

SECTION 9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs as well as using the results of evaluation to improve institutional programs, services, and operations. Explain how this change has affected your institution's strategic planning including the development of annual campus master plans.

Overall Institutional Assessment

Both institutions have demonstrated ongoing, institution-wide, and integrated planning and assessment processes. Processes for the assessment of institutional effectiveness for University of North Georgia (UNG) will incorporate the strongest components from each institution's evaluation systems as well some new features to address the unique mission and vision of the consolidated institution.

As discussed in Section 4 of this prospectus, the consolidation will produce a single institution with four campuses and the authority to grant certificate, associate, baccalaureate, and graduate degrees. Because of the multiple components of the mission of UNG, overall institutional effectiveness will continue to be assessed by a variety of measures such as transfer performance, retention rates, graduation rates, number of cadets commissioning as Army lieutenants, performance on licensure exams, and course evaluations.

Furthermore, once a new strategic plan for UNG is formulated, annual assessments of progress toward the achievement of UNG's institutional strategic goals will continue to be conducted as is currently being done by the consolidating institutions. UNG's Institutional Effectiveness (IE) Office will oversee assessment of academic programs and administrative units, as its current counterparts do presently in the partner institutions. The continuation of existing institutional best practices in assessment and improvement into the consolidation is ensured by the fact that the current lead IE administrators at the partner institutions both will have key leadership roles in UNG's IE Office, one as Assistant Vice President for Institutional Effectiveness (from NGCSU) and the other as Director of Assessment and Accreditation (from GSC).

Procedures for Systematic Evaluation

Current systematic assessment of academic instruction and educational programs will be continuing in large measure and improved as needed. Currently, discipline-specific and core curriculum workgroups composed of faculty from both institutions are in the process of not only consolidating the curriculum where appropriate, but also reviewing existing student learning outcomes and assessment processes for each program to ensure consistent academic content and quality across all UNG campuses.

a) Core Curriculum

The Core Curriculum workgroup created new general education outcomes along with related courses to reflect the mission of the consolidated institution. In addition to including substantial faculty feedback at each step, the curriculum approval process for each institution was followed. Both institutions have approved new general education learning outcomes. The USG Council on General Education has approved the outcomes for Areas A, C, D, and E; approval on Area B is expected in fall 2012. The new general education outcomes for UNG will be as follows:

- Area A1: Communication Skills
Students will demonstrate effective reading comprehension and writing, exploring the implications of ideas.
- Area A2: Quantitative Skills
Students will demonstrate the problem-solving ability to apply mathematical methods to comprehend, interpret, and communicate quantitative information.
- Area B: Institutional Options
Students will integrate divergent perspectives to develop creative and ethical solutions relevant to a global society.
- Area C: Humanities, Fine Arts, and Ethics
Students will analyze forms of expression that reflect individual, social, and cultural values.
- Area D: Natural Sciences, Mathematics, and Technology
Students will apply principles of scientific method and mathematical techniques to the analysis of the natural or physical world.
- Area E: Social Sciences
Students will analyze the complexity of human behavior as a function of the commonality and diversity within or between groups.

The Core Curriculum workgroup has also developed the three overlay outcomes as required by the USG. These will be submitted for review by the Council on General Education in fall 2012.

- Learning Goal I: US Perspectives
Students will analyze the interaction between culture and history or politics in the United States.
- Learning Goal II: Global Perspectives
Students will analyze political, cultural, or socioeconomic interactions among people or organizations of the world.
- Learning Goal III: Critical Thinking
Students will identify, analyze, evaluate and synthesize information to make inferences, support ideas, or solve problems.

The Area B Institutional Options outcome reflects UNG institutional identity as well as the common language of the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes and Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics. Students will select two courses for Area B — one will be a foreign language and the other will be selected from an array of courses emphasizing globalism. Because an essential component of the UNG institutional mission is global learning, the global courses that meet the student learning outcomes for Area B also meet those for the overlay outcome for Learning Goal II: Global Perspectives. The core curriculum courses have been presented to appropriate governance groups at both institutions in September.

A general education committee, with representation from instructional departments involved in teaching the core curriculum, along with the IE office, will oversee the implementation and assessment of the new core curriculum. Existing course-level assessments related to general education outcomes will be modified accordingly for implementation in conjunction with the implementation of the consolidated core curriculum in fall 2013. Student proficiency in general education outcomes will be assessed through embedded rubrics, with data collected and processed with the aid of newly acquired academic assessment software.

The IE Office will support the regular reporting of the general education outcomes assessment results. The general education committee will be responsible for the review of the data and subsequent recommendations to the academic policy and curricular approval body. As some of the general education outcomes and threads span multiple disciplines, the academic policy and curricular approval body will work with the individual disciplines in determining which recommendations to enact that will improve the general education program across the institution.

b) Degree Programs

In addition to the general education committee, assessment coordinators will be identified for each degree program. These individuals will collaborate with the IE Office to ensure that each academic program has appropriate student learning outcomes, is collecting and analyzing pertinent assessment data, and is making program and learning improvements based on those data. Program Coordinators are responsible for engaging faculty support for the process and ensuring appropriate recommendations for improvement emanating from assessment results are implemented.

