

F L O R I D A A T L A N T I C U N I V E R S I T Y



Curriculum, Program Planning, Assessment, and Accreditation

Debra Szabo

Assistant Provost, Accreditation and Assessment

August 9, 2024



My Role and Responsibilities

- ✓ University Accreditation Liaison Officer
- ✓ Academic Degree Program Assessment
- ✓ Degree Program Coordination – common prerequisites, combined programs, new programs, and program terminations
- ✓ 2+2 Articulation Agreements
- ✓ International Articulations and MOUs
- ✓ H.S. Dual Enrollment Agreements
- ✓ SACSCOC & BOG Reporting on curriculum change and degree program processes as well as BOG-mandated program reviews and accreditation reporting.



SACSCOC [Southern Association of Colleges and Schools Commission on Colleges]

- *Florida Atlantic University (FAU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associates, baccalaureate, masters, specialist, and doctorate degrees. Contact the SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of FAU.*



SACSCOC Principles of Accreditation

- FAU is required to undergo a review for reaffirmation of accreditation every ten years, with interim reports due every five years.
- Reaffirmation Report every 10 years (FAU currently in process 2024)
- 5th Year Interim Report (Submitted in 2019)
- Substantive Changes as necessary
- A new state law requires Florida's 40 public institutions to change accreditors at the end of each accreditation cycle, a process that can take as long as 10 years.
- Once we receive our reaffirmation letter from SACSCOC (Jan 2025) we will begin the process to join:
- The Higher Learning Commission (HLC)
 - Institutions must receive approval from the Education Department to change accreditors.
 - After approval, colleges apply to another accreditor (HLC) but must maintain SACS accreditation.
 - Once accepted by another accreditor, the university must notify the U.S. Department of Education.
 - The final step is formal recognition from the federal agency on the accreditor change.



Institutional Profile

Public University

- Part of a state system, system board is super governing board, local governing board has delegated authority

SACSCOC

- Level VI
 - Associate Degree, Baccalaureate Degree, Master's Degree, Education Specialist Degree, Doctoral Degree
- Designation: Hispanic Serving Institution
- Off Campus Instructional Sites (OCIS)
 - Davie
 - Ft. Lauderdale
 - SeaTech
 - Jupiter
 - Harbor Branch
- Quality Enhancement Plan (QEP): *EDUCATION REIMAGINED*: ENGAGING STUDENTS THROUGH PEER-ASSISTED LEARNING
 - THE LEARNING ASSISTANT (LA) PROGRAM



Off Campus Instructional Site Criteria

- **Approved $\geq 50\%$:** Site is approved to offer any portion of a program. Additional programs may be offered with no further site notification or approval. Only sites offering 50% or more of a program require approval.
- **Approved Branch $\geq 50\%$:** Site is approved as a branch campus to offer any portion of a program. Additional programs may be offered with no further site notification or approval.
- **Approved Cert $\geq 50\%$:** Site is approved to offer any portion of a certificate program only. Additional certificate programs, or up to 50% of non-certificate programs, may be offered with no further site notification or approval.
- **Notified 25-49%:** Less than 50% of a program may be offered at the site. Less than 50% of additional programs may be offered with no further site notification.
- Sites offering less than 25% of a program do not require notification or approval.



Academic Assessment at FAU

<https://www.fau.edu/iea/assessment/index.php>

What is an Assessment Plan?

Assessment is an integral part of the accreditation for the University, as it determines whether or not the academic achievement plans and goals of each college and department are being met. Assessment contributes to curriculum re-design and enhancement, student learning and continuous improvement of university programs and services.

