission Principles and policies apply **without exception** to distance education and dual enrollment students, programs, and instructional sites.

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What questions do you have?

For more information:
https:/www.sacscoc.org

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Program personnel

Faculty Qualifications (6.2.a.)

Full-time program faculty engagement (6.2.b)

Program coordination (6.2.c)

Faculty evaluation (6.3)

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Faculty

- Faculty are the individuals providing direct instruction in the course and who must be qualified to teach the content.

- Expectations for qualifications are consistent, regardless of instructional location or mode of delivery.

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Faculty Credentials

SACSCOC *Faculty Credentials* guideline:
- Faculty teaching undergraduate courses designed for transfer: doctorate or master's degree in teaching discipline or master's degree with a concentration in teaching discipline (minimum of 18 graduate hours).
- Faculty teaching associate degree courses not designed for transfer: bachelor's degree in teaching discipline, or associate's degree and demonstrated competencies in teaching discipline.

- Faculty qualifications ≠ faculty credentials
  - Although faculty credentials are the most common and effective method for documenting qualifications, the institution may use other qualifications to supplement an individual's educational credentials (i.e., professional experience, technical certifications/licensure).

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Faculty qualifications documented by the institution

"Instructors of Record" is the individual who:

- Provides direct instruction to students (i.e., teaches the course—not in name only)
- Is included on the Faculty Roster form
- Is supported and overseen by the institution

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Program Full-Time Faculty

Consider the appropriate staffing for to ensure the quality, integrity, and review of each program for which you are responsible

- What is the current distribution of full-time and part-time faculty?
- What is the appropriate mix of full-time, part-time, permanent, temporary faculty needed to ensure program quality?
  - Note: The "appropriate mix" may differ across programs.
  - Remember to consider the full scope of faculty responsibilities, not just their responsibilities for instruction.
- How are decisions made regarding the adequacy of the number of full-time positions? Can you justify the current adequacy of full-time faculty in each program area?

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Full-Time Faculty Engagement:

What mechanisms are in place to ensure program quality, integrity and review?

- What process is used to "on board" or orient new faculty teaching online or at off-campus locations?
- Do faculty understand expectations for course content, student learning, outcomes assessment, active engagement?
- Are full-time faculty mentors, regular meetings with full-time faculty, syllabus templates/content modules, or other mechanisms provided to align expectations and to support consistency of student learning experiences?
- Do faculty contribute artifacts or student learning outcome results to the assessment of program effectiveness? To the discussion of program improvements or in the implementation of improvements identified by program faculty?
- Is there an effective mechanism for the institution to evaluate faculty providing instruction in online courses or at off-site locations? If there a mechanism for addressing unsatisfactory performance?
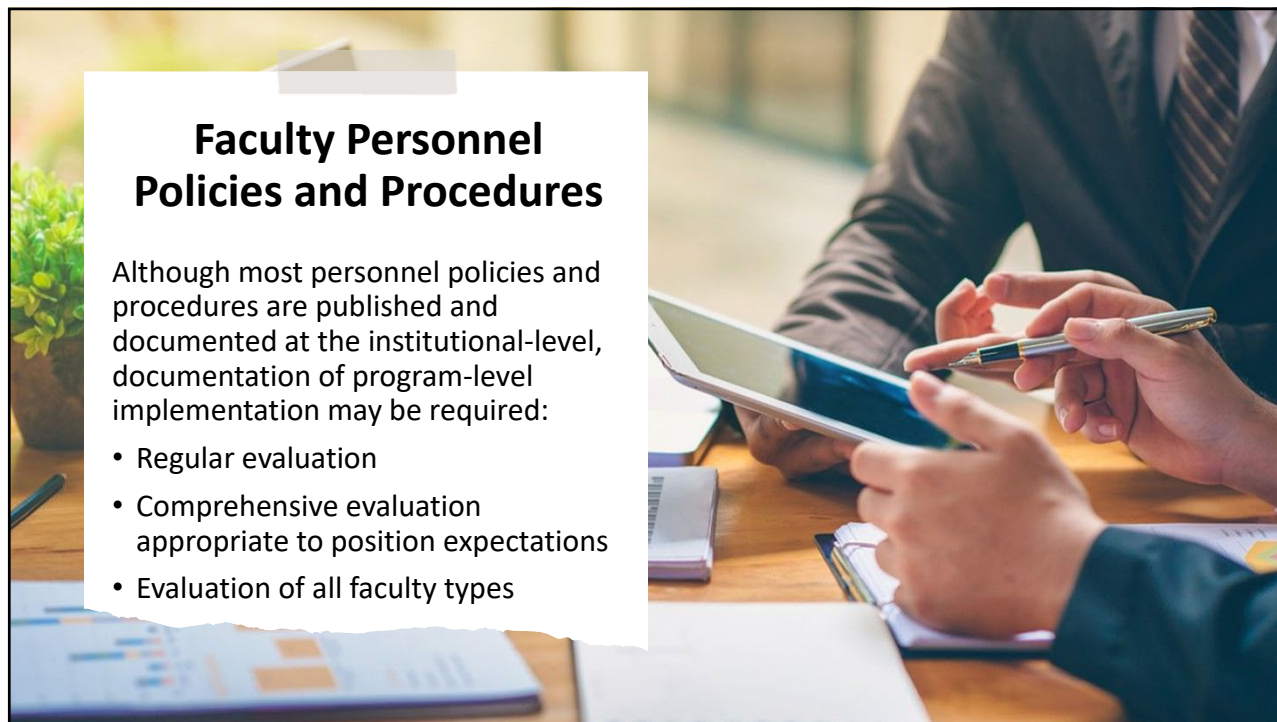
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Program Coordination and Evaluation

