The Ten Most Cited SACSCOC Standards

(NCICU Conference, 12 June 2019)

Carol Yin
Director of Institutional Effectiveness
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Take Aways
General Tips and Guidelines for Writing a Compliance Report
Compliance Report

The faculty evaluation policy may be found on page 34 of the 2018 Faculty Handbook.

Faculty Evaluation Policy
Each faculty member completes the Self-Report and Evaluation Page 34
Experiences with Faculty – In the area Student-Faculty Interaction, the mean of LaGrange College seniors was either comparable or significantly higher than one or more peer comparison groups over the years 2013 - 2018. (Scale is from 0 to 60.)

The graph displayed shows the trendlines for LaGrange College seniors from 2013 to 2018 as well as the trendlines for all three peer comparison groups for the Student-Faculty Interaction category. NSSE Comparison groups are as follows:

Methodist College – All Methodist-affiliated. . .
Surrounding Public – All public institutions in. . .
SE Private – All Southeastern Private Nonprofit. . .
Tips and Guidelines #3

Include **ALL** types of students, programs, levels, etc.

<table>
<thead>
<tr>
<th>Standard</th>
<th>UG Day</th>
<th>UG Online</th>
<th>UG Evening</th>
<th>GR Day</th>
<th>GR Online</th>
<th>GR Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1a</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>8.1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9.3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Tips and Guidelines #4
Explain your sample, if used.

Explain how ALL types of students, programs, levels, etc. are represented.
Tips and Guidelines #5

Make the reviewers happy (not frustrated).
Other Tips

- Begin with IE, Faculty, and Finance Standards.
- Visit the SACSCOC Website.
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 SACSCOC Board of Trustees that award associate, baccalaurate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

Mission Statement: The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.

Core Values: The Southern Association of Colleges and Schools Commission on Colleges has six core values. They are:

- Integrity
- Continuous Quality Improvement
- Peer Review/Self-regulation
- Accountability
- Student Learning
- Transparency

Vision Statement: To serve as the premier model for shaping and ensuring the quality of higher education throughout the world.

SACSCOC Colleges & Universities

Click on a state to view current SACSCOC Accredited and Candidate Colleges & Universities. For additional information relating to Colleges and Universities, please click here.
Web-Based Training Modules

The following web-based training modules have been developed to help peer review committee members become better equipped to address specific review responsibilities. The modules are especially designed for first-time peer evaluators, but should be beneficial to more experienced reviewers as well. The emphasis is on developing professional judgment and on paying special attention to the exact wording of the standards within the Principles of Accreditation. We anticipate each module will take 30-60 minutes to complete, although a couple of them may be a bit longer. In addition to serving committee reviewers, the modules should be helpful for institutional personnel that are preparing materials to be reviewed.

Please note that the current modules are based on the 2012 Principles of Accreditation. We are in the process of completing training content based on the 2018 Principles of Accreditation. Given the similarities between the 2012 and 2018 principles, much of the information within the current training modules still apply. These modules require you use a browser that is Flash enabled.

Web-Based Training Modules:

- Finance
- Governance
- Institutional Effectiveness
- OEP
- Student Services

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1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558

Contact Us

Site by Airtight Design.
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 SACSCOC Board of Trustees that award associate, baccalaureate, master’s, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

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SACSCOC Colleges & Universities

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The Top Ten List
HR, Academic Dean and SACSCOC Liaison

3.7.1 FACULTY COMPETENCE

99%

6.2a FACULTY QUALIFICATIONS

33% 5%
6.2a - Faculty Qualifications

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (Faculty qualifications)
To Justify - Two Things to Do

Complete the faculty form for those whose credentials have already been approved and continue to teach the same type and level of courses.

Verify any remaining faculty who are new or who are teaching courses of different types or at different levels.

How?

Faculty from Prior Review
(Reaffirmation review only)

Name of Institution: LaGrange College
Academic Term(s) Included: Fall 2021 - Spring 2022 Date Form Completed: 06/30/2022

We attest that the following current faculty members were actively teaching during this institution’s last SACSOC reaffirmation or initial accreditation review, and they were considered qualified at that time. Each faculty member on this form is teaching courses with the same content and on the same level as taught at the time of the prior review, and the curriculum has not changed significantly since that review.