- **SACSCOC - Standard 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 in the areas below:
 - a. Student learning outcomes for each of its educational programs.
- **HLC Criteria 3 - assessment of student learning**
 - For student learning, a commitment to assessment means assessment at the program level that proceeds from clear goals, involves faculty during the process, and analyzes the assessment results; it also means that the institution improves its programs or ancillary services or other operations on the basis of those analyses as appropriate. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their assessments. (from guiding values)



Academic Learning Compact

<https://www.fau.edu/iea/pdf/assessment/ALCDescription.pdf>

- **Communication** – programs will include at least two of the following four subcategories of communication skills
 - Written
 - Oral
 - Other forms of communication: music, theater, audio/visual
 - Team/Collaborative communication
- **Critical Thinking** – programs will include at least one of the following three subcategories of critical thinking skills
 - Creative Skills
 - Analytical Skills
 - Practical Skills
- **Content Knowledge** – programs will include at least two of the three subcategories
 - Declarative Knowledge
 - Research Skills
 - Technical Skills



University Team for Assurance of Student Learning (TASL)

- **Description** :
- The Team for Assurance of Student Learning (TASL) is the university-level assessment committee comprised of the Director of Assessment, Accreditation and Articulations, College Assessment Directors, the Dean of Undergraduate Studies, and a representative from Institutional Effectiveness and Analysis.
- **Purpose** :
- The purpose of TASL is to provide direction and supervise assessment of student learning outcomes. TASL members chair their respective College Assessment Committees and ensure compliance with university assessment directives at the College and Department levels. They also advise the Senior Associate Provost on university assessment policy and procedures.



Assessment Deadlines

- **OCTOBER 1ST each year:**
 - Results (for previous Spring and Fall semesters)
 - Data Summary: Analysis and Evaluation
 - Program Improvement
 - Supporting Documents
 -
- **NOVEMBER 25th each year:**
 - Due date is for the College Assessment Director and Dean to submit an annual College Summary Report to TASL and provost's office.
 - Report includes a FL BOG style completion and continuous improvement checklist and narrative. It requires the Dean's comment/endorsement.
 -
- **FEBRUARY 15th each year:**
 - Description and Methodology (for current Spring semester and previous Fall semester)
 - Outcome Description
 - Implementing Strategy
 - Assessment Method
 - Criterion for Success



Assessment Components

- 1) Outcome Description from the Academic Learning Categories
- 2) FAU Mission, Strategic Plan-Related Goals and Objectives
- 3) Implementing Strategy
- 4) Assessment Method – rubric description and document
- 5) Criterion for Success
- 6) Results
- 7) Data Analysis Summary
- 8) Plan for current Program Improvements and close the loop on previously reported plans.



	Components and Characteristics to Consider	Rating		
		Meets Requirements	Partially Meets Requirements	Does Not Meet Requirements
1	<p>Learning Outcomes are put into a degree program, general education, national benchmark and/or accreditation standards context.</p> <p><i>Curriculum matrix/table is strongly recommended. Curriculum matrix/table links courses to program learning outcomes, identifying where content and skills are Introduced, Reinforced and "Mastered" as well as assessing the content and skills more than once. In undergraduate assessment plans, learning outcomes should be linked to their Academic Learning Compact (ALC) degree program goals. In graduate programs, degree learning outcomes should be provided (e.g., curriculum matrix). General Education learning outcomes should be linked to Intellectual Foundations outcomes.</i></p> <p>Additional Feedback/Recommendations:</p>			
2	<p>Program Learning Outcomes are specific and measurable.</p> <p>Program learning outcomes are student-centered and are stated in specific, measurable and observable terms of what the student should know and/or understand and be able to do upon graduation.</p> <p><i>Number of outcomes should be 3 to 5 (no more than 8 maximum). Outcome statements describe how students can demonstrate their learning, (e.g., specific writing criteria learning outcomes as in the WAC rubric, critical thinking skills such as identify assumptions, evidence).</i></p> <p>Additional Feedback/Recommendations:</p>			
3	<p>Measures/Levels of Expectations</p> <p>Targeted level of performance (not grade) is clearly stated for each learning outcome.</p> <p><i>Even if target is met, improvements should be suggested. For future plan, provide new goals?</i></p> <p>Additional Feedback/Recommendations:</p>			
4	<p>Assessment Methods</p> <p>The program identifies and describes multiple assessment methods (direct and indirect) used by program faculty to determine whether students have achieved the program's student learning outcomes.</p> <p><i>Criteria and/or rubrics articulate specific levels of performance required to meet expectations. Student assessment activities should be specified. Students should be acquainted with program outcomes (even participate in creation and use of rubrics). Students may use rubrics to guide their own learning and peer formative assessments.</i></p> <p>Additional Feedback/Recommendations:</p>			
5	<p>Assessment Results</p> <p>Results are summarized in aggregate form for each outcome with clearly defined performance levels identified.</p> <p>Interpretations of the assessment results identify weaknesses/areas for improvement.</p> <p>Results indicate sufficient evidence to formulate recommendations.</p> <p>Additional Feedback/Recommendations:</p>			
6	<p>Use of Assessment Results for Program Improvement</p> <p>The plan provides description of how assessment results have been used to improve student learning through changes in instruction and curriculum.</p> <p><i>Improvements may include curriculum changes, additional teaching and learning techniques: e.g., use of clickers, peer to peer grading with rubrics, use of rubrics as a teaching tool, increased time in practice lab versus lecture. The assessment committee or all faculty should meet to discuss and recommend program changes based on assessment outcomes.</i></p> <p>Additional Feedback/Recommendations:</p>			



