SACS COC and Graduate Education
Maurice Eftink
Associate Provost Emeritus, University of Mississippi

Assessment & Reaccreditation Perils – Compliance Issues
Deborah Driscoll
VP for Institutional Effectiveness and Planning, Lynchburg College
Assessment & Reaccreditation Perils - Compliance Issues

Conference of Southern Graduate Schools
March 3, 2017 Annapolis MD

Panelist Deborah Driscoll, PhD
Vice President for Institutional Effectiveness and Planning
Lynchburg College, Lynchburg, Virginia
Assessment Perils

• Mission / purpose of program identified as an add-on

• Curriculum designed to “cover” content

• Assessment results (and tools) seem unrelated to learning outcomes

• Assessment data, but no analysis

• Analysis, but no conclusions
Assessment Perils

• Department discussion, but no minutes

• Department discussion, but no subsequent action or follow-up

• Constantly changing assessment tools, so no trend data

• Changing departmental responsibilities, no assessment data

• No assessment data from distance delivery programs or from off-site / branch campuses
Minimize the **Perils**

- Job descriptions
- Create a departmental annual calendar (PLAN – DO – CHECK – ACT)
- Customize the annual report
- Customize the program review process
- Support for departmental efforts to improve processes
Program Assessment Process

**AUGUST**
- Review, Revise Program Goals & Course Objectives

**SEPTEMBER**
- Revise map of learning outcomes
- Review sources of data

**OCTOBER - MAY**
- Review, report of results
- Implement protocols

**SEPTEMBER**
- Revise assessment protocols

END OF SPRING / BEGINNING OF FALL

Adapted from S. Selden
### Percent of Original Cohort that Returns over Time

<table>
<thead>
<tr>
<th>Cohort Yr</th>
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<th>2 Spring Ret</th>
<th>3 Soph Yr</th>
<th>4 Jr Yr</th>
<th>5 Sr Yr</th>
<th>6 5th Yr</th>
<th>7 6th Yr</th>
<th>8 Fall Yr</th>
<th>9 Fall Yr</th>
<th>10 Fall Yr</th>
<th>11 Fall Yr</th>
<th>12 Fall Yr</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
<td>438</td>
<td>377 86.1%</td>
<td>303 56%</td>
<td>280 58%</td>
<td>244 55%</td>
<td>228 50%</td>
<td>220 6%</td>
<td>214 7%</td>
<td>210 6%</td>
<td>207 3%</td>
<td>204 1%</td>
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<tr>
<td>2001</td>
<td>473</td>
<td>420 88.8%</td>
<td>338 58%</td>
<td>318 58%</td>
<td>273 55%</td>
<td>274 55%</td>
<td>261 7%</td>
<td>255 7%</td>
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<td>247 7%</td>
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<tr>
<td>2002</td>
<td>438</td>
<td>383 87.4%</td>
<td>297 61%</td>
<td>279 61%</td>
<td>265 60%</td>
<td>264 60%</td>
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<td>2003</td>
<td>589</td>
<td>536 91.0%</td>
<td>446 66%</td>
<td>415 66%</td>
<td>390 63%</td>
<td>385 63%</td>
<td>372 10%</td>
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<tr>
<td>2004</td>
<td>568</td>
<td>519 91.4%</td>
<td>423 63%</td>
<td>392 58%</td>
<td>358 58%</td>
<td>347 58%</td>
<td>332 10%</td>
<td>321 10%</td>
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<tr>
<td>2005</td>
<td>554</td>
<td>475 85.7%</td>
<td>365 58%</td>
<td>345 58%</td>
<td>320 52%</td>
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<td>287 8%</td>
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<td>2006</td>
<td>552</td>
<td>511 92.6%</td>
<td>402 62%</td>
<td>379 62%</td>
<td>343 58%</td>
<td>334 58%</td>
<td>320 10%</td>
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<tr>
<td>2007</td>
<td>601</td>
<td>539 89.7%</td>
<td>448 62%</td>
<td>417 62%</td>
<td>375 57%</td>
<td>368 57%</td>
<td>343 11%</td>
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<tr>
<td>2008</td>
<td>594</td>
<td>536 90.2%</td>
<td>427 60%</td>
<td>395 60%</td>
<td>355 57%</td>
<td>340 57%</td>
<td>339 13%</td>
<td>327 13%</td>
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<tr>
<td>2012</td>
<td>517</td>
<td>477 92.3%</td>
<td>403 65%</td>
<td>374 65%</td>
<td>334 63%</td>
<td>333 63%</td>
<td>324 10%</td>
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<td>306 10%</td>
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### Class Entering One Year Retention Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
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<tbody>
<tr>
<td>2011</td>
<td>73.1%</td>
</tr>
<tr>
<td>2012</td>
<td>77.9%</td>
</tr>
<tr>
<td>2013</td>
<td>70.1%</td>
</tr>
<tr>
<td>2014</td>
<td>74.6%</td>
</tr>
<tr>
<td>2015</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

### 5 yr weighted average | 75.3%
Minimize the **Perils**

- Job descriptions
- Create a departmental annual calendar (PLAN – DO – CHECK – ACT)

- Customize the annual report
- Customize the program review process
- Support for departmental efforts to improve processes
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of actively seeking improvement based on analysis of the results in the areas below: Combined CS 3.3.1.3, CS 3.5.1, and FR 4.1

- **3.3.1.1** student learning outcomes for its educational programs  Formerly CS 3.3.1.1

- **3.3.1.2** student learning outcomes for general education competencies  Formerly CS 3.5.1

- **3.3.1.3** academic and student services that support student success  Formerly CS 3.3.1.3
Distance Learning

• The institution incorporates an analysis of its distance learning programs, branch campuses, and off-campus instructional sites in its Compliance Certification and in its Fifth-Year Compliance Certification. (See SACSCOC policy “Reaffirmation of Accreditation and Subsequent Reports”.) **New CS 3.13.2**
Substantive Change

• The institution has a policy and procedure to ensure that all substantive changes are reported to SACSCOC in a timely fashion. (See SACSCOC policy, “Substantive Change Policy.”) (Substantive change) Combined CS 3.12.1 and policy statement from CS 3.13.1

• Timing for approval of new programs
Conclusion

- Keep minutes
- Consider policies as tools
- Build relationships
  - institutional assessment / IE office
  - specialized accreditation experts in the departments
  - IR for program data analysis
- Professional development - become a Peer Reviewer for SACSCOC
- Challenge your people to be systems thinkers
  - annual departmental calendar with process steps
  - strong assessment tools tied directly to outcomes
  - strategically include elements in a program review