



GUIDELINES AND INSTRUCTIONS FOR COMPLETING GENERAL EDUCATION CURRICULUM (GEC) COURSE-LEVEL ASSESSMENT REPORTS

GENERAL EDUCATION CURRICULUM ASSESSMENT

The University of Southern Mississippi (USM) conducts annual assessments at the program-level to document support of *SACSCOC Principles of Accreditation Section 8: Student Achievement*.

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs.

Standard 8.2:

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvements based on analysis of the results in the area(s) below:

Standard 8.2.b:

Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Resources:

- SACSCOC *Principles of Accreditation: Foundation for Quality Enhancement* (adopted December 2017 and effective January 1, 2018).
- *Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement*

IMPORTANT UPDATES

A. Due Dates: The due date for all 2020-21 GEC reports will be **September 1, 2022**.

B. New Assessment Reporting Requirements:

Starting in 2019-20, two (2) new fields were required for GEC Assessment Reports. Examples of each section are included in the report guidelines section. These requirements will continue in the 2021-22 assessment year.

- a. Section Offerings and Enrollment
- b. Course Completion Data

- C. Summer Data:** If applicable, summer semester data should be included in the assessment report. It is recommended to include the summer semester tied to the implementation of action plans and scheduling adjustments made because of the previous year’s assessment activities.

GEC ASSESSMENT PLAN AND REPORT GUIDELINES

GEC ASSESSMENT PLAN GUIDELINES:

1. All GEC01-GEC06 courses assess assigned Student Learning Outcomes (SLOs) at the course-level.
2. Each SLO must have one (1) direct measure.
3. Measures and targets must apply to all course sections.
4. Overall course grades are **NOT** acceptable measures.

GEC ASSESSMENT REPORT GUIDELINES:

Courses offered at multiple teaching sites or by multiple delivery modes must report their findings by site/mode and include all sites and/or modes in the findings analysis.

The following components are required for a complete assessment report:

1. **Outcomes, Measures, and Targets**
2. **Analysis (i.e., Findings):** Separated by teaching site/mode, if applicable. Findings are the results of measures and targets and should be analyzed to demonstrate student learning and provide direction for continuous improvement.
3. **Action Plans:** A new action plan is required at least every other year.
4. **Section Offerings and Enrollment** (*template below*)

The data for the following table is available in [Ad Astra, Monitor](#). Please contact Houston Ernst (Houston.Ernst@usm.edu) if you need assistance logging-in to Ad Astra, Monitor.

Number of Sections offered in 2021-2022 (Fall 2021):

HBG F2F			Gulf Park F2F			Online		
# of sections	# of students	Enrollment Ratio	# of sections	# of students	Enrollment Ratio	# of sections	# of students	Enrollment Ratio

Number of Sections offered in 2021-2022 (Spring 2022):

HBG F2F			Gulf Park F2F			Online		
# of sections	# of students	Enrollment Ratio	# of sections	# of students	Enrollment Ratio	# of sections	# of students	Enrollment Ratio

Narrative related to section offerings and enrollment. Provide context to an outside reviewer.

5. **Course Completion and Persistence** (*template below*)

The data for the following table is available on the [Institutional Research Faculty and Staff Data Access](#) page, Course Completion tab. You will need to enter your SOAR credentials to access this data.