Assessment Rubrics | Florida Atlantic University (fau.edu)

ASSESSMENT RUBRICS

- [FAU Rubrics for Reviewing Assessment Plans and Reports](#), Florida Atlantic
- [FAU Writing Across the Curriculum](#), Florida Atlantic University
- [Music Rubrics](#), University of Miami
- [Rubric Development](#), University of West Florida
- [Rubric for Evaluating Class Participation](#), Villanova University
- [Rubric for Graphic Organizers](#), University Of Wisconsin-Stout
- [Sample Rubrics](#), Winona State University

Valid Assessment Of Learning in Undergraduate Education, AAC&U

Intellectual & Practical Skills	Personal & Social Responsibility	Integrative & Applied Learning
<ul style="list-style-type: none"> • Inquiry & Analysis • Critical Thinking • Creative Thinking • Written Communication • Oral Communication • Reading • Quantitative Literacy • Information Literacy • Teamwork • Problem Solving 	<ul style="list-style-type: none"> • Civic Knowledge & Engagement • Intercultural Knowledge & Competence • Ethical Reasoning • Foundation & Skills for Lifelong Learning 	<ul style="list-style-type: none"> • Integrative & Applied Learning



Using Assessment Results for Program Improvement

- What did your assessment results tell you?
- Have you disaggregated your data by location or modality?
- Have your results flatlined and do you need to set a new outcome or target?
- How are you using those results for program improvement?
- Closing the loop
- Are you providing documentation?



Assessment Results Disaggregated by Campus

BSC 1010 Biological Principles I		
Compact SLO	A2. Knowledge- Research Skills.	
Foundation SLO	Explain how principles of scientific inquiry and ethical standards are used to develop and investigate research questions.	
Course SLO	Explain how principles of scientific inquiry and ethical standards are used to develop and investigate research questions.	Understand the scientific method and how it is applied, including ethics.
Assessment	Embedded MC items on final exam.	Embedded MC items on final exam.
Use of Results	This is my first time doing this evaluation, and I've learned quite a bit from the process. Because the final exam is usually more difficult and does not take into account performance in the in-class active learning exercises, next year, I would like to include and score a final active learning exercise that wraps up much of what we covered during the year, including designing an experiment and interpreting data.	The results for the MC items were mostly what I expected. I think that adding more items to the assessment will improve the percentage of students who meet the learning outcome.



