

IDEA Feedback Systems/ SACSCOC Standards Alignment



Every institution must tailor its accreditation plan to suit its mission, climate, and unique situation. Campuses can align their use of IDEA Systems with their particular program and institutional goals for student achievement and overall institutional effectiveness, and can track, document, and report progress. In addition to the direct mapping of IDEA Systems and Survey Items to the SACSCOC Standards, institutional customized questions can be added to all IDEA surveys to obtain feedback and data on specific initiatives

About the Accreditation Guide:

- Italicized text indicates broad references to IDEA Systems or Surveys as well as descriptive information. Non-italicized text indicate SACSCOC standards and specific IDEA survey item numbers.
- Student Ratings of Instruction (SRI) Item numbers are derived from the Diagnostic Feedback instrument. Learning Essential and Teaching Essentials share many of the items as well.
- New to IDEA is the Academic Advising Assessment and Feedback System, which includes the Advisor Feedback instrument and two Advising Assessment instruments, one for staff and one for students. The Advisor Feedback and Advising Assessment student surveys share the same items, with only slight wording differences referring to a single advisor (Advisor Feedback) versus the collective *many* advisors (Advising Assessment-Student Survey). For simplicity of mapping, the Advisor Feedback survey items are used. Advising Assessment where used refers only to the staff survey.

IDEA Feedback Systems – SACSCOC Standards Alignment

<http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>

Section	Standard	Standard #	IDEA Mapping	IDEA Survey Items and Details
1.The Principle of Integrity	1.The institution operates with integrity in all matters	1.1	Student Ratings of Instruction (SRI)-29	Developing ethical reasoning and/or decision making (student learning objective)
			Feedback System for Administrators (FSA)-10	Earning the trust and respect of others (Administrator personal characteristics)
			Feedback System for Chairs (FSC)-25	Trustworthy (Chair personal characteristics)
			Advisor Feedback -12	[My advisor] treated me with respect
			Advising Assessment -15	Acting with integrity and respect (Advising practices emphasized by my institution)
			Advising Assessment -32	Academic advisors act responsibly and with integrity
5. Administration and Organization	4.The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers)	5.4	<i>FSC/FSA</i>	<i>The IDEA Feedback System for Chairs and the Feedback System for Administrators each offers a comprehensive evaluation process that can be used for any administrative or academic officer, including department chairs.</i>
6. Faculty	<i>Achievement of the institution’s mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution’s obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.</i>	6	<i>SRI System</i>	<i>The IDEA Student Ratings of Instruction System is a significant component of a comprehensive, balanced faculty evaluation system, complete with recommendations for improvement and development resources.</i>
			<i>FSC</i>	<i>The IDEA Feedback System for Chairs can be used to obtain feedback on the department chairpersons’ effectiveness in ensuring that faculty members are competent to accomplish the mission and goals of the institution.</i>
			<i>Advising System</i>	<i>The Advisor Feedback survey and report provides formative feedback and development to faculty who serve also as academic advisors</i>

	2. For each of its educational programs, the institution a. Justifies and documents the qualifications of its faculty members. (Faculty qualifications)	6.2.a	<i>SRI System</i>	<i>The Student Ratings of Instruction System is an effective way to document teaching quality and development over time</i>
	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)	6.3	<i>SRI System</i>	<i>The Student Ratings of Instruction System</i>
			FSC-5	Guiding the development of sound procedures for assessing faculty performance
			FSC- 6	Facilitating successful recruitment and selection of promising faculty
			FSC-13	Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations
			FSC-46	Let faculty members know what is expected of them
	5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)	6.5	FSC-53	Provide feedback to faculty on their major activities
			<i>SRI- Faculty Reports</i>	<i>Student Ratings of Instruction System Report recommendations and links to development resources</i>
			FSC-2	Fostering good teaching in the department (e.g., encourages course updating, use of appropriate technology, attending to student feedback)
			FSC-9	Stimulating research, scholarly activity, and/or creative endeavors in the department
			FSC-12	Fostering the development of each faculty member’s special talents or interests
			FSC- 35	Assists faculty in developing their own goals and priorities
			<i>Advising System</i>	<i>Faculty with advising responsibilities receive formative feedback and professional development support through the Advisor Feedback report.</i>
Advising Assessment-30	Academic advisors receive feedback regularly to guide professional development			

8. Student Achievement	1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.	8.1	<i>SRI System</i>	<i>The Student Ratings of Instruction System, specifically student Learning Objectives (SRI Survey Items 20-32) and student Progress on Relevant Objectives (PRO scores)</i>
			<i>Advising System</i>	<i>Learning outcomes associated with Academic Advising (AF and AA-student survey items 16-24 listed in section 8.2.a below)</i>
			Advisor Feedback-10	Provided accurate advising information about my plan of study
			Advisor Feedback-11	Provided accurate information about policies and procedures (e.g., course registration, deadlines, holds)
			Advising Assessment- 19	Academic advising contributes to the academic success of all students
			Advising Assessment-20	The goals and objectives for academic advising are clearly communicated
			Advising Assessment- 21	The goals and objectives for academic advising align with the institutional mission
			Advising Assessment-24	Academic advising is designed to reach all students throughout the institution
			Advising Assessment- 31	Defined measures for student success (e.g., persistence, retention, graduation rates) are clearly communicated
			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: a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)	8.2.a
SRI-20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)			
SRI-21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures			
SRI-22	Learning to apply course material (to improve thinking, problem-solving, and decisions)			
SRI-23	Developing specific skills, competencies, and points of view needed by professionals in the			

