

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

On-Site Committee Comments

Committee Comments: Whereas Georgia Southwestern State University may possess the capacity to carry out its QEP, Windows to the World, the Committee has concerns that proposed staffing is inadequate for the full implementation and institutionalization of it. Further, the successful implementation of the program depends almost exclusively on the Director of International Programs. The scope of his or her duties range not only over the execution of this office and its multifarious components, but also the oversight of the QEP, all without any additional staff, office support, financial resources, or administrative mandate. The Committee has concerns about how successful such an individual can be under these constraints given the responsibilities of the job.

Recommendation 1: The Committee recommends that GSW demonstrate the capacity to successfully implement and sustain a robust QEP.

Committee Comments: The instructors of UNIV 1000 must be appropriately guided and mentored to assure that the launch of the QEP via the enhancements of that course will be successful. In particular, it will be important that these individuals understand how to work with students to develop a quality reflective learning piece and that students understand the full QEP and expectations that GSW has for them as the learning environment at GSW is transformed.

Recommendation 2: The Committee recommends that GSW ensure that UNIV 1000 instructors are appropriately trained in the use and evaluation of reflective writing.

Committee Comments: The stated SLOs are input goals rather than learning outcomes and need attention to make them more precise and more easily measurable as student learning outcomes. The important question to be answered is: What exactly do you want GSW graduates to know and be able to do after completion of their requirements mandated by the QEP? Rewording the SLOs to more accurately state what it is you hope to accomplish as SLOs through the implementation of the QEP are necessary.

Recommendation 3: The Committee recommends that GSW develop the desired learning outcomes to make them more precise and easily measurable.

Committee Comments: Heavy reliance on the use of reflective writing as a tool for direct measurement of the effectiveness of student learning outcomes begs the question: How will students be guided to produce thoughtful, comprehensive, rigorous, and insightful reflective essays? Right from the start, perhaps specifically with the reflective essay following the UNIV 1000 visit to the Global Village, instructors should work closely with students on how to develop a quality reflective piece. The Committee, for example, noted the "startling" results of the piloting effort with reflective writing in Fall 2013.

Recommendation 4: The Committee recommends that, as part of the QEP implementation, GSW take steps to assure that the reflective writing assignments will be reliable and valid instruments to assess desired learning outcomes.

University Response

Institutional Response to Recommendation 1: The Faculty and Administration of Georgia Southwestern State University (GSW) has taken four sets of interconnected actions to respond to the recommendation of the On-Site Reaffirmation Committee.

1. The Associate Vice President of Academic Affairs, in consultation with members of the Windows to the World Program Proposal Team, revised and simplified the Job Description for the International Programs Director (IPD), as well as revising the title of the position. Dr Sarah Speir has been hired as IPD as of July 15, 2014 (see [IPD Job Description from GSW's QEP Proposal](#) and [IPD Job Description](#)).
2. The Associate Vice President of Academic Affairs, in consultation with GSW's President, Vice President of Academic Affairs, and members of the Windows to the World Program Proposal Team, clarified the reporting and working relations for the IPD to show better the level of support and collaboration the Director will have. Specifically, the IPD will report to the Associate Vice President of Academic Affairs as originally proposed, but the Director of the English Language Institute will continue to report to the Associate Vice President of Academic Affairs rather than reporting to the IPD. The Director of Study Abroad Programs, which is a part-time faculty position, will report to the IPD and collaborate with the IPD to administer Study Abroad Programs. Also, the position of the English Language Institute's Student Advocate has been reconfigured in order to give the IPD more resource assistance. The Student Advocate position will have dual reporting lines, with 60 percent time reporting to the Director of the English Language Institute, and 40 percent time reporting to the IPD. In addition, the IPD will only gradually assume the position as GSW's Primary Designated School Official for the US Department of Homeland Security (PDSO), after her first year on the job. The gradual assumption of the PDSO duties will allow the IPD to receive additional training, if necessary, and to devote sufficient time to building Windows to the World implementation mechanisms during that first year. The IPD will be assisted in the building Windows to the World implementation

mechanisms by the Director of Institutional Effectiveness and Planning, who will oversee the collection and assessment of Windows to the World reflective writing artifacts, and the International Programming Advisory Board, who will consult with the IPD to analyze assessment results and to plan actions to improve the effectiveness of the Windows to the World Program. The IPD will also receive administrative support from the Senior Administrative Assistant and the Student Administrative Assistant in the Office of Academic Affairs (see [the Organizational Chart for International Programs at GSW](#)).

