



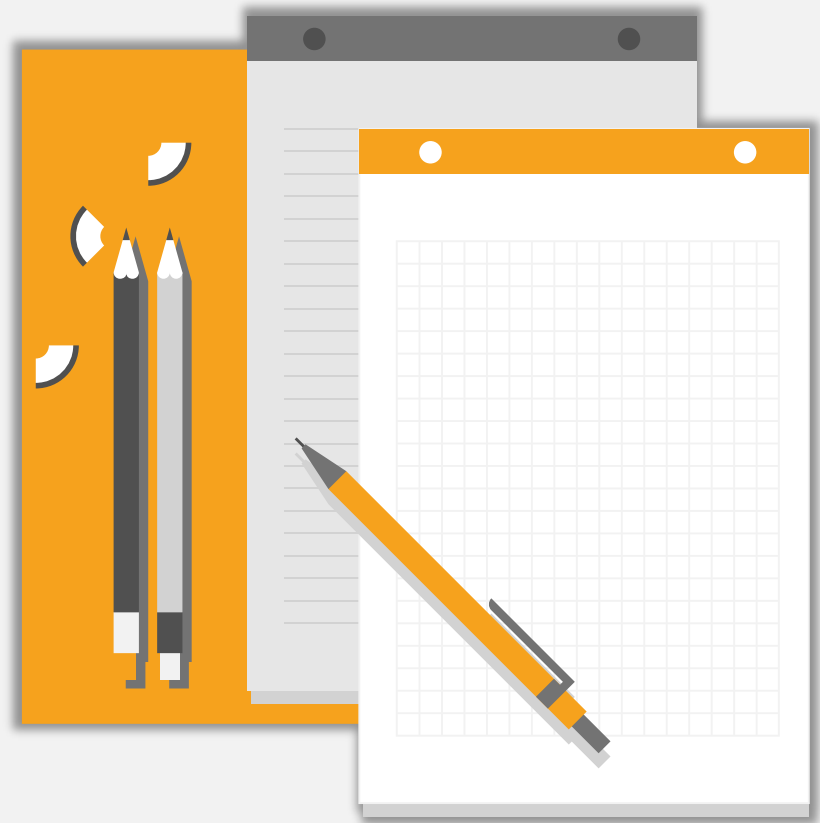
Institutional Effectiveness

Improvement Through Insight

PROGRAM COORDINATION 101: NAVIGATING THE YEAR AHEAD

OCTOBER 3, 2025

1. Why do we have Program Coordinators (PCs)?
2. What are PCs responsible for?
3. What should PCs be doing throughout the year?





LET'S START WITH WHY

MISSION

The University of Southern Mississippi engages students at all levels in the exploration and creation of knowledge. Our hallmark is a fully engaged lifelong learning approach integrating inspired teaching, collaborative research, creative activity, and service to society. Southern Miss produces graduates who are ready for life; ready to succeed professionally and as responsible citizens in a pluralistic society.

VISION

The University of Southern Mississippi is distinctive among national research universities in adding value to our students' experience, uniquely preparing them to be ready for life.



LET'S START WITH WHY

VALUES

The mission of the institution is supported by the following values:

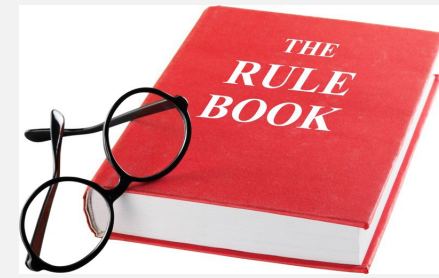
1. Research and instructional excellence focused on student success at all teaching sites and through campus-based and distance education.
2. Student engagement that fosters personal growth, professional development, and a lifelong commitment to growth and learning.
3. An inclusive community that embraces the diversity of people and ideas.
4. Institutional governance that respects academic freedom and faculty inclusion.
5. A campus culture characterized by warmth and mutually supportive connections among students, faculty, staff, and alumni.
6. An approach to academics, research, and personal conduct based on integrity and civility.
7. An evolving curriculum that fosters lifelong curiosity and critical thinking, and prepares our graduates to be Ready for Life.
8. Community participation that promotes social responsibility, citizenship, and economic development.



