

Augusta University

Policy Library

Student Learning Outcomes Assessment Policy

Policy Manager: Institutional Effectiveness

POLICY STATEMENT

The Student Learning Outcomes Assessment process and cycle is driven, in part, by compliance standards from the University's regional accreditor – Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC standards outlined below must be considered in conjunction with any additional regulatory or legal requirements Academic Degree Programs must follow.

Per SACSCOC Principles of Accreditation Section 8.2, Augusta University is required to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results for educational programs, general education for undergraduate programs, and academic and student services that support student success. This policy outlines the roles and responsibilities of the university community in maintaining compliance with this expectation.

Principle 8.2: 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. (*Student outcomes: educational programs*)
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (*Student outcomes: general education*)
- c. Academic and student services that support student success. (*Student outcomes: academic and student services*)

Faculty, led by academic program directors and under the guidance of the dean(s), shall establish program-level student learning outcomes (SLOs) for all authorized degree programs and report annually the results of the assessment of those outcomes in Campus Labs.

The Vice Provost/Presidents responsible for academic and student services, in consultation with the Vice President for Institutional Effectiveness, will establish which of their units will report Student Learning Outcomes (in accordance with SACSCOC Principle 8.2.c) annually. These units shall establish student learning outcomes (SLOs) related to student success and report the results of the assessment of those outcomes and how those outcomes are used to improve the students learning experience.

The Vice Provost for Instruction directs the review of all SLO statements, assessments of achievement, and use of the results of each assessment to ensure quality and consistency with university expectations.

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Executive Sponsor: VP for Institutional Effectiveness

Next Review: 7/2023

The Vice President for Institutional Effectiveness, as the SACSCOC institutional liaison charged with ensuring that compliance with accreditation requirements is incorporated into the planning and evaluation process of the institution, directs the process by which SLO information is gathered, updated, and reported ensuring compliance.

AFFECTED STAKEHOLDERS

Indicate all entities and persons within the Enterprise that are affected by this policy:

- Alumni Faculty Graduate Students Health Professional Students
- Staff Undergraduate Students Vendors/Contractors Visitors
- Other:

DEFINITIONS

Academic Program Director: The individual charged with the primary responsibility with overseeing the curriculum within an identified authorized degree program.

Authorized Degree Program (Educational Programs): Active academic programs listed on the University System of Georgia’s Degrees and Majors Authorized list for Augusta University except for Post-First Professional Certificates specifically created for Dental Residents. General Education will have the same expectations for reporting and review of Student Learning Outcome assessment as degree programs.

Campus Labs Planning: A web-based reporting tool used as the university’s system of record to manage and report on Student Learning Outcome assessment information.

Evidence-Based Modification: The use of research and/or assessment results to guide decision-making.

General Education Student Learning Outcome Assessment Committee: A committee under leadership of the Vice Provost for Instruction made up of a chair person, associate or assistant deans, and faculty representatives from the colleges under which the core curriculum is administered. The committee is also supported by a non-voting representative from Institutional Effectiveness. The committee reviews assessment reports provided by teaching faculty within the core curriculum and provides feedback to departments through review and consultation.

Student Learning Outcomes: The knowledge, skills, abilities, and attitudes that students demonstrate as a result of their involvement in educational experiences.

PROCESS & PROCEDURES

Because SLO assessment frequently leads to informed decisions about curricular and programmatic revisions, each college will ensure the participation of faculty within the colleges so as to ensure that the faculty in each authorized degree program do the following:

1. articulate student learning outcomes that are aligned with disciplinary and professional standards, peers, and employer needs;
2. assess program-level student learning outcomes;
3. engage in an annual review of the results of the assessments;
4. report annually the outcomes of the assessment of student learning outcomes;
5. use the results to propose, as necessary, curricular or instructional modifications designed to improve student learning; and
6. use the university-approved reporting tool to record final SLOs and SLO assessment activities in response to feedback from the college-level review committee or the college dean.

To support the work of the academic program directors to ensure a high quality of student learning, the deans will:

1. ensure there is a representative college-level committee charged with the responsibility for providing feedback to academic program directors; and
2. consider academic program directors' reports of assessment results when reviewing proposals for curricular modifications.

Academic and student support services will ensure that each program or unit will:

1. articulate student learning outcomes or appropriate success measures related to student success that are aligned with professional standards of their area;
2. assess each learning outcome or success measure;
3. engage in an annual review of the results of the assessments;
4. report annually the outcomes of the assessment;
5. use the results to propose, as necessary, modifications designed to improve student learning; and/or the student learning experience, and
6. use the university-approved reporting tool to record each element of the process described above so as to support an annual review.

The Vice President for Institutional Effectiveness in conjunction with the Vice Provost for Instruction will summarize and report the outcomes of the cyclical assessment process on an annual basis to the Provost for review and feedback to ensure adherence to university expectations and accreditation requirements.

REFERENCES & SUPPORTING DOCUMENTS

[University System of Georgia Degrees and Majors Authorized for Augusta University](#)

[University Student Learning Outcomes Assessment Calendar](#)

[Institutional Effectiveness Student Learning Outcome Assessment Webpage](#)

[Campus Labs Planning Module](#)

[SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement](#)

[The SACSCOC Institutional Accreditation Liaison](#)

RELATED POLICIES

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APPROVED BY:

Executive Vice President for Academic Affairs and Provost, Augusta University

Date: 7/15/2020

President, Augusta University

Date: 7/16/2020