- Organizational structure and clear articulation of oversight mechanisms
- Description of coordinator position requirements and responsibilities
- Documentation of appropriate experience and qualifications of individuals holding the position
- Documentation of regular oversight
  - May include meeting minutes, communications, classroom observations, review of syllabi, review of student artifacts, review of student course evaluations, review of online course content, formal written evaluations, etc.
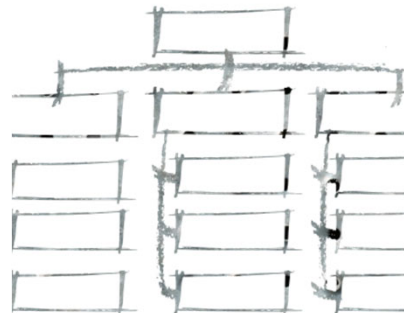
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Faculty Personnel Policies and Procedures

Although most personnel policies and procedures are published and documented at the institutional-level, documentation of program-level implementation may be required:

- Regular evaluation
- Comprehensive evaluation appropriate to position expectations
- Evaluation of all faculty types

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Educational Programs

Curriculum Approval/modification process (10.7)

Specialized program admissions (10.5)

Publication of requirements (9.7)

Program assessment (8.2.a.)

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Curriculum Approval/ Modification Process

- What is your institution's curriculum committee/approval structure?
  - Do you keep minutes and/or other documentation of steps in the process?
- How are faculty or other academically qualified personnel involved in the development and modification of courses and degree programs?
- How are decisions made regarding the amount and level of credit for a particular course?

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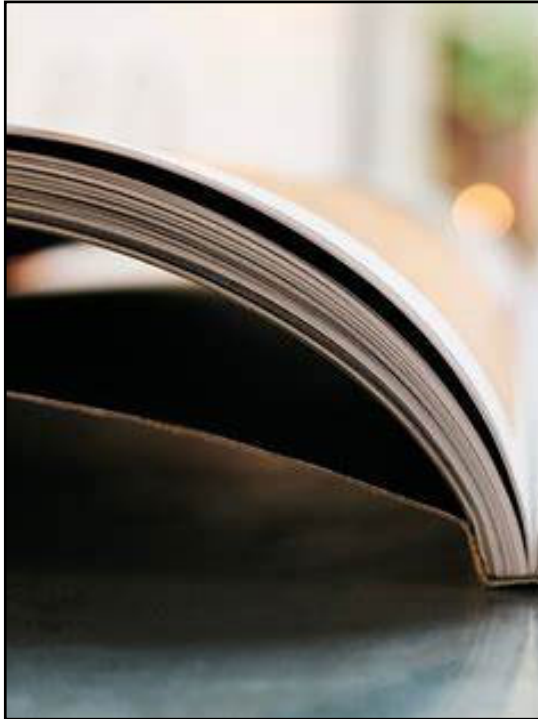
Publication of requirements

- Are degree requirements clearly published in the institution's catalog?
  - Total credit hours required
  - Course requirements
    - General education coursework
    - Prerequisite coursework
    - Major coursework

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Program Admissions

- Clearly published admissions requirements
- Processes to ensure that policies are followed and that exceptions are controlled and documented

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Admissions and Transparency

- Appropriate eligibility and placement procedures to ensure student preparedness for collegiate work

- Accurate advertising, recruiting, and admissions information

- Accurate information regarding transfer of credit achieved through dual enrollment

- Comparable registration and transcripting

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Educational Program Assessment and Quality Assurance

> Identification of Student Learning Outcomes (Program-level)

> Assessment method aligned with outcome

> Assessment results

> Program improvements based upon results

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Content and Quality

A college course is a college course, regardless of where, how, and to whom it is offered.

- Equal rigor
- Comparable content
- Populated with students seeking college credit (not students seeking high school credit only)

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Program Content and Assessment

- Identify program student learning outcomes
  - Clearly defined and measurable
  - Use active verbs written in the future tense
  - Structured in terms of the program (rather than the course)
  - Aligned with appropriate methods for assessment
    - Direct, indirect
    - Course-embedded
    - Norm-referenced or criterion-referenced

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Student Learning Outcome Assessment

Identify student learning outcomes for *each* educational credential

- Consistent list of credentials in all compliance materials
  - Aligned with institution's catalog, website, and recruitment and marketing materials
- Certificate outcomes may be a subset of the outcomes for associate degree programs.
- Associate of Arts/Associate of Science (AA/AS) "transfer" programs should be included, even if they focus primarily on general education coursework
  - AA/AS programs that include a "major" sequence may require additional outcomes to assess effectiveness

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Assessment Results and Improvement

- Courses offered online or as Dual Enrollment should be included as part of program assessment.
  - Disaggregation is not mandatory but might be helpful.

- Assessment results should be compiled and analyzed so that results can be used to improve student learning.

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Library and Information Resources

- Students enrolled online or at off-campus instructional sites, including dual enrollment students, should have access to library and information resources—whether on-site, virtually, or both—appropriate to the programs offered
- Reference/research support
- Regular and timely instruction in library resources

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Academic and Student Support Services

- Advisement regarding college curriculum
- Student Support Services
- Student complaints
- Student rights and responsibilities
- Security of personal information

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Document Retention Summary Documentation *(items to consider)*

- Meeting minutes
- New program approvals and course/program modifications
- Program assessment of student learning outcomes
- Position descriptions
- Faculty qualifications
- Faculty evaluations
- Documentation of engagement of off-site program locations

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