Karen Aubrey 06/30/2022 Karen Aubrey 06/30/2022
Chief academic officer Date Accreditation liaison Date

<table>
<thead>
<tr>
<th>Name (F, P)</th>
<th>Primary Teaching Department or Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
How? Use the Faculty Credentials Guidelines

FACULTY CREDENTIALS

- Guidelines -

Standard 6.2.a (Faculty qualifications) of the Principles of Accreditation reads as follows:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

d. Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
What about faculty who do not meet the guidelines?

Example:
Adjunct Instructor
BA in Music Performance
MA in Music Education
Teaching MUSI 3306 (Applied Music Lessons – Saxophone)
MUSI 3306 is required for the BA in Music
Doctorate/Master’s degree in the teaching discipline OR master’s degree with a minimum of 18 graduate semester hours in the teaching discipline.
• 19 Graduate Semester Hours in Music Education, including MUSE 6216: Teaching Wind Instruments (3 sem hrs)

• Work Experience?
  o Instructor at LaGrange Music Factory, LaGrange, GA, 2011
  o Adjunct Professor of Saxophone, LaGrange College, LaGrange GA, 2010 - present
  o Elementary Music Specialist, Hollis Hand Elementary, LaGrange, GA, 1994 - present
  o Private piano studio, LaGrange, GA, 1998 - present
  o Music director, St. Peter’s Catholic Church, LaGrange, GA, 1990 –present
• Other Professional Experience in the area?
  o Performed on saxophone and/or piano at eleven Musical Theatre productions at LaGrange College.

• Certificates or Awards in the area?
  o T5 Level Certification (Master’s Level) in Music PK – 12, State of GA
Doctorate/Master’s degree in the teaching discipline OR master’s degree with a minimum of 18 graduate semester hours in the teaching discipline.
<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>Course(s) in Question</th>
<th>Inadequate Academic Qualifications</th>
<th>Insufficient Justification of Other Qualifications</th>
<th>Comments (if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Microbiology</td>
<td>X</td>
<td></td>
<td>PhD in Science Education; are there sufficient number of graduate courses in Biology?</td>
</tr>
<tr>
<td></td>
<td>Classroom Technology for Elementary Grades and Educational Technology</td>
<td>X</td>
<td></td>
<td>MBA; no justification provided for educational technology</td>
</tr>
</tbody>
</table>
Professor Carson has an M.S. in Microbiology from the University of Georgia, with 40 quarter (24 semester) hours in graduate-level Microbiology courses. Specific courses include:

- **MIB 860**: Phys of Bacteria (5 qtr hours)
- **MIB 670**: Medical Mycology (5 qtr hours)
- **MIB 622**: Pathogenic Bacter (5 qtr hrs)
- **MIB 610**: Immunology (5 qtr hours)
- **MIB 900**: Prob Bacteriology (5 qtr hours)
- **MIB 609**: Fund of Microbio (5 qtr hours)
- **MIB 662**: Microbiol Ecology (5 qtr hours)

### Faculty Roster Form
#### Qualifications of Full-Time and Part-Time Faculty

**Name of Institution:** LaGrange College  
**Name of Primary Department, Academic Program, or Discipline:** Biology

**Academic Term(s) Included:** Fall 2021 – Spring 2022  
**Date Form Completed:** 06/30/2022

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| NAME (F, P) | COURSES TAUGHT  
Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) | ACADEMIC DEGREES & COURSEWORK  
Relevant to Courses Taught, Including Institution & Major  
List specific graduate coursework, if needed | OTHER QUALIFICATIONS & COMMENTS  
Related to Courses Taught |
| Carson, Rusty (F) | **Spring SEM 2022**  
BIOL3320  Microbiology, 4 (UT)  
BIOL3320L  Microbiology LAB, 0 (UT) | Doctorate  
Philosophy (Post-Secondary Science Education) 2003  
Auburn University | Professor Carson has an M.S. in Microbiology from the University of Georgia, with 40 quarter (24 semester) hours in graduate-level Microbiology courses. Specific courses include:  
MIB 860: Phys of Bacteria (5 qtr hours)  
MIB 670: Medical Mycology (5 qtr hours)  
MIB 622: Pathogenic Bacter (5 qtr hrs)  
MIB 610: Immunology (5 qtr hours)  
MIB 900: Prob Bacteriology (5 qtr hours)  
MIB 609: Fund of Microbio (5 qtr hours)  
MIB 662: Microbiol Ecology (5 qtr hours) |