Assessment Results Disaggregated by Campus

	Jupiter Campus	Boca Campus
ANT 2410 Culture and Society		
Compact SLO	C1. Critical Thinking- Analytical Skills.	
Foundation SLO	Describe the causes and consequences of interaction between and among cultures, societies, and nations.	
Course SLO	Describe the causes and consequences of interaction between and among cultures, societies, and nations.	Compare cultural anthropology, cultural relativism, and ethnocentrism.
Assessment	Embedded MC Final Exam	Embedded MC exam items from exams 1-4
Use of Results	When class size allows it, other means of assessment that require qualitative analysis of issues in the Learning Outcomes should be added to assessment process. I also plan to teach how to assess accurate sources of information, <u>in order to</u> foster critical thinking about the topics in the SLO's. I will require students to find 1-2 current events during the semester that are related to the topics in the learning outcomes and write a short analysis. This would add another layer of assessment of student learning about the issues.	The spreading out of questions across the semester is a methodology that we plan to discontinue, instead going back to just using the final exam (doing that is less labor/time-intensive). We may be able to plan on utilizing some of the writing assignments for assessment. We do not envision major changes to the course, other than the constant updating of ethnographic examples with a contemporary focus.



Examples of IFP SLO-Assessment Design and Use of Results Between Instructional Modality

	Classroom Course	Online Course
PHI 2010 Introduction to Philosophy		
Compact SLO	C1. Critical Thinking- Analytical Skills.	
Foundation SLO	Reflect critically on the human condition.	
Course SLO	Students will practice summarizing and responding to arguments.	Students will practice summarizing and responding to arguments.
Assessment	Essay assignment that combines critical reading skills with theoretical frameworks.	Essay assignment that combines critical reading skills with theoretical frameworks.
Use of Results	<p>Of the students who completed the assignment, each was given personalized comments by their TA <u>with regard to</u> how the essay could be improved. This was the first stage of a two-part essay, so every student was required to respond to those questions by improving their essays and extending them by adding counterarguments, as well as revising and strengthening their theses in light of these. This assignment will indeed help the students who completed the assignment. All the students surveyed completed the assignment with a passing grade. This is not the first such assignment students have had in the course, but the third. The parameters, stipulations, rubric, etc. <u>were</u> not significantly altered from the previous two assignments, so students should have understood the assignment, its requirements, its method of submission, etc.</p>	<p>The results suggest that students were able to understand the assignment and respond to it in a productive and timely manner. This is the third essay students have written for this course, which means that, by extension, the two earlier assignments were useful in helping students understand the level at which philosophical reflection happens—something not immediately apparent to Intro students or common knowledge in our wider society. In addition, the subject of the essay showed students where philosophical reflection happens in relation to practical, everyday questions—here, to a news story of their own choice from a reputable online news source. This was not a particularly easy assignment because it called for higher order analysis in at least three different tasks—reading comprehension/analysis (textbook, online publications), quality assessment of online news reporting, and ethical theory application. The assignment also asked for a clear, valid thesis from each student, which brings them into an important contemporary philosophical discussion as stakeholders. According to their individualized interests, students were, <u>on the whole</u>, able to see the applicability of ethical theory to current questions facing our society.</p>

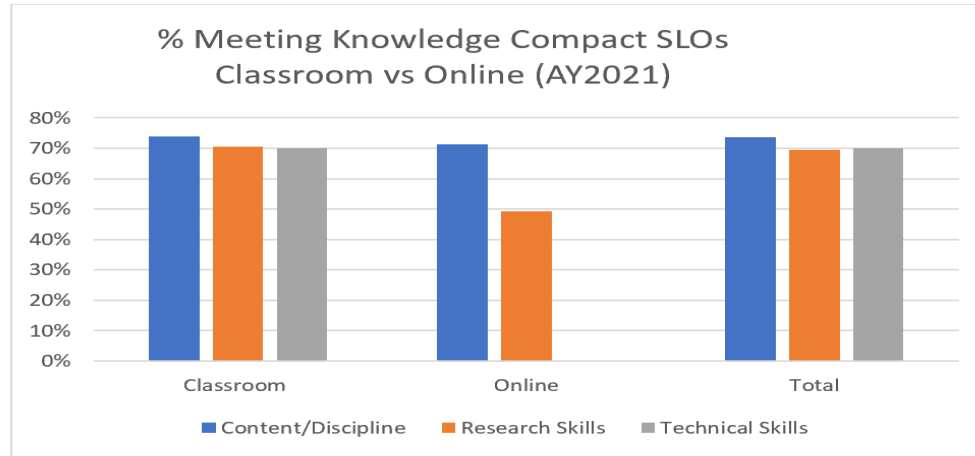


Figure 4. Modality Comparisons for General Education SLO: Critical Thinking.