Fall 2021 Course Completion Rates with Persistence to Spring 2022

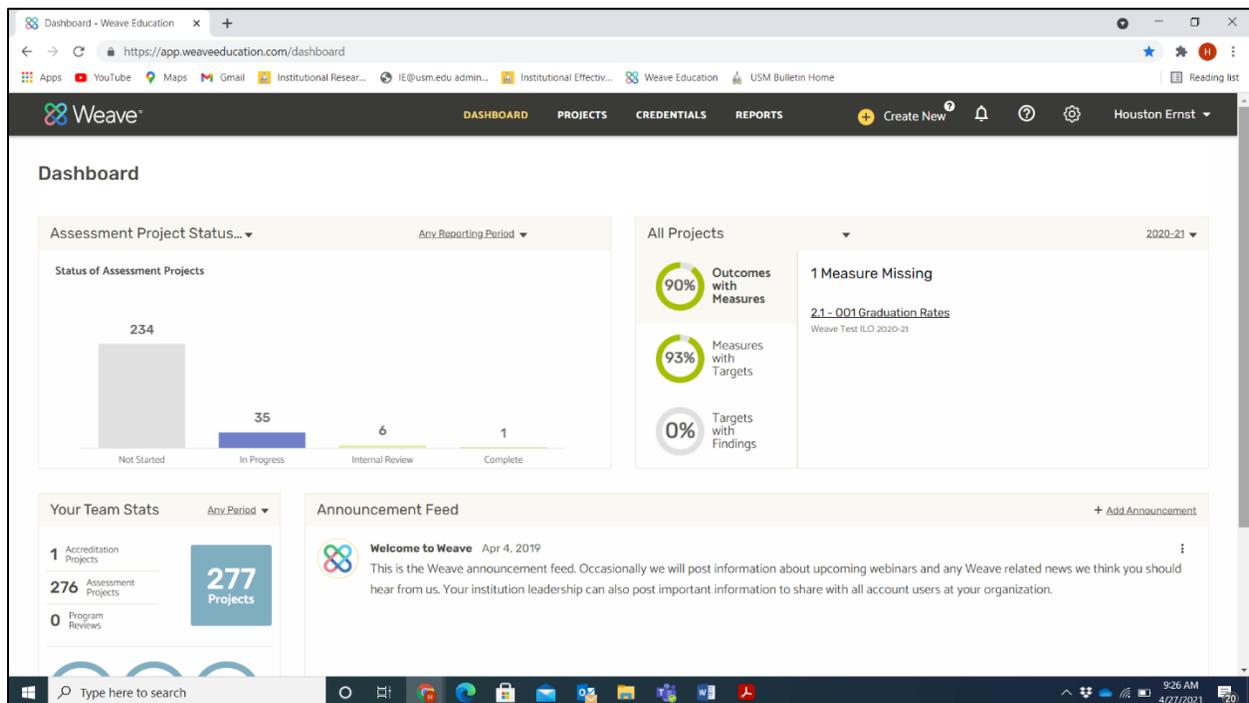
C or better			Less than C			Withdraw			Total	
# Total Class	% Total Class	% Persisted to Spring	# Total Class	% Total Class	% Persisted to Spring	# Total Class	% Total Class	% Persisted to Spring	# Total Class	% Persisted to Spring

Narrative related to course completion rates with persistence to spring. Provide context to an outside reviewer.

INSTRUCTIONS FOR ENTERING DATA AND A FULL REPORT IN WEAVE

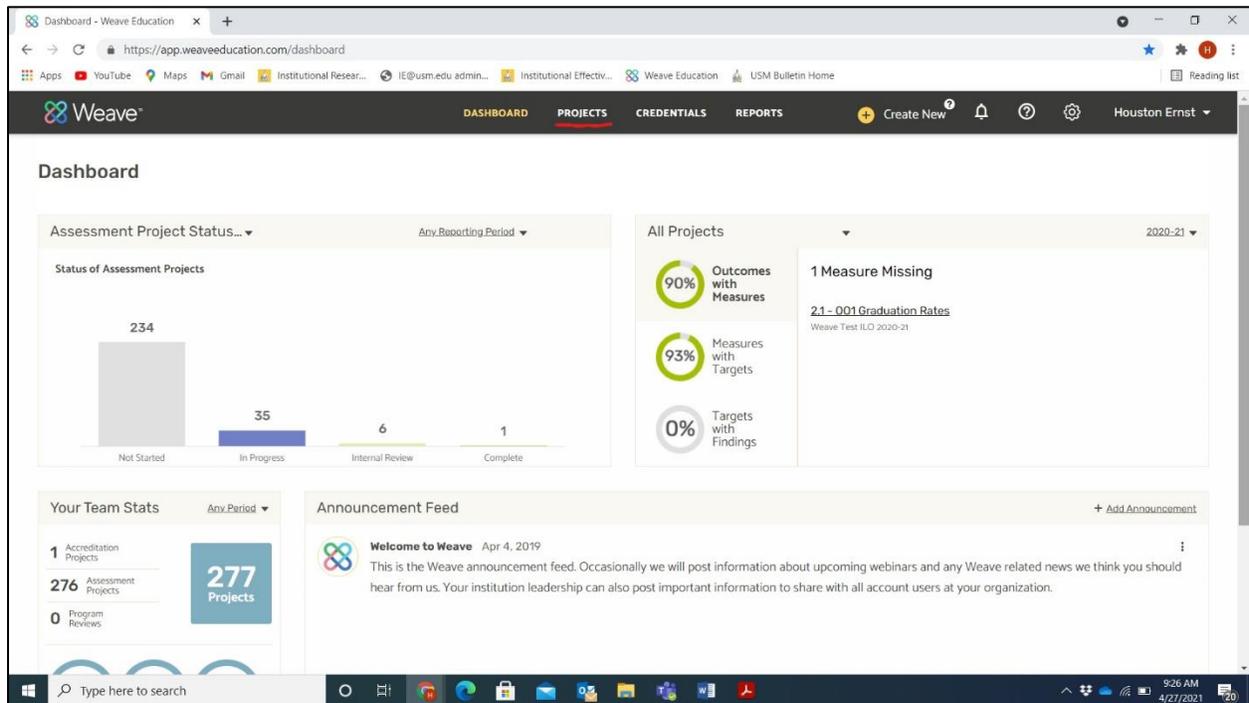
Login Page: You can access the link to log-in to WEAVE on the following Institutional Effectiveness webpage: <https://www.usm.edu/institutional-effectiveness/weave.php>.