Masters  
Science (Microbiology) 1973  
University of Georgia
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: LaGrange College
Name of Primary Department, Academic Program, or Discipline: Computer Science

Academic Term(s) Included: Fall 2021 – Spring 2022
Date Form Completed: 06/30/2022

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME (F, P)</strong></td>
<td><strong>COURSES TAUGHT</strong> Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G)</td>
<td><strong>ACADEMIC DEGREES &amp; COURSEWORK</strong> Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</td>
<td><strong>OTHER QUALIFICATIONS &amp; COMMENTS</strong> Related to Courses Taught</td>
</tr>
<tr>
<td>(P)</td>
<td>Fall SEM 2021 EDUC4320 Classroom Technology for Elementary Grades</td>
<td>MBA 1999, University of Georgia B.A., Computer Science, 1996, LaGrange College</td>
<td>Ms. Johnson will no longer be used to teach EDUC 4320.</td>
</tr>
</tbody>
</table>
How does the institution *document* the qualifications of each faculty member?

- In Faculty Files (Physical or Electronic)
  - Transcripts
  - Certificates (current)
  - License
  - Faculty CV with list of presentations, publications, work experience, etc.

Note: All documents should be in English.
How does the institution provide evidence of faculty qualifications?

- Have faculty files available during on-site visit.
- Provide temporary protected electronic access.
Tip #1: If applicable, don’t forget teachers who may not be employed by the institution, but who teach for-credit courses that are transcripted as “home” courses (consortium, international, dual-degree high school teachers, etc.)

Tip #2: When someone is hired on a full-time or part-time basis, a short explanation as to why the person is qualified may help. This explanation can be filed in the employee’s personnel file.
3.3.1.1 – 3.3.1.3
IE – EDUCATIONAL PROGRAMS, EDUCATIONAL SUPPORT, ADMINISTRATIVE UNITS

8.2a, 8.2c, 7.3
IE – Student Learning Outcomes and Administrative Effectiveness
SECTION 8: Student Achievement

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

IE Office, Department Chairs/Program Coordinators, Academic/Student Services Unit Directors, and SACSCOC Liaison
c. Academic and student services that support student success. **(Student outcomes): academic and student services)**

Offices that support student and faculty success:

- Library and learning/information resources
- Admissions Office
- Faculty resource centers
- Tutoring/writing centers
- Academic Success Center
- Student disability support centers
- Financial aid
- Residence life
- Student activities
- Dean of students’ office

60% 14% 5%
7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

Offices that indirectly support the Educational Mission of the institution:

- Business/Finance Office
- Facilities
- Development Office
- Administrative Services
- President’s Office

<table>
<thead>
<tr>
<th>51%</th>
<th>13%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IE, Administrative Unit Directors, and SACSCOC Liaison</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administrative Expected Outcomes
(not Student Learning Outcomes)

- Efficiency and quality of service targets
- response times
- error rates
- “clean report” targets
- satisfaction rates
- monetary targets
a. Student learning outcomes for each of its educational programs.  
(Student outcomes: educational programs)

A degree with a defined major is clearly a program.  
-SACSCOC Resource Manual

Bachelor of Arts  
Early Childhood  
Education

Master of  
Education

<table>
<thead>
<tr>
<th></th>
<th>Bachelor of Arts</th>
<th>Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
<td>Early Childhood</td>
<td>Mathematics</td>
</tr>
<tr>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administrative Support or Educational Support?