3. Members of the Windows to the World Program Proposal Team, in consultation with the Vice President of Business and Finance, developed a new projected budget for the Office of the IPD that incorporates an increase in operating funds for the implementation of the Windows to the World Program. These additional funds have been allocated to additional faculty development, additional support for Windows to the World Seminars, and travel funds for the IPD. Increases of 1.5% to 4% have been projected in operating funds for future fiscal years beyond FY 2015 (see [Windows to the World Program Budget Projections FY 2015-19](#)).
4. GSW's President and the Administrative Council have taken several interconnected steps to establish an administrative mandate for the IPD. A proposal has been drafted to add the IPD to the administrative officers listed in the GSW University Statutes; since the university statutes can only be amended with the support of a two-thirds vote by the GSW Faculty Senate and by the General Faculty, the change will not be complete until after the December 2014 General Faculty meeting (see [GSW University Statutes proposal](#)). The President has appointed the IPD to the President's Advisory Council, a body that represents all areas of the university administration and meets monthly from August through May to discuss university policy and exchange information. The Vice President of Student Affairs has appointed the IPD to the Campus Activities Board (CAB), which "exists in order to initiate and coordinate programming on a University-wide basis that will complement the academic program of studies and enhance the overall educational experience of students through the development of, exposure to, existence of, and participation in social, cultural, intellectual, recreational, and governance programs" (see link to [GSW CAB index](#)). GSW's President will initiate the Windows to the World Program by allocating the annual President's Convocation in Fall 2014 as the first official Windows to the World Experience. The invited speaker will be Dr. Phillip Stevens, and anthropologist from SUNY Buffalo. Dr. Stevens will share some of his experiences as both a Peace Corps Volunteer and a field researcher in West Africa with the GSW Community. In a related action, GSW's University Learning Outcomes Task Force has incorporated the revised Windows to the World Student Learning Outcomes into its proposal for university learning outcomes that is scheduled to go through GSW's academic approval process during Fall 2014 (see [GSW ULO Proposal](#)).

Institutional Response to Recommendation 2: A working group composed of the First-Year Advocate who is also the course director for UNIV 1000, the Dean of the College Arts and Sciences, the Director of the University Writing Center, two Assistant Professors of English both of whom are trained in composition and rhetoric, and the Director of Institutional Effectiveness have taken three actions in response to the recommendation of the On-Site Reaffirmation Committee.

1. The working group met to determine what training would be appropriate for UNIV 1000 instructors. The factors taken into account included that the instructors are from a variety of disciplines and student support units who are teaching the orientation course as a voluntary service to the institution in addition to their regular work duties. One intended outcome of UNIV 1000 is to begin the development of metacognitive understanding in students to make them more intentional and effective learners, an outcome that may be effectively assisted by reflective writing. Finally, it was considered that the UNIV 1000 reflective writing assignment related to the Windows to the World Program comes at the beginning of first-year students' careers at GSW largely before they have been exposed to the experiences that form the backbone of the Windows to the World Program. Thus, it was decided that UNIV 1000 instructors should be trained in two specific areas: presenting the assignment to students and evaluating the reflective essays for the purpose of course grading. Since the evaluation of the reflective writing artifacts as baseline measurements in the assessment of the Windows to the World Program will be done independently of the course grading and largely by individuals who are not UNIV 1000 instructors, it was decided that it would be not be necessary to train the UNIV 1000 instructors in use of the Windows to the World assessment rubric.
2. The working group has also scheduled and planned two training sessions for UNIV 1000 instructors for each of the tasks they need to perform. As part of the regular training for UNIV 1000 instructors during GSW's annual planning and faculty development week, the revised UNIV 1000 reflective writing assignment will be presented and the design of the assignment will be discussed as well as the general design of reflective writing assignments (see [Southwestern Week Schedule 2014](#)). At this same time, instructors will be trained to answer effectively student questions about the assignment. At the end of the fourth week of Fall Semester, a longer training session will be conducted for UNIV 1000 instructors in holistic evaluation of the reflective writing assignment. This training has been planned to include discussion of a rubric developed for the purpose and group evaluation of sample reflective writing assignments. Both training sessions will be conducted by the Director of the Writing Center and other experienced writing instructors from the Department of English and Modern Languages.
3. Two experienced writing instructors from the Department of English and Modern Languages developed the reflective writing rubric based on the rubric used for assessment of student writing in GSW general education assessment program (see [GSW Reflective Writing Rubric](#)). The rubric was also reviewed by the Director of the Writing Center and GSW's First-Year Advocate during its preparation. This rubric will be provided to UNIV 1000 instructors as part of their training and they will be trained to share the rubric with students during presentation of the assignment to give their students information about the expectations that will guide the evaluation and assessment of the students' reflections.