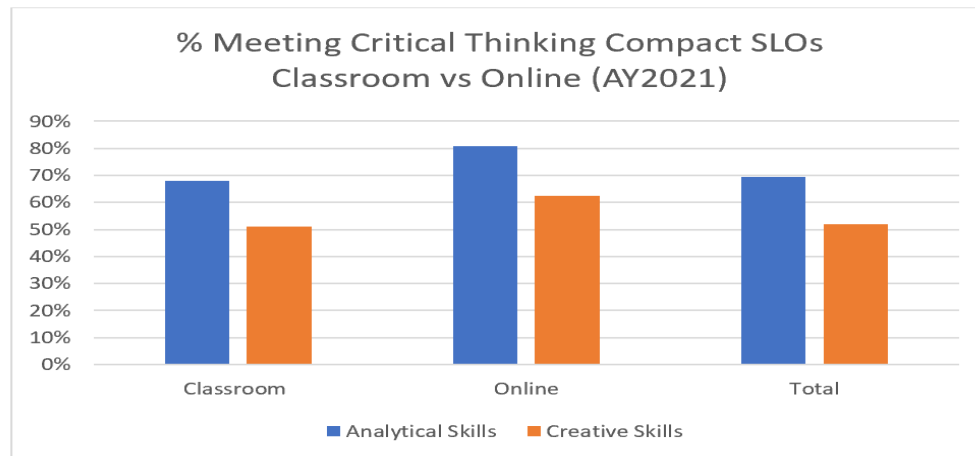
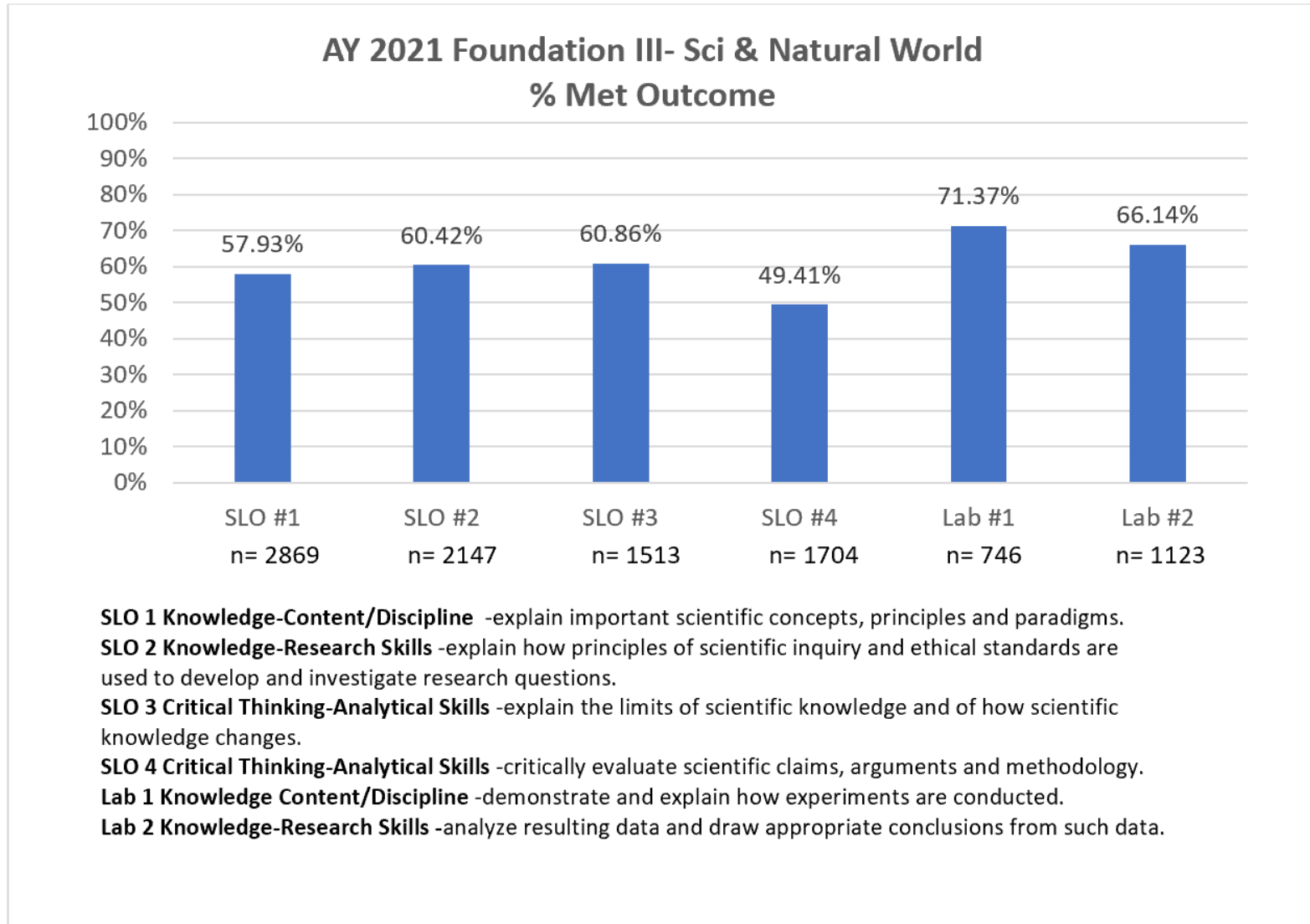