- Both
- Pick One & Explain Rationale
- Choose Educational Support
Give Overview of Assessment Process

• State the units in each category – Educational Programs, Academic and Student Services, and Administrative Support
• Overall Plan/Process
• How Often
• How Results are Shared
• Training
• Feedback
• Calendar
• Evidence that the Process is Carried Out
• People Involved
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>In the Music program, one of the outcomes is that students will “Demonstrate basic musicianship, the ability to integrate musical knowledge, and the ability to synthesize musical ideas.” One of the related measurable results related to this outcome is that “Over the next 3 years, increase by 15% the overall scores of music majors who take the ETS in Music.” The music program faculty added an extra theory class and coordinated Theory-Piano-Ear Training. Also, the instructor made changes to the curriculum in written theory to stress fundamentals . . . Results show that in the area of Written Music Theory, the 2018 score was up 13.6% from a 35.3 in 2012 to a score of 40.1.</td>
<td><a href="#">2016 – 17 Music Annual Report</a></td>
<td><a href="#">2017 – 18 Music Annual Report</a></td>
</tr>
</tbody>
</table>
# Academic and Administrative Support Units Annual Report

**Plan Year:**

<table>
<thead>
<tr>
<th>Administrative/Academic Support Unit Name:</th>
<th>Date Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual completing form:</td>
<td></td>
</tr>
</tbody>
</table>

## Unit Mission:

### Goals:

1. 
2. 

Which part of LaGrange College’s Strategic Plan does each goal support? (be specific). Refer to the Strategic Plan document prepared for this template that can be found [here](#). You may use numbers and letters, such as “1.C1” to identify the part of the strategic plan that each supports.

1. 
2. 

<table>
<thead>
<tr>
<th>Specific Desired Measurable Outcomes related to Goals Listed Above. (Use numbering 1a, 1b, etc. to link desired result to outcome 1 above.)</th>
<th>Assessment Tools</th>
<th>Results/Analysis</th>
<th>Recommendations/Improvement</th>
<th>New Resource Needs (financial, personnel, equipment, facilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic and Administrative Support Units Annual Report**

**Plan Year:** 2016 – 2017

**Individual completing form:** Director of Development  
**Date Submitted:** 9/1/2017

**Unit Mission:** To develop a community of philanthropists to support the needs of the institution, provide more students with financial assistance, and support new and existing academic programs.

**Outcomes:**
1. Develop a community of philanthropists to support the needs of the institution.
2. Provide more students with financial assistance.
3. Support new and existing academic programs.

Which part of LaGrange College’s Strategic Plan does each outcome support? (be specific) Refer to the Strategic Plan document prepared for this template that can be found in Appendix F. You may use numbers and letters, such as "I,C,1" to identify the part of the Strategic Plan that each supports.

<table>
<thead>
<tr>
<th>Specific Desired Measurable Results related to Outcomes Listed Above (Use 1a, 1b, etc. to link results to outcome 1)</th>
<th>Assessment Tools</th>
<th>Results/Analysis</th>
<th>Recommendations/Improvement</th>
<th>New Resource Impact (financial, personnel, equipment, facilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Secure 17% alumni participation rate in giving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Reach 100% Faculty/Staff participation rate in giving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Reach 65% Senior Class participation rate in giving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3.1.5
IE – COMMUNITY/PUBLIC SERVICE
51%
However...
2.11.1 FINANCIAL RESOURCES

CFO and SACSCOC Liaison

44%  7%  ≤3%
13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. (Financial resources) [CR]

13.2 The member institution provides the following financial statements:

(a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.

(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.
Tips:

1. Hire an excellent CFO.
3. Balanced budgets and positive operational cash flows are not enough (13.3).
4. Can the budget be maintained? Are financial behaviors sustainable?
Tips:

1. Talk to auditors ahead of time in order to meet deadlines for compliance report.
3. Attend finance workshops at the SACSCOC Annual Meeting, Small College Initiative, etc.
4. Look at the training videos!
2.8 FACULTY

6.1 FULL-TIME FACULTY

6.2B PROGRAM FACULTY

43%  8%  ≤3%

Academic Dean, HR, and SACSCOC Liaison
6.1 Full-time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]
• Define the various types of faculty at the institution, such as the following:
  – Full-time instructional faculty
  – Full-time administrative faculty
  – Part-time instructors
  – Research faculty

• Describe the full-time faculty and give a list (rank, tenure status, etc.)
• Define fully the duties of faculty and connect the duties to the mission:

- Teaching
- Advising
- Committee Work
- Research

• Explain workload expectations (general and special cases).
How do you know you have an “Adequate number” to carry out the duties? How can you prove it? Ideas include:

- IPEDS or other comparison tools
• IPEDS – Student FTE to Full-time Instructional Faculty compared to Peers (explain the peer group)

| FTE Student to Full-time Instructional Faculty Ratios: LaGrange College and Peer Institution Comparison Group, 2013-2017 |
|---|---|---|---|---|
|  | 2014 | 2015 | 2016 | 2017 | Average |
| LaGrange College FTE Student: Full-time Faculty Ratio | 13:1 | 13:1 | 13:1 | 13:1 | 13:1 |
| Peer Comparison Group FTE Student: Full-time Faculty Ratio | 21:1 | 21:1 | 21:1 | 21:1 | 21:1 |

Data Source: IPEDS Comparison Tools
How do you know you have an “Adequate number” to carry out the duties? How can you prove it?

- IPEDS or other comparison tools
- Percent of courses or generated hours taught by full-time faculty
<table>
<thead>
<tr>
<th></th>
<th>Number of Courses Taught in Program</th>
<th>Number of Courses Taught by Full-time Faculty</th>
<th>Number of Courses Taught by Part-time Faculty</th>
<th>Percent of Courses Taught by Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate On-Campus Day</td>
<td>302</td>
<td>249</td>
<td>53</td>
<td>82%</td>
</tr>
<tr>
<td>Undergraduate On-Campus Evening*</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>Undergraduate Online (Courses offered to all students)</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>75%</td>
</tr>
<tr>
<td>Undergraduate Online (Courses offered only to undergraduate online program students)</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate On-campus Day</td>
<td>32</td>
<td>31</td>
<td>1</td>
<td>97%</td>
</tr>
<tr>
<td>Fully Online Graduate Program</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Hybrid Graduate Program**</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>80%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>372</td>
<td>309</td>
<td>63</td>
<td>83%</td>
</tr>
</tbody>
</table>
Tip: If needed, explain any “low” percentages. If you cannot explain, then immediately determine how you will fix low percentages in the next term. You may have to address it in a follow-up report.
How do you know you have an “Adequate number” to carry out the duties? How can you prove it?

• IPEDS or other comparison tools
• Percent of courses or generated hours taught by full-time faculty
• Student Satisfaction (current or alum) with faculty members’ duties (teaching, advising, etc.)
Student Satisfaction – NSSE, In-house, Course Evaluations, etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>Methodist Colleges</th>
<th>Surrounding Public</th>
<th>SE Private</th>
<th>LaGrange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>39.7</td>
<td>34.0</td>
<td>37.1</td>
<td>39.1</td>
</tr>
<tr>
<td>2014</td>
<td>34.0</td>
<td>34.9</td>
<td>34.9</td>
<td>34.2</td>
</tr>
<tr>
<td>2015</td>
<td>33.6</td>
<td>34.9</td>
<td>34.2</td>
<td>35.5</td>
</tr>
<tr>
<td>2016</td>
<td>34.5</td>
<td>35.0</td>
<td>34.9</td>
<td>35.5</td>
</tr>
<tr>
<td>2017</td>
<td>34.8</td>
<td>35.0</td>
<td>34.9</td>
<td>35.5</td>
</tr>
<tr>
<td>2018</td>
<td>34.5</td>
<td>35.0</td>
<td>34.9</td>
<td>35.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Methodist Colleges</th>
<th>Surrounding Public</th>
<th>SE Private</th>
<th>LaGrange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>46.6</td>
<td>46.8</td>
<td>47.5</td>
<td>49.1</td>
</tr>
<tr>
<td>2014</td>
<td>49.1</td>
<td>49.1</td>
<td>49.1</td>
<td>49.1</td>
</tr>
<tr>
<td>2015</td>
<td>48.5</td>
<td>48.5</td>
<td>49.1</td>
<td>48.7</td>
</tr>
<tr>
<td>2016</td>
<td>42.7</td>
<td>42.7</td>
<td>45.5</td>
<td>45.5</td>
</tr>
<tr>
<td>2017</td>
<td>45.5</td>
<td>45.5</td>
<td>45.5</td>
<td>45.5</td>
</tr>
<tr>
<td>2018</td>
<td>45.5</td>
<td>45.5</td>
<td>45.5</td>
<td>45.5</td>
</tr>
</tbody>
</table>
### Advising and Student Satisfaction

Advising is the responsibility of full-time faculty. Senior students participating in NSSE rate their quality of interactions with their advisor in a highly favorable way\cite{13}. During each of the past six years, the rating was comparable or significantly higher than the rating given at one or more of LaGrange College’s peer comparison schools. On a scale from 1(Poor) to 7(Excellent), the mean score from senior students was 5.5 to 6.1 on the question “Indicate the quality of interaction with your academic advisor.”