- Click on the **“WEAVE Log-In”** link near the top of the page. That link will take you to a WEAVE log-in page.
- Next, click on the link **“Access WEAVE using your institution’s sign-on”** near the bottom of the page. That will take you to the institutional log-in page.
- On the institutional log-in page, enter **“USM”** in the abbreviation field. If your credentials have been entered into the WEAVE system, you will automatically be signed-on once you enter USM. If you have trouble logging-in to WEAVE, please contact Houston Ernst at Houston.Ernst@usm.edu.
- Once you have successfully logged-in to the WEAVE system, you will be taken to a **“Dashboard”** (example below).

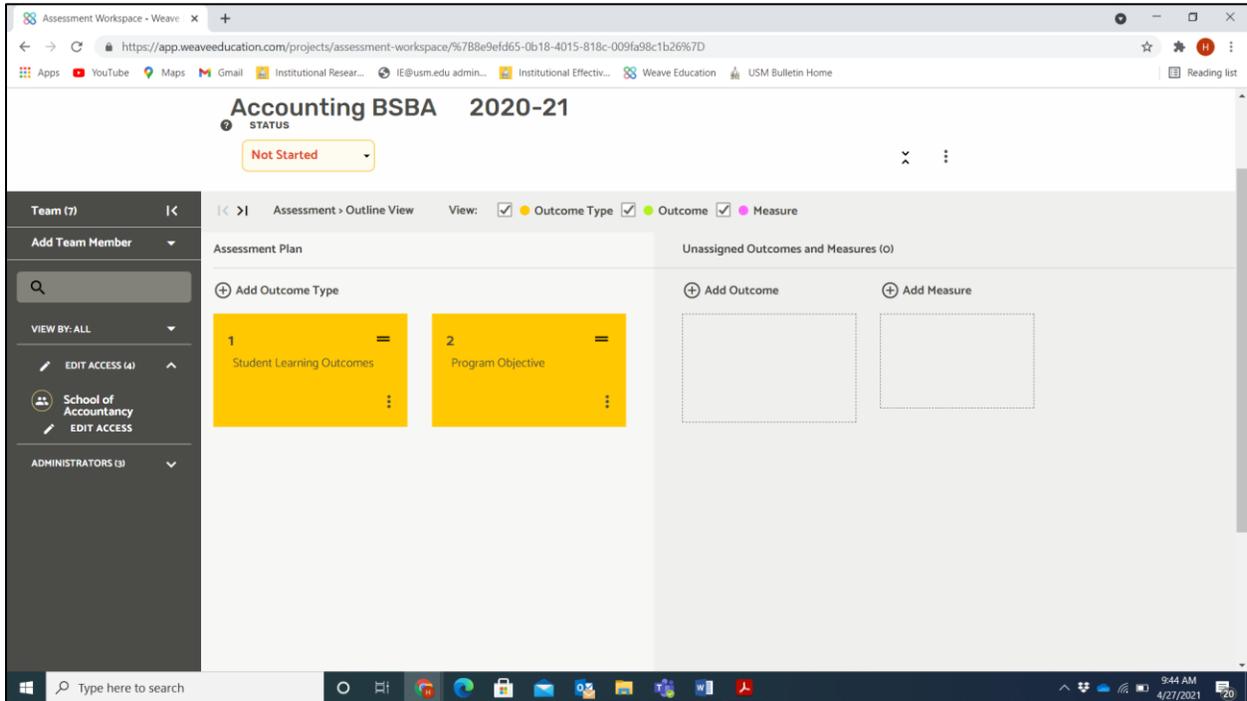


Accessing your project: On your “**Dashboard**” click on “**Projects**” at the top of the page (See screenshot below – “**Projects**” is underlined in red).