Figure 7. AY 2021 Foundation III-Science and the Natural World Institutional Outcomes.





Assessment Resources for Online Courses

Programmatically, there have been several initiatives that have been taken in response to better address the needs of online courses such as:

- 1) **High Quality (HQ)**. Our largest initiative is from e-learning and their High-Quality course revision process. Faculty are compensated for implementing high impact teaching and learning practices into their online courses. To date, 37 online IFP instructors have participated in HQ course revision, including several from the Jupiter campus.
- 2) **Thematic Programs**. Thematic General Education programs are designed to get humanities and science courses from across colleges to participate in the delivery of curriculum and student learning outcomes that based on a common topic (e.g., Climate Change, Research, Global Studies). The thematic courses are a way to synthesis learning experiences across colleges and departments. We are in the process of developing thematic discussion groups to promote this process. Learning outcome results from classroom and online data (see tables below) indicated more support was needed for research and analytical skills, and we now have a “research” theme in our general education program, which is supported through the Office of Undergraduate Research (OURI). The OURI office promotes Research Intensive (RI) designation for many courses, including skill building outcomes in general education courses.
- 3) **Faculty Synergy Groups**. Synergy groups consisting of general education faculty allows us to be more responsive to the needs of online and classroom courses. We can provide specific faculty professional development opportunities, faculty resources, and be responsive to changes in state mandates regarding general education policies and procedures (e.g., HB999) or changes in technology that more directly affect online delivery (e.g., AI, career skills).



Articulation Agreements

- Florida's 2 +2 Program
 - creates a seamless path for students with an associate's degree to enter a state university. To be eligible for Florida's 2 + 2 Program, students must first earn an associate's degree at a state college.
- LINK Agreements
 - Broward College, Palm Beach State College, Indian River College, and Miami Dade College
 - AA degree
 - Reverse Transfer
 - Faculty to Faculty workshops
- Program specific articulation agreements
 - Offers chance to provide incentives such as scholarships, application fee waivers, joint student group activities, course waivers



Academic Degree Programs

- FAU offers a broad range of over 170 academic degree programs, both at the undergraduate and graduate levels.
- Academic Policies and Regulations can be found online in the University Catalog.
 - The Academic Policies and Regulations section is divided into the following subsections.
 - Policies for All Students
 - The Grading System
 - Additional Policies for Undergraduate Students
 - Additional Policies for Graduate Students
 - Acceleration Mechanisms for Undergraduate Students including:
 - AICE
 - AP
 - CLEP
 - Excelsior
 - IB
 - Military Service College Credit (DSST)
 - Student Code of Conduct Regulations