The mean score from students in fully online programs rated the quality of interaction as either 6 or 7 on that same 7-point scale.

#### Student Satisfaction – NSSE, In-house, Course Evaluations, etc.

**NSSE 2013 – 2018 (Seniors)**

Indicate the quality of interaction with your academic advisor on a scale of 1 – 7, with 7 being the highest:

<table>
<thead>
<tr>
<th>Year</th>
<th>LaGrange College</th>
<th>Southeast Private</th>
<th>Methodist</th>
<th>Surrounding Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>6.1</td>
<td>5.6*</td>
<td>5.8</td>
<td>5.1*</td>
</tr>
<tr>
<td>2014</td>
<td>6.0</td>
<td>5.7</td>
<td>5.6*</td>
<td>5.1*</td>
</tr>
<tr>
<td>2015</td>
<td>6.1</td>
<td>5.7*</td>
<td>5.3*</td>
<td>5.1*</td>
</tr>
<tr>
<td>2016</td>
<td>6.1</td>
<td>5.6*</td>
<td>5.3*</td>
<td>5.2*</td>
</tr>
<tr>
<td>2017</td>
<td>5.6</td>
<td>5.6</td>
<td>5.6</td>
<td>5.1*</td>
</tr>
<tr>
<td>2018</td>
<td>5.5</td>
<td>5.5</td>
<td>5.4</td>
<td>5.1</td>
</tr>
</tbody>
</table>

*LC senior mean is significantly above Peer Group Mean
How do you know you have an “Adequate number” to carry out the duties? How can you prove it?

- IPEDS
- Percent of courses or generated hours taught by full-time faculty
- Student Satisfaction with faculty members’ duties (teaching, advising, etc.)
- Explanations about Overloads, Number of Part-time Faculty, Explanations about equitable committee work
6.2b Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)
6.2b Program Faculty

- Similar Introduction as in 6.1, but then focus on “major programs.”
- Use similar evidence, such as NSSE, but broken down by program (and explain).

<table>
<thead>
<tr>
<th>Major Program</th>
<th>Three-year LC Mean</th>
<th>Three-year Southeast Mean</th>
<th>Three-year Methodist College Mean</th>
<th>Three-year Surrounding Public Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>28.5</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>39.5</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Biology</td>
<td>31.3</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Business</td>
<td>31.7</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Chemistry/Biochemistry</td>
<td>27.0</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Education</td>
<td>43.4</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>English</td>
<td>31.7</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>37.9</td>
<td>25.8</td>
<td>28.6</td>
<td>23.7</td>
</tr>
</tbody>
</table>
Percentage of courses within the major taught by full-time faculty members, making sure to cover all types of programs. Explain low numbers!

<table>
<thead>
<tr>
<th>GRADUATE PROGRAM BY MAJOR</th>
<th>Number of Generated Semester Credit Hours in Program</th>
<th>Number of Generated SCH Taught by Full-time Faculty</th>
<th>Number of Generated SCH Taught by Part-time Faculty</th>
<th>Percent of Generated SCH Taught by Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philanthropy and Development (MA, Hybrid)</td>
<td>50</td>
<td>28</td>
<td>22</td>
<td>56%</td>
</tr>
<tr>
<td>Strength and Conditioning (MS)</td>
<td>85</td>
<td>85</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Specialist (EdS)</td>
<td>99</td>
<td>99</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>MED</td>
<td>105</td>
<td>105</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>MAT</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>429</td>
<td>407</td>
<td>22</td>
<td>95%</td>
</tr>
</tbody>
</table>
• How do you determine the need for additional faculty?