- All 2021-22 assessment projects have been created in WEAVE. The student learning outcomes, program objectives, measures, and targets entered in WEAVE last assessment cycle (2020-21) were used to create the projects for 2021-22. Users will need to enter data and analysis to complete the 2021-22 reports.
- Individual users have been assigned to a “User Group” (your school), and all of your school’s assessment contacts and projects have been linked to your specific user group. Individuals have edit access to all 2021-22 projects associated with their particular User Group. Projects from last cycle (2020-21) are still accessible but no longer editable.
- When you open a project in WEAVE, please minimize the “Outline View.” This will make it easier to enter your assessment data. (See pictures on the following page).

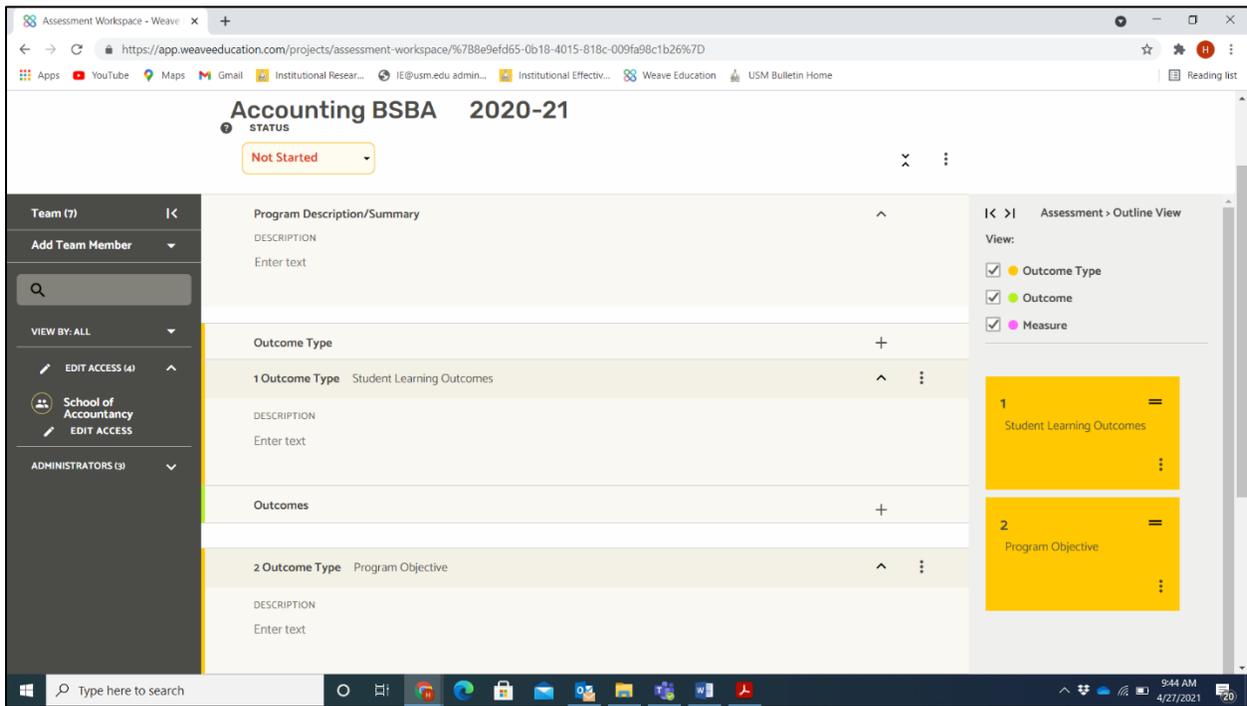


Outline View (**DO NOT WORK ON YOUR PROJECT IN OUTLINE VIEW**):



Non-Outline View (**THIS IS THE VIEW YOU SHOULD WORK IN**):

- You can minimize the "Outline View" by clicking on the arrow next to "Assessment > Outline View" near the top of the page (under the title of your project).



