Context for 2018-19 and Beyond

• Submission Date for 2018-19 Annual Reports
  • October 31, 2019

• Change of SACSCOC Principles of Accreditation, effective January 2018

• GSW Interim Fifth-Year Report due March 16, 2020

• GSW Decennial Reaffirmation 2023-24
  • Compliance Certificate due September 2023
  • Onsite Visit Spring 2024
Academic Unit Assessment of Major Programs

- Academic Program effectiveness falls under Standard 8.2a: 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:
  - Student learning outcomes for each of its educational programs
Big Picture Question for Programs: What should a graduate from your program know and be able to do?

• Disciplinary knowledge?
• Disciplinary skills and methods?
• Essential Knowledge?
• Essential Skills
  • Communication?
  • Quantitative Reasoning?
  • Problem Solving?
  • Information Literacy?
  • Critical Thinking?
Annual Reporting for Academic Programs

- **Last Year**
  - Three-Year Trend Report on assessment plan/outcomes/results for AY 2015-16, AY 2016-17, & AY 2017-18
  - Improvement Plans
  - Some of these still outstanding, but needed for Interim 5th-Year Report by October 30

- **This Year**
  - Assessment plan for the next three years
  - Unit Strategic Plan Update

- **Next Year**
  - Any changes to assessment plan?
  - Unit Strategic Plan Update

- **The Year After**
  - Improvement Plans
  - Unit Strategic Plan Update

- **And so on . . .**

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Assessment Plan for the Next Three years

• What are your program outcomes?
• How would you measure the knowledge and skills you have identified as outcomes of your program?
• What would you identify as a threshold of expectation on these outcomes, or what is the minimum expectation?
• What would you identify as your performance goals?
• Who will analyze the data generated?
• Where is the assessment plan template?
Momentum Approach

- GSW submitted a plan to extend the Momentum Year strategies into the entire four years of programs.
- Area of focus for academic programs: Storm Tracks (Degree Pathways)
  - Identify ways of adapting tracks for student beginning during spring term or summer term
  - Identify off ramps for students who may not be in the right program
  - Catapult Courses
  - Co-curricular and other milestones on the tracks
Program Coordination

• Program Coordination falls under Section 6.2c: for each of its educational programs, the institution assigns appropriate responsibility for program coordination
  • Does the organizational structure of academic units affect the assignment of appropriate responsibility for program coordination?
  • If the organizational structure does not track the content of curricula, how is appropriate input gained from those with expertise in the field?
  • Do coordinators have qualifications appropriate for the degree level of the program?
  • In what sense are responsibilities “assigned?”
What do I need for this section of the Interim 5th-Year Report?

• Who coordinates which degree programs?
• What are their responsibilities and how are they assigned?
• How are the coordinator’s qualifications appropriate for the level of the program?
• By the last day of class
  • Coordinators for each degree program
  • Coordinators’ qualifications supported by a CV for each
• Faculty Work Profiles
Online Classes

• All online classes regardless of whether they are part of a fully online program or not must comply with Section 10.6a of the SACSCOC Principles of Accreditation:
  • An institution that offers distance or correspondence education ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
• For the Interim 5th-Year Report I need to know how each program or course verifies student identity.
Look Ahead: General Education

• General Education Program effectiveness falls under Standard 8.2b: 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:
  • Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs
Complication: USG General Core Revision 2019-20

• Tristan Denley has identified an aggressive timeline for changing the USG’s General Education Core Policies.
  • Design Principles have already been drafted and will be voted on by the Regents at their September meeting
  • Implementation task force will be appointed to turn the design principles into policy and process.
  • Dr. Denley aims for the new Core to be implemented fall 2020!

• What am I hearing?
  • Grandfathering will go away
  • Alphabet soup list of areas will go away in favor of areas of competency, which may be cross-disciplinary
QUESTIONS?