



November 8, 2019

Dr. D. Ray Perren  
President  
Lanier Technical College  
2535 Lanier Tech Drive  
Gainesville, GA 30507

Dear Dr. Perren:

Thank you for submitting the following substantive change:

Substantive change:  
**OCIS 50% or More of Program**  
**South Forsyth High School**  
**585 Peachtree Parkway**  
**Cumming, GA 30041**

Submission date:  
**6/27/2019**

Implementation date:  
**1/1/2020**

Case ID:  
**SC006663**

The institution will offer the existing Technical Certificate of Credit in Health Information Technology Specialist program at South Forsyth High School. The program was selected with input from staff at the high school and staff in the Forsyth County school system based on student interest and workforce development needs in the service area. The initiative aligns with the institution's mission to provide 'career-technical education programs.' Extending instruction at the site was approved by the institution's Curriculum Committee and by the President.

The program will be delivered through traditional classroom instruction. As the program will be delivered to dual-enrollment students, some admission requirements are impacted. State Board policy takes precedence over program standards impacting minimum age requirements for some programs and completion of a high school diploma for admission. Dual enrollment students must meet the minimum cut scores for regular admission to be enrolled in the program. Graduation requirements note completion of the required 13 credit hours.

Administrative oversight is shared between Lanier Technical College's (LTC) High School Coordinator and program chairs over the program. During recruitment and student enrollment, the High School Coordinator is the primary point of contact for high school staff, students, and parents. The site will be monitored and evaluated through regular classroom observations and course evaluations completed by students. For any issues that are identified that are beyond the scope of the program chair's responsibility, the academic dean overseeing the program works with institutional and high school staff to resolve the issues. LTC has developed modified versions of the Student Satisfaction Survey and the Faculty and Staff



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Satisfaction Survey as means of evaluating facilities, services, and operations at off-campus sites. Assessment of the program includes annual Student Learning Outcomes Assessment Reports completed by faculty assessing student learning across each educational program for both on-campus and off-campus sites.

A Faculty Roster Form for two full-time faculty teaching at the site was provided; faculty qualifications appear appropriate. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

A list of discipline-specific library resources was included, and resources appear adequate for the initiative. Students and faculty have 24/7 access to LTC's electronic learning resources over the internet, and the Director of Library Services regularly communicates the password for access to all faculty and students. A librarian will visit the HIMT 1100 Introduction to Health Information Technology class at the high school to provide a library orientation session with instruction in using online and onsite library resources. Instructors ensure students have adequate opportunity to access electronic resources during the instructional period, and the classroom has computers for access. Students are also supported by the South Forsyth High School Media Resource Specialists. The LTC library web page also provides a Library Guide for the program for guided access to discipline-specific onsite and online materials.

LTC provides student support services on the high school site including placement testing, textbook delivery, and an early alert system for at-risk students. Students may also access support services at the nearby Forsyth Campus such as orientation, computer labs, career counseling, and liaison with high school disability services staff. LTC will hold parent/student information sessions and open house events, and faculty will be in attendance to answer questions. A Student Navigator position is responsible for retention initiatives and responds to indicators such as missed classes, low test scores, or instructor-identified alerts. The position works with the LTC High School Coordinator to provide counseling to students and notifications to the high school staff. A workshop is held on campus for all students at the beginning of the term and introduces students to the vocabulary of college life and to other services/topics.

Classrooms are equipped with appropriate seating and have either a smartboard or TV. A computer lab provides a clear touch panel suited for instruction in health information management. A three-year budget noted expense for salaries and equipment/supplies offset by local funds generated from tuition and fees. Financial support appears adequate, and carry-over funds are available for contingency planning.

Institutional effectiveness includes Strategic Plan Reviews, Annual Unit Plans, Student Learning Outcomes Assessment Reports (noted earlier), and other indirect assessment surveys. The Student Learning Outcomes (SLOs) Assessment Reports include method/instrument of assessment, data analysis, and use of assessment results. Assessment data from students at the site will be incorporated into the total measure of SLOs for these subjects and will also be disaggregated and reported individually for comparison purposes.



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The site will be reviewed, and may include a site visit, as part of the institution's next fifth-year and/or decennial review.

At its meeting in June 2018, the SACSCOC Board of Trustees approved modification of the *Substantive Change Policy for SACSCOC Accredited Institutions* for any type of substantive change requiring approval. If an approved substantive change has not been implemented within two years of action by the SACSCOC Board of Trustees, the institution will need to submit a new prospectus for the change or application for a level change.

**The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the South Forsyth High School off-campus instructional site (OCIS). It was the decision of the Board to approve the site and include it in the scope of accreditation.**

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.

Should you need assistance, please contact Dr. Denise Y. Young at 404-679-4501 or via email at [dyoung@sacscoc.org](mailto:dyoung@sacscoc.org).

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW/MAC:lp

Enclosure

cc: Dr. Joanne P. Tolleson, Vice President, Institutional Effectiveness & Operations  
Dr. Denise Y. Young

