Preparing DC Sites for a SACSCOC Visit

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Grayson College
Accreditation Experience

• SACSCOC since 2004

• COE since 2007

• Former Accreditation Liaison & Visiting Team Member

• Various programmatic accreditations since 2007
@ Grayson College

- Paula Cavender, Director of Dual Credit – Relationship Building

- 2008 - 400 Dual Credit Students

- 2018 - 1100 DC Students

- 23 High Schools

- 1 ECHS – Tioga ISD
• Most full time faculty teach DC in high schools or on college campus.

• Several embedded faculty at the high schools

• Some online DC, seems to be increasing each semester.
SACSCOC Visit

• 2012  Reaffirmation Visit

• 12 DC sites offered 50% or more of Associates Degree

• 2017  11 more DC Sites now offering 50% or more of Associates Degree

• Time for a Visit
SACSCOC Visit

• Notified via conference call March 2017

• Pick 5 out of the 11 sites

• Visit set for November 2017
Sites Chosen for Visit

• Sherman HS: 1900 students

• Van Alstyne HS: 450 students

• Howe HS: 300 students

• Gunter HS: 200 students

• Tioga ECHS: 110 students
Preparing GC Faculty & Staff

April 2017: Began with informational emails, departmental meetings.

August 2017: Faculty Meeting

A. Rigor
B. Student Expectations
C. Curriculum
D. Student Outreach
E. Communication with ISD Admin & Counselors
Preparing Embedded Faculty, Counselors & Admin.

September 2017: Offered two Virtual Meetings

A. Why is SACS coming for a visit?
B. Rigor & Student Expectations
C. Curriculum & On Campus Counterpart
D. Classroom Experience
E. On-campus Visits for Administrators, Counselors, Faculty, Staff, Students.
Preparing Students for SACSCOC Visit

super very important.
What services are offered at Grayson College?
Library Tour & Information Literacy
Issue Student IDs

[Images of student ID cards]
Classroom Visits

- Purpose of Visit
- Professionalism
- Student Services on Main Campus/In Canvas Links.
- Online Tutoring
- Remote Library Services
- Mock Interviews
Welcome to Principles of Online Teaching

June 6th - June 12th, 2016

In this online workshop, we will discuss several strategies and tips that will help us to enhance the quality of distance education at Grayson College. Countless reports, surveys, and studies have shown that the eLearning industry isn't showing any signs of slowing down. Everything we do in this workshop will be linked to Canvas, accreditation, and student success. Please click below to get started.
We believe that you can be successful in your academic studies and know that attending class is the first step to accomplishing your goals. Missing class content can affect your grades and academic performance. Please talk to your instructor regarding your attendance and progress on a continuous basis.

We also invite you to stop by the Grayson College Advising and Counseling Office for resources and suggestions for improvement. If you are not able to stop by the office, you can reach us by email at: advising@grayson.edu.

Grayson College has many resources that can aid in your effort to improve academic performance and assist with personal concerns:

- [Tutoring](#) - Located in the Success Center, contact Jeffri Hodge at hodgej@grayson.edu
- [Testing Center](#)
- [Accessibility & Accommodation Services](#)
- Writing Center - Located in the Library [online writing tutorials](#)
- Math Hub - Located in the Success Center [online math tutorials](#)
- [Student Support Services](#)
- [Library](#)
- Online [Canvas Orientation](#)

**Advising and Counseling Services**

- [Academic Advising](#)
- [Registration](#)
- [Career Planning](#)
- [Job Placement Services](#)
- [Personal Counseling](#)
- [Veterans Services Office](#)
Online Tutoring Information

As a Grayson College student, you now have access to online tutoring for this course through Upswing Online Tutoring.

Click next at the bottom of the screen to be directed to instructions on how to access the tutoring portal.
Interview Questions for Students

• How is your dual credit class different from the rest of your class periods?

• How do you know that you are progressing in class and on track for completion?

• What happens if you fall behind in class?

• What do you think is an advantage of taking dual credit classes?
Interview Questions for Students

• Do you feel supported by college instructors and staff?

• Does your high school offer you assistance when needed? In what ways?