				field most closely related to this course
			SRI-24	Acquiring skills in working with others as a member of a team
			SRI-25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
			SRI-26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
			SRI-27	Developing skill in expressing myself orally or in writing
			SRI-28	Learning how to find, evaluate, and use resources to explore a topic in depth
			SRI-29	Developing ethical reasoning and/or ethical decision making
			SRI-30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view
			SRI-31	Learning to apply knowledge and skills to benefit others or serve the public good
			SRI-32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information
			<i>Advising System Learning Outcomes</i>	
			Advisor Feedback- 16	Developing a realistic plan to achieve my educational goals
			Advisor Feedback- 17	Developing a realistic plan to achieve my career goals
			Advisor Feedback- 18	Developing a realistic plan to achieve my personal/life goals
			Advisor Feedback- 19	Taking personal responsibility for my academic success
			Advisor Feedback- 20	Developing an awareness of campus resources that can help me succeed (e.g., programs, services, and opportunities)
			Advisor Feedback- 21	Developing an awareness of how my decisions, habits, and interests impact my ability to achieve goals

			Advisor Feedback- 22	Understanding the requirements to earn my degree (e.g., major and general education)	
			Advisor Feedback- 23	Understanding the policies and procedures related to my academic progress (e.g., course registration, deadlines, holds)	
			Advisor Feedback- 24	Developing awareness of the academic and co-curricular learning opportunities available to me (e.g., service learning, internships, study abroad)	
	b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)	8.2.b	<i>SRI Learning Objectives</i>		
			SRI-20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	
			SRI-21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	
			SRI-22	Learning to apply course material (to improve thinking, problem-solving, and decisions)	
			SRI-23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	
			SRI-24	Acquiring skills in working with others as a member of a team	
			SRI-25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	
			SRI-26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	
			SRI-27	Developing skill in expressing myself orally or in writing	
			SRI-28	Learning how to find, evaluate, and use resources to explore a topic in depth	
SRI-29	Developing ethical reasoning and/or ethical decision making				
SRI-30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view				

			SRI-31	Learning to apply knowledge and skills to benefit others or serve the public good
			SRI-32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information
9. Educational Program Structure	6. Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured: (a) to include knowledge of the literature of the discipline	9.6.a	SRI-1	Found ways to help students answer their own questions
			SRI-8	Stimulated students to intellectual effort beyond that required by most courses
			SRI-9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
			SRI-14	Involved students in hands-on projects such as research, case studies, or real-life activities
			SRI-18	Gave projects, tests, or assignments that required original or creative thinking
			SRI-34	Difficulty of subject matter
	(b) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)	9.6.b	SRI-20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
			SRI-4	Demonstrated the importance and significance of the subject matter
			SRI-6	Made it clear how each topic fit into the course
			SRI-9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
			SRI-11	Related course material to real-life situations
			SRI-12	Created opportunities for students to apply course content outside the classroom
			SRI-14	Involved students in hands-on projects such as research, case studies, or real-life activities
			SRI-22	Learning to apply course material (to improve thinking, problem-solving, and decisions)
SRI-23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course			

			SRI-28	Learning how to find, evaluate, and use resources to explore a topic in depth
10. Educational Policies, Procedures, and Practices	4. The institution ... places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Academic governance)	10.4	<i>SRI System</i>	<i>Student Ratings of Instruction System</i>
11. Academic and Student Support Services	1.The institution provides appropriate academic and student support programs, services, and activities consistent with its mission (Student support services)	11.1	Advising Assessment -19	Academic advising contributes to the academic success of all students
			Advising Assessment- 20	The goals and objectives for academic advising align with the institutional mission
			Advising Assessment- 24	Academic advising is designed to reach all students throughout the institution
			Advising Assessment- 25	Academic advising provides students with adequate career guidance
			Advising Assessment-26	Academic advising includes adequate counseling services
	2.The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (Student support services staff)	11.2	Advising Assessment- 23	There is an adequate number of appropriately trained personnel to fulfill the goals of academic advising
			Advising Assessment- 34	Advising responsibilities are assigned in an effective and equitable manner
			Advising Assessment-35	I receive adequate support to carry out my responsibilities as an academic advisor
	3.The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. (Student rights)	11.3	Advising Assessment-17	[Advising practices emphasized by my institution] Explaining the responsibilities of the advisor and the student in the advising process
			Advising Assessment-31	Defined measures for student success (e.g., persistence, retention, graduation rates) are clearly communicated
			Advising Assessment-33	There is an effective procedure to monitor and document students' timely progress toward degree completion
	4.The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c)	11.4	Advising Assessment-20	The goals and objective for academic advising are clearly communicated

	maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints)			
	5.The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student records)	11.5	Advising Assessment-16	[Advising practices emphasized by my institution] Maintaining high standards of confidentiality
			Advising Assessment-22	Student records are maintained in accordance with the institutional confidentiality policies
13. Financial and Physical Resources	3.The institution manages its financial resources in a responsible manner. (Financial responsibility)	13.3	FSC- 1	attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
			FSC- 3	Assisting in securing funding from external sources (e.g., grants, contracts, gifts, partnerships)
	7.The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. (Physical resources)	13.7	FSC- 1	attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
	8.The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	13.8	FSC- 43	Promotes inclusiveness and diversity among students and faculty
Advisor Feedback-14			[My advisor] promoted a safe and welcoming environment	
Advising Assessment- 18			Promoting a safe and welcoming environment (Advising practices emphasized by my institution)	
			Advising Assessment- 27	Academic advising promotes a climate that supports diverse perspectives