LET'S START WITH WHY

INSTITUTIONAL STRATEGIC GOALS

1. Increase total enrollment for undergraduate and graduate students through improved recruitment, retention, persistence, progression, and student success.
2. Cultivate an academic culture of curricular innovation and a positive teaching-learning environment.
3. Strengthen research productivity and innovation by enhancing interdisciplinary collaboration and creative activity, improving research infrastructure, and increasing community engagement aimed at addressing critical societal issues and driving economic development.
4. Enhance administrative efficiency to improve productivity throughout the institution by optimizing business processes and personnel deployment.
5. Engage the University's diverse community of alumni and friends in personalized, integrated, and coordinated ways to foster dynamic relationships, extend our reach, and enhance lifelong connections in support of the institution's strategic priorities.



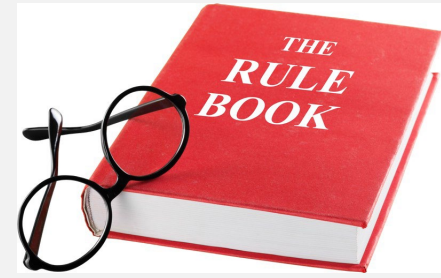
SACSCOC STANDARD 6.2.C



For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)*

Rationale and Notes

Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise, including overseeing and coordinating educational programs to assure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.



SACSCOC STANDARD 6.2.C

What is meant by “institution assigns”?

By requiring that “the institution assigns appropriate responsibility,” there is an expectation that persons responsible for overseeing the curricular content aspects of program coordination are qualified in fields appropriate to the curricular content (and degree level) of the program. The importance of ensuring the quality of educational programs is the essence of this standard.

What role(s) can administrative staff and other faculty (other than the PC) have?

→ The PC can delegate duties to other faculty and staff, so long as they oversee those processes.

PROGRAM COORDINATOR RESPONSIBILITIES

All Program Coordinators...

1. Monitor the academic quality of the programs within their purview.
2. Coordinate the assessment of programs within their purview.
3. Work with stakeholders to maintain curricular relevance.

Graduate-level Program Coordinators...

4. Chair graduate admission committees.
5. Serve as faculty liaisons to the Graduate School.
6. Understand and report program milestones.

And fulfill other duties as assigned by the school.

NOTE ON PROGRAM COORDINATOR RESPONSIBILITIES

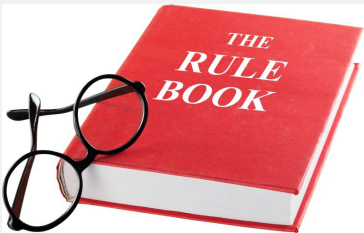
Program Coordinator responsibilities must be a part of the faculty member's expected duties.

The Program Coordinator's performance in the coordinator role must be a component of their annual evaluation.

HOW TO FULFILL YOUR RESPONSIBILITIES FOR INSTITUTIONAL EFFECTIVENESS



- Communicate regularly with other faculty in your school
 - Talk about enrollment, retention, graduation, student performance, recruitment
 - Talk with your Undergraduate/Graduate Council representatives
- Complete the annual program assessment report (“Weave report”)
- Stay data informed
 - HelioCampus Data
 - Program Review Data
 - Curricular Analytics Data



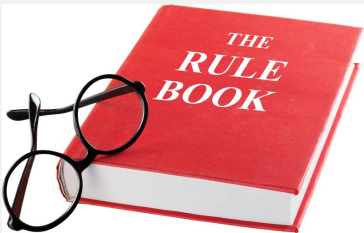
PROGRAM ASSESSMENT – WHY?

Program Coordinator Responsibilities [Copy Link](#)

The Program Coordinator Appointment Form (PCAF) must list the specific responsibilities of the coordinator. Several responsibilities are expected of all Program Coordinators. These responsibilities are:

1. Monitoring the academic quality of the programs within their purview;
2. Coordinating assessment of the programs within their purview; and
3. Working with stakeholders to maintain curricular relevance.

Provide evidence of
completing responsibilities



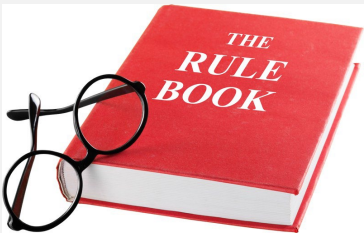
PROGRAM ASSESSMENT – WHY?

SACSCOC

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)



PROGRAM ASSESSMENT - WHY

Rationale and Notes

Student outcomes—both within the classroom and outside of the classroom—are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better.

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. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised.



WHAT IS REQUIRED FOR THE WEAVE REPORT?

