

IDEA Instruments Alignment with SACS Standards*

SACS Standard	Substandard	SACS Substandard #	IDEA Item #	IDEA Instrument Items
Institutional Effectiveness (3.3)	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of improvement . . . (3.3.1)	3.3.1	IDEA Instruments	All IDEA Instruments
	Educational programs, to include student learning outcomes (3.3.1.1)	3.3.1.1	IDEA Instruments	All IDEA Instruments –Learning Objectives
	Community/public services within its mission, if appropriate (3.3.1.5)	3.3.1.5	31	Learning to apply knowledge and skills to benefit others or serve the public good
All Educational Programs (3.4)	The institution's continuing education, outreach, and service programs are consistent with the institution's mission (3.4.2)	3.4.2	12	Created opportunities for students to apply course content outside of the classroom
	The institution places primary responsibility for the content, quality and effectiveness of the curriculum with its faculty (3.4.10)	3.4.10	IDEA Instruments	All IDEA Instruments
Undergraduate Educational Programs (3.5)	The institution identifies college-level general education competencies and the extent to which students have attained them (3.5.1)	3.5.1	20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
			21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
			22	Learning to apply course material (to improve thinking, problem solving, and decisions)
			23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
			24	Acquiring skills in working with others as a member of a team
			25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
			26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
			27	Developing skill in expressing myself orally or in writing

IDEA Student Ratings of Instruction (SRI) System Alignment with SACS Standards

SACS Standard	Substandard	SACS Substandard #	IDEA Item #	IDEA Instrument Items
Undergraduate Educational Programs (3.5) (cont.)	The institution identifies college-level general education competencies and the extent to which students have attained them (3.5.1)	3.5.1	28	Learning how to find, evaluate, and use resources to explore a topic in depth
			29	Developing ethical reasoning and/or ethical decision making
			30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view
			31	Learning to apply knowledge and skills to benefit others or serve the public good
			32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information
Graduate and Post-Baccalaureate Professional Programs (3.6)	The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs (3.6.1)	3.6.1	1	Found ways to help students answer their own questions
			8	Stimulated students to intellectual effort beyond that required by most courses
			9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
			14	Involved students in hands-on projects such as research, case studies, or real life activities
			18	Gave projects, tests, or assignments that required original or creative thinking
	34	Difficulty of subject matter		
	The Institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences (3.6.2)	3.6.2	20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
			4	Demonstrated the importance and significance of the subject matter
			6	Made it clear how each topic fit into the course
			9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
11			Related course material to real life situations	

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Graduate and Post-Baccalaureate Professional Programs (3.6) (cont.)	The Institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences (3.6.2)	3.6.2	12	Created opportunities for students to apply course content outside the classroom
			14	Involved students in hands-on projects such as research, case studies, or real life activities
			22	Learning to apply course material (to improve thinking, problem solving, and decisions)
			23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
			28	Learning how to find, evaluate, and use resources to explore a topic in depth
Faculty (3.7)	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty (3.7.1)	3.7.1	39	Overall, I rate this instructor an excellent teacher
			40	Overall, I rate this course as excellent.
			<i>IDEA Instruments</i>	<i>All IDEA Instruments</i>
	The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status (3.7.2)	3.7.2	<i>IDEA Instruments</i>	<i>All IDEA Instruments</i>
The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners (3.7.3)	3.7.3	<i>IDEA Instruments – Faculty Report Recommendations</i>	<i>All IDEA Instruments</i>	

IDEA Administrator and Chair Feedback Systems Alignment with SACS Standards*

Standard	Substandard	SACS Substandard #	IDEA Item #	Administrator (LAA) and Chair (LAC) Feedback System and Items
Governance & Administration (3.2)	The institution has qualified administrative and academic officers with the experience and competence to lead the institution (3.2.8)	3.2.8	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
	The institution periodically evaluates the effectiveness of its administrators (3.2.10)	3.2.10	LAA	360° Leadership Analytics for Administrators
Institutional Effectiveness (3.3)	Institutional Effectiveness (3.3.1)	3.3.1	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
Faculty (3.7)	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related to work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty (3.7.1)	3.7.1	LAC	360° Leadership Analytics 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.

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Faculty (3.7) (cont.)	The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status (3.7.2)	3.7.2	C-5	Guiding the development of sound procedures for assessing faculty performance
			C-13	Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations
			C-46	Let faculty members know what is expected of them
			C-53	Provide feedback to faculty on their major activities
	The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners (3.7.3)	3.7.3	C-12	Fostering the development of each faculty member's special talents or interests
Resources (3.10-3.11)	Financial and Physical Resources	3.10-11	LAA/LAC	Additional questions can be added to both the Chair and Administrator 360° Leadership Analytics to obtain feedback on specific items such as resource adequacy, planning, etc.