New Program Proposal Form

Proposed Program: BA in History

New Faculty Needed?
Yes  No

Number of New Faculty Members Needed: 1

So, Bill is retiring? Let's do a program review to determine if a new faculty member is needed.
Other items that affect the number of full-time faculty members needed?

Accreditation standards (CACREP, Georgia PSC, etc.)

Combined majors that are housed in two departments or Programs
3.7.2 FACULTY EVALUATION

Academic Dean, HR, and SACSCOC Liaison

36%

≤5%

≤3%
6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

(Faculty appointment and evaluation)
Published Evaluation and Tenure Policies

How does it get approved?

What is the chain of command?

How are different types of Faculty evaluated?

Where is it published?
Implemented – Evaluation and Tenure

• Show examples of how faculty are notified (email)
• How often do the evaluations take place (annually, every other year, etc.)
• Show examples of the completed evaluation (redacted, if needed)
  – Department Chair
  – Program Coordinator
  – Full-time faculty member
  – Part-time faculty member
  – Other Administrative faculty members
Other Questions to Consider

• How does the evaluation process reflect expected work load (teaching, advising, service, research, committee work, etc.) that fits within the institution’s mission?

Example: Self-Evaluation

» Teaching (60 – 80%)
» Advising (10 – 30%)
» Committee Work (10 – 30%)
Academic Dean and SACSCOC Liaison

3.4.11 ACADEMIC PROGRAM COORDINATION

6.2C PROGRAM COORDINATION

32% ≤5% ≤3%
6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination.
• How is the academic structure set up?
  – Majors Programs?
  – Departments?
  – Divisions?
• Who leads each program, department, division, etc.? Include an organizational chart.
• What are the “duties” and “qualifications” of these leaders?

Where is the information published?

How is the leader chosen?

Do the leaders have the right qualifications?
<table>
<thead>
<tr>
<th>Name of Major</th>
<th>Program Coordinator</th>
<th>Academic Degrees and Coursework</th>
<th>Other Qualifications &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (BS in Nursing)</td>
<td>Dr. Celia Hay</td>
<td>PhD in Nursing, Georgia State University, 2005</td>
<td>Chair, Department of Nursing, 2005 – 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S. in Nursing, Georgia State University, 1995</td>
<td>Professor, Department of Nursing, 1982 – 2018</td>
</tr>
<tr>
<td>Nursing (RN to BSN Online Program)</td>
<td>Sandy Blair</td>
<td>Master of Science in Adult Health Nursing, Georgia State University, Clinical Nurse Specialist, 2001</td>
<td>Associate Professor and Coordinator of RN-BSN, LaGrange College, 2015 - Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Nursing, LaGrange College, 1999</td>
<td>Professor of Nursing, LaGrange College, 2000 - Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post-Graduate Certificate/Nursing Education, Georgia College &amp; State University, 2007</td>
</tr>
</tbody>
</table>
Tip: Don’t forget about “Special Programs”!

Musical Theatre

Music Faculty

Theatre Faculty
<table>
<thead>
<tr>
<th>Name of Major</th>
<th>Program Coordinator</th>
<th>Academic Degrees and Coursework</th>
<th>Other Qualifications &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MFA, Acting, UCLA, 1986&lt;br&gt;BS, Communications, University of Tennessee, Martin, 1983</td>
<td>Co-Program Coordinator (co-chair), Musical Theatre, LaGrange College, 2015–present&lt;br&gt;Chair, Program Coordinator, Theatre Arts, LaGrange College, 2000–present&lt;br&gt;Chair, Division of Fine and Performing Arts, LaGrange College, 2003-2011&lt;br&gt;Professor, LaGrange College, 1998–present</td>
</tr>
</tbody>
</table>
• Who is in charge of curriculum development and how are others involved?

  – Review of program
  – Changes to program
  – Textbook selection
3.5.4 TERMINAL DEGREES
OF FACULTY

3.5.4 At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.
Questions?

cyin@lagrange.edu

Swarley Nate, with Carol Yin
Director of Institutional Effectiveness
cyin@lagrange.edu
Reference Links

- SACSCOC Institutional Resources
- SACSCOC Committee Resources
- SACSCOC Most Cited Standards