Enter or update your program description/summary: GEC Courses should include a brief description/summary of the course. This section should provide context to a reviewer, either internal or external.

Entering your data: Under each of your measures and targets, you will enter your data in the “Finding” field. GEC Courses offered on both the Hattiesburg and Gulf Coast campuses, or by more than one mode (Face-to-Face, Online, etc.), **MUST** report their findings **BY SITE**. In the “Finding” field under each target, write out “Hattiesburg” (or simply “H”), “Gulf Coast or GC” and/or “Online” and then give the site/mode findings. **You may combine all semesters, but please make sure it is stated clearly that all semesters are included in the data, OR if just one semester of data is included, please indicate which semester(s) are being reported on.**

A quantitative finding must be entered for each measure. Findings should mirror phrasing in the target description. Begin with a numeral when possible and **include SAMPLE SIZES**. Specific numbers are essential for findings; give the actual percentage or numbers that resulted from the measures. The sample size is reported to provide context and add validity to the results. If a quantitative finding cannot be entered for the measure, please insert a detailed statement to explain why findings are not entered for that particular measure.

Status: *Once your data has been entered and your analysis has been written, you can change the status of your measure based on the results. There is a “Status” menu with the following options: **Nothing Entered, Not Reported this Period, Not Met, Partially Met, Met, or Exceeded**. If your target was 90% and your finding was 88%, then your target was “Not Met.” Partially Met is only to be used when you have a multi-part target or if you have multiple program delivery modes. (Example of a two-part target: 80% of students will score 5/10 and 20% will score 8/10.).*

Project Attachments: There is a section to add attachments at the bottom of your assessment project in WEAVE. This is where you can attach your evaluation instruments (i.e., rubrics), your course syllabi, and your program-level action plans and analysis.

HOW TO WRITE FINDINGS STATEMENTS

Type your analysis in the “Analysis” field under each target. You should reflect on your findings and identify the implications for the specific outcome. Recommendations for next steps/improvement should also be highlighted here.

NEW ACTION PLANS

New Action Plans are required every other year OR if a target was NOT MET. If an action plan was not established in 2020-2021 report, an action plan is expected in the 2021-2022 report.

An Action Plan is an organized activity undertaken to help courses more effectively achieve intended outcomes, or an activity developed by faculty to improve the course for the future. The results of action plans should provide evidence of continuous improvement activities. Action

Plans do not contain vague phrases such as “we will look into this” or “No Action Required.” Action Plans are improvement initiatives related to Student Learning Outcomes planned for the upcoming year.

UPDATING OLD ACTION PLANS

A complete report includes updated Action Plans. This must be done every year.

The **Implementation Status** for Action Plans developed in previous years should now be updated. Previous Action Plans should not be in the “planned” stage.

Implementation Status should be ***changed to In-Progress or Complete***. If “Complete,” ***discuss the action plan*** in the Annual Reporting Closing the Loop section of the Word document provided to you with a list of analysis and annual reporting questions. These questions MUST be answered and attached in the “Project Attachments” section of your WEAVE report.

If you choose the status “In-Progress,” ***discuss the implementation process in the analysis and annual reporting document***.

DETAILED ANALYSIS AND REPORTING

A separate Word document with a list of annual program and action plan analysis questions will be provided to you. This document will need to be completed in detail and attached to your project in WEAVE.

REVIEWING YOUR REPORT

After you have entered your data and analysis, ***read*** over your report to ensure all sections are complete. If your school director and/or dean must review your report before submission, please have them do so before you submit in WEAVE. Following submission, please send an email to Houston Ernst (Houston.Ernst@usm.edu).

Thank you for your efforts and commitment to continuous improvement!