At the level of the program, and in compliance with the Board of Regents policy 2.3.6, a comprehensive program review (CPR) schedule for UNG will be created to assess the quality, productivity, and viability of each degree program. CPR policies and procedures have been in place for more than a decade within the USG and continue to be modified and improved over time. The UNG IE Office, in collaboration with assessment coordinators and Program Coordinators, will oversee the implementation of the CPR process. Program reviews to maintain national accreditations will also be an important continuing priority at UNG to ensure program quality.

c) Academic Support Services, Student Support Services, Administrative Services

In addition to assessment of academic programs, the UNG IE Office will also oversee assessment of administrative units. The IE staff will include the position of Administrative Unit Assessment Coordinator (AUAC). This individual will work with each administrative unit across all four campuses to support the refinement of goals and measurements driven by both the institutional mission and unit-level functions and outcomes. This includes working with the Director of Institutional Research, who is located within the Institutional Effectiveness Office, in the continued implementation of survey cycles using internal and standardized surveys as appropriate to inform units on areas of strength and needed improvement.

The AUAC will work in collaboration with an administrative assessment committee that includes representation from all campuses. This committee will facilitate a smooth transition to the consolidated administrative assessment process and raise awareness about the key processes, procedures, and culture unique to each campus. It will also work with the AUAC in increasing awareness of the IE process and supporting the use of assessment results to improve the administrative units.

d) Complete College Georgia

NGCSU and GSC are part of the USG Complete College Georgia (CCGA) initiative to improve the retention, progression, and graduation of students. Due to the consolidation, a team of representatives from both institutions developed a comprehensive CCGA Plan that establishes goals, objectives, assessment tools, and strategies for implementation and feedback to improve the retention, progression, and graduation rate of students. The CCGA assessment plan will be integrated into the institutional assessment plan for each of the areas above. The CCGA goals included in the UNG plan are outlined below.

- Goal 1.1: Expand Efforts to Increase the Regional College Participation for Underserved Populations
- Goal 2.1: Improve Access for the Economically Disadvantaged By Increasing the Number of Pell Eligible Students Who Apply To College
- Goal 2.2: Increase the Number of Students in Each Underserved Population (African American, Hispanic, Asian, Veteran and Military Personnel, and Adult Learners) Through Targeted Recruiting
- Goal 2.3: Provide Support for Completion to Underserved Populations
- Goal 3.1: Identify and Eliminate Barriers to Completion
- Goal 3.2: Decrease Excess Credits Earned at Degree Completion through Enhanced Early Intervention Protocols
- Goal 4.1 Expand Online Courses and Programs
- Goal 4.2: Expand the Use of Supplemental Instruction, Particularly in STEM and Gateway Courses to Improve Completion
- Goal 4.3: Expand the Implementation of High Impact Practices
- Goal 5.1: Identify and Eliminate Barriers to Remediation Completion
- Goal 5.2: Established Enhanced Non-Credit Remediation Programs
- Goal 5.3: Provide Multiple and Flexible Pathways to Satisfy Remediation Requirements

Consolidation's Impact on Strategic and Master Planning

As with the other areas of evaluation and assessment, the consolidation necessitates the development of a new strategic planning process that incorporates best practices while recognizing the multi-faceted, multi-campus mission of the new institution. The mission for the consolidated University of North Georgia will provide the foundation for the strategic plan.

A strategic planning model and processes for implementing in the consolidated institution are being developed by the strategic planning consolidation workgroup. Development and execution of the planning process will be under the leadership of Executive Affairs with support from the Institutional Effectiveness Office, and implementation of the plan will be the responsibility of the university's senior leadership team. The creation of a new strategic planning process for UNG by the strategic planning consolidation workgroup has included a review of the accomplishments and lessons learned during the previous strategic planning cycles at each institution as well as an extensive literature review. That group has identified a number of key characteristics necessary for a successful strategic planning process in the new institution:

The University of North Georgia strategic planning process will be:

- Mission and vision driven
- Flexible and adaptive
- Tied to the institution's budget and budget cycles

- Data-driven
- Collaborative in the collection of feedback but with administrative decision-making
- Transparent
- Clear in the assignment of responsibility and accountability

The next steps include the creation of a Strategic Planning Team consisting of Vice Presidents, CIO, Athletic Director, and representation from Institutional Effectiveness, Faculty Senate, and Staff Council to guide the process and review the final plan. This group will identify existing committees, councils, and teams across all four campuses to review both qualitative and quantitative data relative to their area, make recommendations, identify benchmarks, and develop action plans. The alignment of unit goals and outcomes with the goals of the institution, inclusion of individuals from the Institutional Effectiveness Office on the Strategic Planning Team, and the incorporation of academic and administrative assessment data in the data review step of the strategic planning process will ensure a strong link between institutional effectiveness and strategic planning.

The strategic planning process will identify academic priorities, which, in turn, will guide the development of facilities and fiscal plans. In addition to the space utilization studies in which both institutions recently participated, the USG is conducting a system-wide space utilization study for each of its institutions in fall 2013 that will provide additional data for campus master planning. The results of that study and other Master Plan developments will be included in a review of the existing campus master plans (see Appendices [7.1](#) and [7.2](#)) within the context of the mission of the University of North Georgia. Documentation from this will be included in the 2013 Substantive Change Committee visit.

Links Referenced in Section 9

[Appendix 7.1 Master Plan – North Georgia College & State University](#)

[Appendix 7.2 Master Plan – Gainesville State College](#)

If you need this document in another format, please contact the Office of Institutional Research at 706-867-3032 or ie@ung.edu