Rolls Over Every Year

- Program Description
- Outcomes
- Measures
- Targets

<https://www.usm.edu/institutional-effectiveness/academicassessment.php>

Minimum Needed Annually

- Findings (the data)
- Target Status (Met/Not Met)
- Annual Analysis and Action Plan Document
 - Analysis of Findings
 - Action Plans
 - Program Review Data
- Any other attachments (rubrics, etc.)



Available to all staff/faculty with USM credentials.
Updated late Fall.
*Required for Weave report.

Emphasis Status as of max future date last updated																					
June 25, 2025																					
Degree Plan	Emph Status	Deg Code	Enrollment Fall 22 Primary	Enrollment Fall 22 Secondary	Enrollment Fall 23 Primary	Enrollment Fall 23 Secondary	Enrollment Fall 24 Primary	Enrollment Fall 24 Secondary	Degrees 2021-22 Primary	Degrees 2021-22 Secondary	Degrees 2022-23 Primary	Degrees 2022-23 Secondary	Degrees 2023-24 Primary	Degrees 2023-24 Secondary	Degrees 2024-25 Primary	Degrees 2024-25 Secondary	Reported 2 Years Ago	Reported 1 Year Ago	Graduates last 3 years		
Null	Null	Null																			
Accounting BSBA	A	B	240	12	249	16	305	13		74	1	45		61	3	45	1	199	184	155	
Accounting MPA	A	M	22	1	24		20	1		26		18		14		22		64	58	54	
Allied Health BAS	A	B					9								4					4	
Anthropology BA	A	B	32	2	31	5	30	6		10	2	6		8		9	1	28	26	24	



Undergraduate Program Review Graduate Program Review

Undergraduate Program Review: Fall 2024-2025

Select Primary Academic Plan

Accounting BSBA

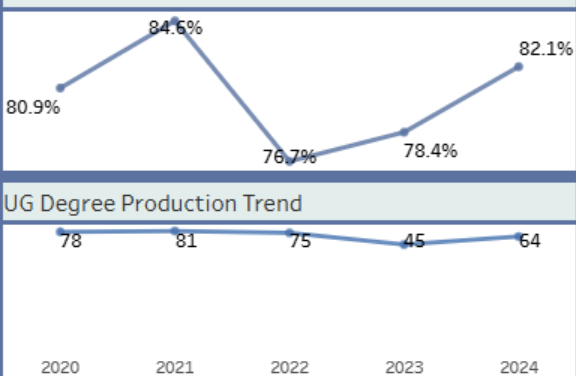
Select Cohort Group (2nd Year Retention Rate Trend)

All First Time Transfers

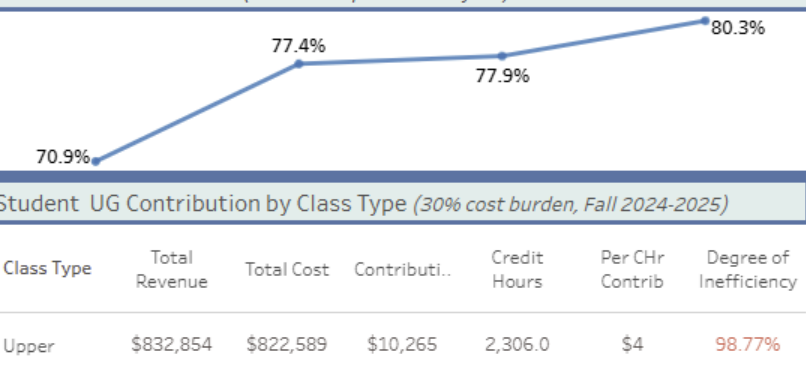
Select Enrollment Metric (10 Year Enrollment Trend)

Headcount

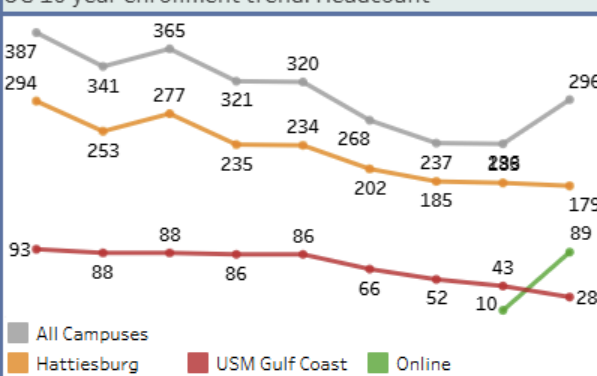
2nd Year Retention Rate Trend: All First Time Transfers