Boilerplate Descriptions | Florida Atlantic University (fau.edu)

- Short Description (basic)
- Florida Atlantic University, established in 1961, officially opened its doors in 1964 as the fifth public university in Florida. Today, FAU serves more than 30,000 undergraduate and graduate students across six campuses located along the southeast Florida coast. In recent years, the University has doubled its research expenditures and outpaced its peers in student achievement rates. Through the coexistence of access and excellence, FAU embodies an innovative model where traditional equity gaps vanish. FAU is designated a Hispanic-serving institution, ranked as a top public university by U.S. News & World Report and a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching. For more information, visit www.fau.edu.
- Short Description (research emphasis)
- Florida Atlantic University, established in 1961, serves more than 30,000 undergraduate and graduate students across six campuses located along the southeast Florida coast. FAU is designated a Hispanic-serving institution, ranked as a top public university by U.S. News & World Report and a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching. To enhance interdisciplinary and collaborative research, FAU has established four university-wide research institutes focused on the University's strengths. These are dedicated to improving and addressing diseases of the brain, enhancing human health and quality of life, protecting the environment locally and globally, and using sensors to monitor the world around us. For more information, visit www.fau.edu.
- Medium-Length Description (academic structure emphasis)
- Florida Atlantic University, established in 1961, officially opened its doors in 1964 as the fifth public university in Florida. Today, FAU serves more than 30,000 students across six campuses located along the southeast Florida coast. FAU's 10 colleges, offering more than 170 undergraduate and graduate degree programs, are: the Dorothy F. Schmidt College of Arts and Letters, the College of Business, the College of Education, the College of Engineering and Computer Science, the Graduate College, the Harriet L. Wilkes Honors College, the Charles E. Schmidt College of Medicine, the Christine E. Lynn College of Nursing, the Charles E. Schmidt College of Science, and the College of Social Work and Criminal Justice. Additionally, FAU's Osher Lifelong Learning Institute, which is believed to be the largest and most successful program of its kind in the United States, offers non-credit courses on a wide variety of subjects to people of retirement age. FAU was initially accredited by the Southern Association of Colleges and Schools (SACS) in 1967. The University is currently accredited by the SACS Commission on Colleges to award associate's, bachelor's, master's, specialist's and doctoral degrees. FAU also holds membership in the National Association of State Universities and Land-Grant Colleges and the Council of Graduate Schools. For more information, visit www.fau.edu.
- Long Description
- Florida Atlantic University, established in 1961, officially opened its doors in 1964 as the fifth public university in Florida. Today, FAU serves more than 30,000 undergraduate and graduate students across six campuses located along the southeast Florida coast. FAU is an energetic and dynamic institution, determined to propel itself to the forefront of innovation and scholarship. In recent years, the University has doubled its research expenditures and outpaced its peers in student achievement rates. FAU is highly ranked by U.S. News & World Report for "Social Mobility" and a top degree producer for African American and Hispanic students. FAU is also consistently ranked as the most ethnically and culturally diverse institution in Florida's State University System.
- FAU is designated a Hispanic-serving institution, ranked as a top public university by U.S. News & World Report and a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching. To enhance interdisciplinary and collaborative research, FAU has established four university-wide research institutes focused on the University's strengths. These are dedicated to improving and addressing diseases of the brain, enhancing human health and quality of life, protecting the environment locally and globally, and using sensors to monitor the world around us.
- FAU's 10 colleges, offering more than 170 undergraduate and graduate degree programs, are: the Dorothy F. Schmidt College of Arts and Letters, the College of Business, the College of Education, the College of Engineering and Computer Science, the Graduate College, the Harriet L. Wilkes Honors College, the Charles E. Schmidt College of Medicine, the Christine E. Lynn College of Nursing, the Charles E. Schmidt College of Science, and the College of Social Work and Criminal Justice. Additionally, FAU's Osher Lifelong Learning Institute, which is believed to be the largest and most successful program of its kind in the United States, offers non-credit courses on a wide variety of subjects to people of retirement age.
- FAU is a member of The American Athletic Conference and the Coastal Collegiate Sports Association with nearly 500 student-athletes and 19 NCAA Division I teams.
- For more information, visit www.fau.edu.