• What services and resources are available to you at the college?
Student Panels

Have counselors and principals choose a group of 5 or 6 students to be interviewed by the team.
High School Visits

• 4-5 visits per high school between September and November

• Met with Counselors, Principals, Librarians, Online Monitors, Faculty.

• **Provide Sample Questions (See Handout)**

• Tour library, science labs, computer labs, classrooms.

• Speak with students in DC classes.
• Discuss student outreach and services offered.

• Discuss interaction with faculty teaching dual credit courses.

• GC Campus Meetings - Canvas, Online Writing Center, Tutoring.

• Good time to address any areas of concern about DC in general.
• Go over reason for visit.

• Discuss follow-up visits to campus prior to SACSCOC visit.

• Good time to address any areas of concern about DC in general.
• Discuss services offered and available to students as it relates to DC classes.

• Computer labs and other technology available.

• Review of GC Library Page on Website and access to databases.
Embedded Faculty

- Ask about process for reporting assessment.
- Tour computer labs, science labs, classrooms.
- Ensure regular interaction with chair and peer faculty on GC Campus.
- Good time to address any areas of concern about DC in general.
Online Monitors

• What is your role with students taking dual credit classes online?

• How do you keep them on track?

• Good time to address any areas of concern about DC in general.
Preparing The Report

• Received input from each campus on library services, counseling services, academic support services and tutoring.

• Pictures from sites: Classrooms, libraries, computer labs, etc.

• Ask all faculty to submit updated resume.

• Review all transcripts of faculty.
Preparing The Report

• Prepare rosters of College Admin & Faculty with degrees, years of experience.

• Provide roster of courses taught and locations – going back two years.

• Had each school review their section on final report before sending to SACSCOC.
Visiting Team

• SACSCOC Vice President, Atlanta, GA

• Dean & Professor of History, Knoxville, TN

• Vice President, Academic Affairs, Leesburg, FL

• Executive VP and Dean of Students, Bessemer, AL
The Visit

• Lodging: Ask to see room ahead of time, get permission to deliver gift baskets, work-room rental, close to main campus.

• Airport Pickup: At DFW and Love Field, Lunch in Frisco.

• Transportation: Two team members per car, snacks and drinks in car. Driven by Director of Dual Credit & Dean of T&L.

• Meals: Quick places during day, nice places at night. Separate tables.
The Visit

• Scheduling site visits around class schedules. They wanted to see a dual credit class in session at each high school.

• Visited classrooms, science lab, library, computer labs, admin and counselors, small student groups.

• Looking for rigor and knowledge of services when talking to students.

• Looking closely at faculty credentials, especially embedded faculty with only 18 hours.
Main Campus Interviews

- Director of Dual Credit and Dean of Teaching & Learning
- Dean of Planning & Institutional Effectiveness
- VP Instruction
- Dean of Academic Affairs
- Director of Counseling & Advising
- Department Chairs
- VP Student Services
- Director of Library Services
- President
Report Comments

• Adjunct faculty at high schools interviewed indicated regular and robust communications with Department Chairs/Program Managers.

• Students at each location visited expressed familiarity with college resources. Students at three of the locations (Tioga Early College High School, Sherman High School, and Van Alstyne High School) even mentioned specifically scheduled class orientation trips to the college library.
Report Comments

• Students at each location described regularly scheduled class time each week in a monitored computer lab where they worked on their online dual credit courses.

• Interviews with faculty, staff and students at each of the five high school sites visited by the Committee affirmed that the institution provides student support programs, services and activities that promote student learning and enhance the development of its students.
Report Comments

• The institution communicates information about its support services and how to access them via four primary vehicles:
  • (1) A resources web page that is inserted into the Canvas course shell for each dual credit class;
  • (2) an on-campus orientation and scavenger hunt;
  • (3) informational meetings with high school counselors and college dual credit personnel; and
  • (4) FAQ page for dual credit students.
Exit Interview

• No Recommendations!

• Team exits campus.
Party Time!!!
A Few Areas For Improvement

• Stay on top of observations of embedded faculty.

• Missing official transcript.

• Ensure all high schools know about services offered.

• Textbook purchases.
My Contact Information

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