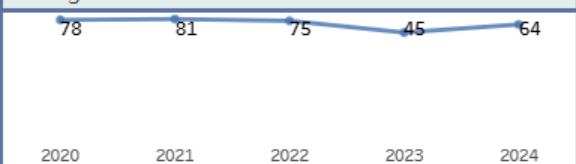
JR 4 Year Graduation Rate (Graduated prior to 5th year)



UG 10 year enrollment trend: Headcount



UG Degree Production Trend



Student UG Contribution by Class Type (30% cost burden, Fall 2024-2025)

Class Type	Total Revenue	Total Cost	Contributi..	Credit Hours	Per Chr Contrib	Degree of Inefficiency
Upper	\$832,854	\$822,589	\$10,265	2,306.0	\$4	98.77%

Class School

(All)

Course Subject

(All)

Course Success Detail - All courses taken by students in the selected Primary Academic Plan(s) and selected Campus(es). Use Class School and/or Course Subject filters to narrow the list of courses.

	Spring 2021-2022		Fall 2022-2023		Spring 2022-2023		Fall 2023-2024		Spring 2023-2024		Fall 2024-2025	
	Enrollments	Rate	Enrollments	Rate	Enrollments	Rate	Enrollments	Rate	Enrollments	Rate	Enrollments	Rate
ACC 200	12	58%	30	90%	30	77%	39	79%	37	70%	69	78%
ACC 220	39	95%	25	96%	27	81%	36	81%	42	88%	45	87%
ACC 220CA											1	100%
ACC 303	1	100%					2	100%				
ACC 309	28	100%	36	94%	36	97%	30	93%	20	85%	29	90%
ACC 311	46	87%	47	85%	36	81%	51	86%	61	92%	68	82%
ACC 312											39	92%
ACC 320	44	95%	37	81%	26	81%	26	92%	28	86%	45	96%
ACC 323	63	70%	50	70%	33	73%	49	73%	62	81%	69	62%
ACC 325	37	81%	53	74%	43	70%	30	77%	39	72%	45	69%
ACC 327	28	89%	32	78%	42	79%	36	81%	26	73%	30	80%

DATA LITERACY PROGRAM

<https://www.usm.edu/institutional-research/data-literacy.php>

About the Data Literacy Program

Take the Data Literacy Course in
Spring 2026!