Institutional Response to Recommendation 3: A subcommittee of the Georgia Southwestern State University (GSW) QEP Proposal Drafting Committee has revised the Student Learning Outcomes for the Windows to the World Program (W2W). The SLOs were revised to specify student behaviors that are indicative of the goals of W2W and that align well with the primary instrument that will be used to assess the SLOs (see [GSW QEP Writing Rubric](#)).

Original Proposed Windows to the World SLOs













- Increase their knowledge about the world.
- Increase their curiosity about the world.
- Increase their willingness to engage in the global community.

Revised Windows to the World SLOs

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- Students will be able to identify, describe, and explain cultural differences.
 - Students will ask questions about other cultures and be able to find answers to those questions.
 - Students will interact with people from other cultures.

Institutional Response to Recommendation 4: Two experienced writing instructors were tasked by the Windows to the World (W2W) Proposal Drafting Committee to revise both the UNIV 1000 reflective writing assignment and the W2W capstone reflective writing assignment to insure their alignment with the revised W2W student learning outcomes (see Recommendation 3) and the W2W assessment rubric (see [W2W Assessment Rubric](#)). Both revised instruments were reviewed in draft by the Director of the University Writing Center and other experienced writing instructors. The UNIV 1000 instrument was also reviewed in draft by experienced UNIV 1000 instructors (see [UNIV 1000 Reflective Writing Assignment](#) and the [W2W Capstone Reflective Writing Assignment](#)).

Sources

-  [GSW Campus Activities Board](#)
-  [GSW International Programs Org Chart](#)
-  [GSW QEP Assessment Rubric](#)
-  [GSW Reflective Writing Rubric](#)
-  [GSW SOUTHWESTERN WEEK 2014](#)
-  [GSW University Statute proposal](#)
-  [GSW W2W Capstone Reflection Assignment](#)
-  [International Programming Director Job Description from QEP Proposal](#)
-  [IPD Job Description](#)
-  [Proposed GSW University Learning Outcomes June 2014](#)
-  [Univ1000_W2W_IntroReflectiveEssay](#)
-  [Windows to the World Projected Budget](#)

3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

On-Site Committee Comments









Recommendation 5: As it is still unclear as to the true nature of the arrangement between these two institutions, the On-Site Reaffirmation Committee recommends that the agreement be reevaluated to reflect its true nature and correctly specified in documents of the institution.

University Response

The faculty and administration of Georgia Southwestern State University (GSW) have taken three actions to comply with the recommendation of the On-Site Reaffirmation Committee.

1. We have discussed and clarified the curriculum for the Dual Degree program with Georgia Institute of Technology (GIT), reducing the number of tracks towards the dual degree and specifying the exact courses required for engineering degrees at GIT that will fulfill the remaining degree requirements for a mathematics degree at GSW. Similarly, we have reviewed the document that specifies the required courses for the Regents Engineering Transfer Program (RETP) to be sure the expectations for students are clear (see [Dual Degree in Civil Engineering and Mathematics curriculum sheet](#), [Dual Degree in Electrical Engineering and Mathematics curriculum sheet](#), [Dual Degree in Mechanical Engineering and Mathematics curriculum sheet](#), and [RETP curriculum sheet](#)).
2. We have renegotiated our agreements with GIT to clarify the roles and responsibilities of the program partners and to bring the agreements both up to date and into compliance with both GSW and GIT internal policies (see [GSW-GIT Dual Degree Agreement 2014](#) and [GSW-GIT RETP Agreement 2014](#)).
3. We have revised the descriptions of the two programs that appear in the GSW Undergraduate Bulletin 2014-15 to clarify the distinction between the Dual Degree and the RETP programs (see Dual Degree and RETP descriptions in [GSW Undergraduate Bulletin 2013-14](#) and [GSW Undergraduate Bulletin 2014-15](#)).

Sources

-  [GaTech-GSW Dual Degree Agreement 2014](#)
-  [GaTech-GSW RETP Agreement 2014](#)
-  [GSW UG Bulletin 2013-14 \(Page 102\)](#)
-  [GSW UG Bulletin 2014-15 \(Dual & RETP\)](#)
-  [GSW-GIT Math-CivilEng Dual Curriculum Sheet 2014-15](#)
-  [GSW-GIT Math-ElectricalEng Dual Curriculum Sheet 2014-15](#)
-  [GSW-GIT Math-MechanicalEng Dual Curriculum Sheet 2014-15](#)
-  [RETP Curriculum Sheet 2014-15](#)