News from the Front: What We Need to Know About the Fifth Year Report

MAKING ASSESSMENT WORK WORKSHOP
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SEPTEMBER 14, 2018

Agenda

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- Relevance of Regional Accreditation
- Changes to Principles of Accreditation
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- Reviewer Concerns
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Relevance of Regional Accreditation

- Regional Accreditation Status through SACSCOC and other regional accreditors provides 3 recognizable goals for institutions:
  - Provides Access to Title IV Funds
  - Facilitates the transfer of credit among accredited institutions
  - Public Symbol of Quality
- The Compliance Report is an institution's story of quality education.
- Addresses ALL parts of the institution, not just Academic Affairs.
Changes to Principles of Accreditation

- The new Principles of Accreditation were affirmed by a vote of the College Delegate Assembly of SACSCOC on December 5, 2017.
- Focus remains on quality enhancement
- Removes duplication of standards and requirements
- Standards and requirements are completely reorganized
- Old numbering is no longer valid
- New organization and referencing of standards

UWF

SACSCOC Annual Report Card

Top 10 Most Frequently Used Principles in Precedent-Based Reviews: 2017 Reaffirmation Class

<table>
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<th>Principle</th>
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Fifth Year Report

- IE - Educational Programs (8.2.a) is included on the Fifth Year Report
- The Fifth Year Report is ALL OFF-SITE.
  - No opportunity to communicate face-to-face with reviewers
Student Outcomes: Educational Programs – 8.2.a*

*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 for student learning outcomes for each of its educational programs.*


*formerly 3.3.1.1

Rationale for 8.2.a

*The expectation is that the institution will engage in ongoing planning and assessment to ensure that for each academic program, the institution develops and assesses expected student learning outcomes. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. Shared widely within and across programs, the results of this assessment can affirm the institution’s success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions.*


*In short, this should be a reflective process for faculty to review data on student learning to improve the educational program.*

Reviewer Concerns

*Are Student Learning Outcomes (SLOs) identified for each program?*

*Are program faculty assessing the SLOs for their program?*

*Is the institutional process robust? Expectation is that all programs participate in program Assessment and Use of Results.*
Reviewer Concerns

- Did program faculty participate in the process? Expectation is that program faculty will participate in the making the action plan for improving student learning in the program.

- Is the process ongoing? Expectation is at least 2-3 cycles of assessment data and Use of Results.

- Is there evidence that assessment data was collected? Expectation is to see actual numbers in the reports.

Reviewer Concerns

- Was the assessment data disaggregated by modality? Data should be disaggregated so that differences between modalities can be addressed in Use of Results if necessary.

- Is there evidence of “Use of Results?” Should be evidence that faculty made decisions regarding curriculum and/or pedagogy.

- Does the Use of Results address any differences in student learning based on modality as appropriate?

So what should we do?

Begin preparing now to provide the strongest evidence possible of a robust and ongoing culture of continuous improvement at UWF!