

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

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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

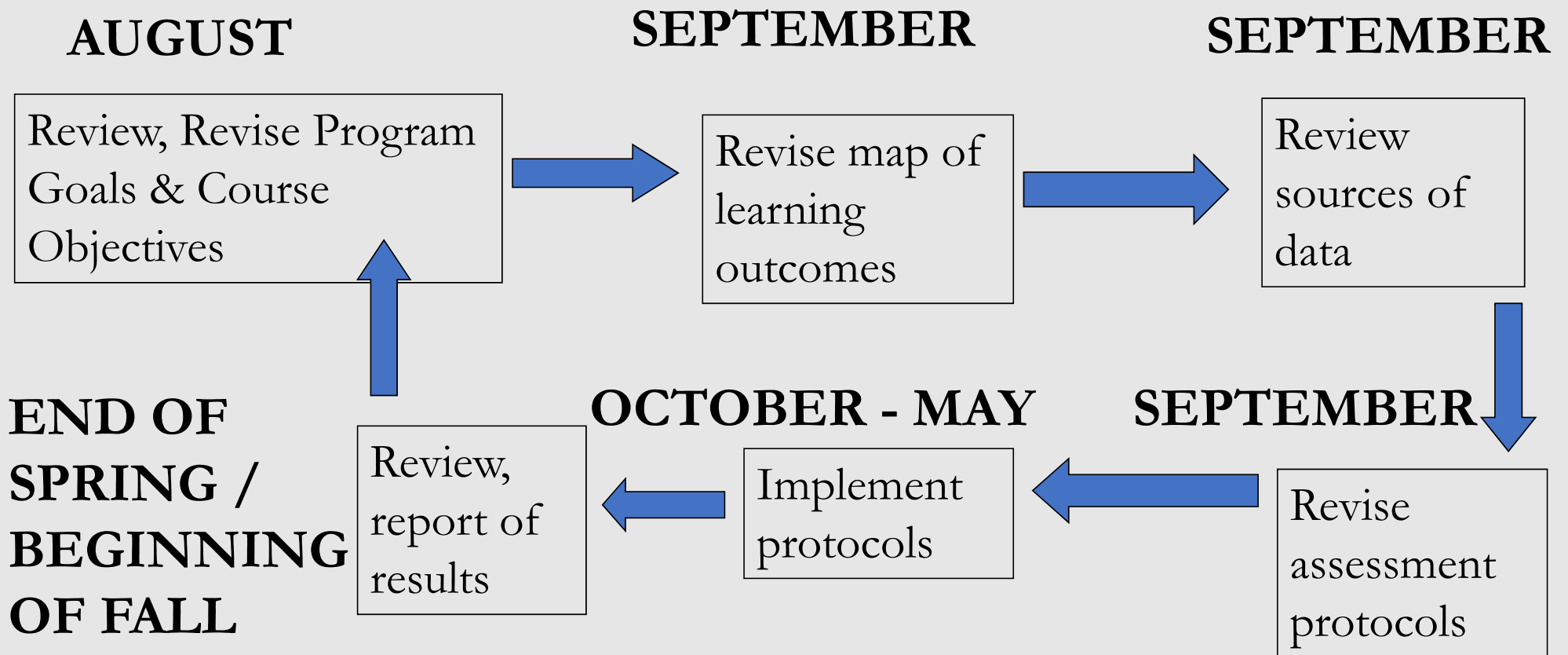
Assessment **Perils**

- 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)
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- Customize the annual report
 - Customize the program review process
 - Support for departmental efforts to improve processes

Program Assessment Process



Adapted from S. Selden

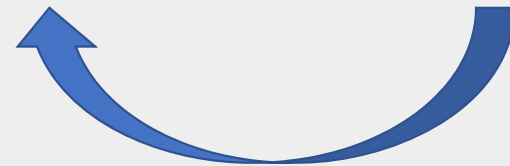
Data vs Information

Percent of Original Cohort that Returns over Time																
Cohort Yr	n	Number of semesters enrolled														
		% Ret	SophYr	3	4	Jr Yr	5	6	Sr Yr	7	8	5th Yr	9	10	6th Yr	
2000	438	377 86.1%	69.2%	303	280	56%	244	228	50%	220	214	6%	27	13	0%	
2001	473	420 88.8%	71.5%	338	318	58%	273	274	55%	261	255	7%	31	19	1%	
2002	438	383 87.4%	67.8%	297	279	61%	265	264	60%	263	259	8%	33	23	1%	
2003	589	536 91.0%	75.7%	446	415	66%	390	385	63%	372	363	10%	57	33	2%	
2004	568	519 91.4%	74.5%	423	392	63%	358	347	58%	332	321	8%	43	33	1%	
2005	554	475 85.7%	65.9%	365	345	58%	320	309	52%	287	290	7%	41	24	1%	
2006	552	511 92.6%	72.8%	402	379	62%	343	334	58%	320	312	10%	57	39	1%	
2007	601	539 89.7%	74.5%	448	417	62%	375	368	57%	343	347	11%	65	51	1%	
2008	594	536 90.2%	71.9%	427	395	60%	355	340	57%	339	327	13%	78	52	1%	
2009	593	530 89.4%	72.2%	428	402	63%	375	364	60%	353	335	10%	60	39	1%	
2010	571	506 88.6%	73.0%	417	374	61%	349	349	60%	340	332	10%	55	31	1%	
2011	609	555 91.1%	73.1%	445	423	63%	386	374	57%	346	330	7%	43	31	1%	
2012	517	477 92.3%	77.9%	403	374	65%	334	333	63%	324	312	10%	52	34		

Class	One year retention rate
Entering Fall of	
2011	73.1%
2012	77.9%
2013	70.1%
2014	74.6%
2015	80.8%
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

Draft language for IE (January 2017)

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