Forms, memos, and guidelines...

- To access the following forms and resources please visit the [University's UUPC website](#) . It is very important that the correct forms be completed; please consult with the UPC Chair if you are unsure of which forms to complete.
- New Course Form
- Change/Terminate Course Form
- New Program or Program Change Form
- New Combined Degree Form / Guidelines
- Syllabus Guidelines / Syllabus Checklist
- UUPC Guidelines and Procedures
- Course Numbering and Other Related Information
- New Degree Program Forms
- Degree Termination, Inactivation, Reactivation Forms
- Provost Memorandum: Definition of a Credit Hour
- **Graduate Programs Forms and Documents:**
 - [Graduate Programs Committee | Florida Atlantic University \(fau.edu\)](#)
 - New Course Proposal Form
 - Course Change Request Form
 - New/ Change Program Request Form
 - New Combined Degree Program Request
 - Memo: Minimum Qualifications to Teach on New Course Proposals
 - Memo: Guidelines for Course Syllabi (September, 2019)
 - SAS Faculty Guide
 - GPC Guidelines, Policies and Procedures
 - New Degree Program Approval Process
 - New Academic Degree and Other Program Approval Memo
 - Provost Memorandum: Definition of a Credit Hour
 - Sample Syllabi Template/Checklist



Programs Committees – UPC, GPC, Faculty Steering, & Faculty Senate

Responsibilities:

- review all proposals and recommend approval or, for cause, disapproval for
 - Introducing, changing, or terminating undergraduate courses;
 - introducing, changing, or terminating undergraduate degree programs, majors, specializations, concentrations, areas of emphasis, and tracks;
 - introducing, changing, or terminating undergraduate minors, Honors-in-the-Major programs, or certificates.

- University-wide policy concerning undergraduate programs including but not limited to
 - general education requirements;
 - the lower-division core;
 - university-wide writing programs;
 - university-wide honors programs;
 - grading, attendance, and related academic policies



Meetings and Deadlines

UNIVERSITY UNDERGRADUATE PROGRAMS COMMITTEE

UUPC meetings are scheduled 10 a.m. to noon and will be held in person and via Zoom, unless otherwise noted.

Order of Approvals / UUPC Deadlines / Meeting Dates

Agenda items due:	UUPC Meetings	UFS Steering Meetings**	UFS Meetings*
	April 29, 2024	August 29, 2024	September 9, 2024
August 29, 2024	September 9, 2024 (held in person [SU 132] and via Zoom)	September 26, 2024	October 7, 2024
September 26, 2024	October 7, 2024 (held in person [SU 132] and via Zoom)	October 24, 2024	November 4, 2024
October 24, 2024	November 4, 2024 (held in person [SU 132] and via Zoom)	November 21, 2024	December 2, 2024



New Program Main Issues and Challenges

Process/Timeline involved in bringing new programs on board

Growing scrutiny and accountability from BOT and BOG over *program development*

- a. Strategic Area of Emphasis List
- b. Choosing the “correct” CIP
- c. Time to degree planning
- d. Cost of the degree
- e. Rigorous demand analysis (students and jobs)
- f. Salaries of graduates
- g. Does degree program help solve any of Florida’s issues/problems?
- h. Duplication within the state
- i. “credential creep”



New Program Main Issues and Challenges

Growing scrutiny and accountability from BOT and BOG over approved programs

- a. Degree relevancy
- b. Time to degree
- c. Degree productivity
- d. Cost effectiveness of the degree program
- e. Growing debate over professional accreditation

Challenges of Interdisciplinary Degrees

oversight & assessment



New Program Main Issues and Challenges

Growing pressure for academic program planning to assist in crucial endeavors of the university

- a. SUS performance funding metrics
- b. BOG Accountability Plan
- c. Enrollment management
- d. Bringing new revenue to the university

Substantive Change issues with SACSCOC



Questions?