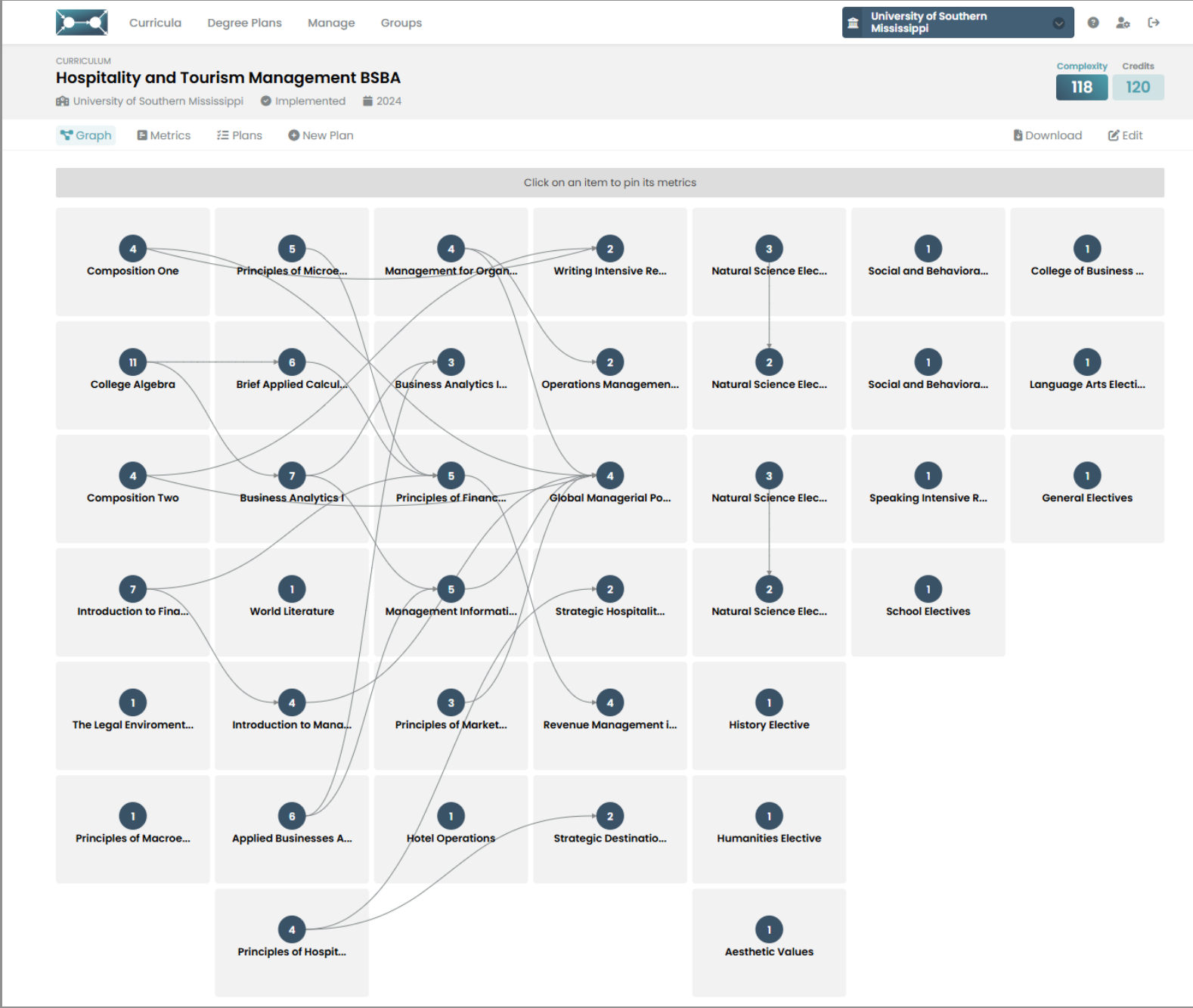


The data literacy program is a semester-long professional development program designed to enhance data literacy, empower data users, and ultimately expand decision-making capacity at The University of Southern Mississippi (USM). The data literacy program is not designed to provide technical or analytical training, but rather serves as an opportunity for staff, faculty, and administrators to gain confidence in interpreting and using data, become more familiar with campus data resources, and explore what it means to be data informed.

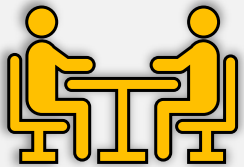
For more information contact Institutional Research at ir@usm.edu

2021-2024 catalogs
available.

Contact
john.amacker@usm.edu
for access.



WHAT SHOULD PROGRAM COORDINATORS DO THROUGHOUT THE YEAR?



- Discuss the program (enrollment, retention, graduation, student performance, recruitment) with other faculty and staff.
 - Make decisions
 - Take actions
- Gather data for the Weave report.
 - Review the current assessment plan now
 - Let other faculty know what data will be needed
- Submit the 2025-2026 Weave report by September 2026.

Accreditation	
Assessment	
Calendar	
Committees and Councils	
Policies	
<u>Program Coordination</u>	
Quality Enhancement	+
Resources	
Staff	
Weave®	

Program Coordination

Faculty are responsible for directing the learning enterprise, including overseeing and coordinating educational programs to assure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. As such, The University of Southern Mississippi assigns Program Coordinators for all majors, stand-alone minors, certificates, and proficiency badges.

To be qualified to be a Program Coordinator, faculty must:

- be full-time faculty members
- have been promoted in rank at USM or have been granted an exception to the promotion in rank (approved by the dean)
- be qualified to teach at all levels for the program for which they are assigned

For additional information on program coordination qualification requirements, see the [Faculty Credentials and Qualifications Manual](#), the [Academic Program Coordinator Policy](#), and the [Instructor of Record Policy](#).

Additional resources coming soon!

Resources

Program Coordinator Sessions

- [Program Coordinator 101 \(2023\) \[Video\]](#)
- [Program Coordinator 101: Navigating the Year Ahead \(2024\) \[Slides\]](#)
- [Program Coordinator 101: Navigating the Year Ahead \(2024\) \[Video\]](#)
- [Program Assessment for New Program Coordinators 2023-2024 \[Slides\]](#)
- [Program Assessment for New Program Coordinators 2023-2024 \[Video\]](#)

Curricular Oversight

- [Curricular Analytics](#)
 - Instructions for accessing Curricular Analytics. [Under Construction]
- [Curriculog](#)
- [Program Development](#)
- [Program Review Data](#)
 - Instructions for accessing program review data. [Under Construction]

Coordinating Assessment

- [Academic Assessment webpage](#)
- [Tips for Coordinating Assessment \[Under Construction\]](#)

FUTURE INSTITUTIONAL EFFECTIVENESS SESSIONS

CIP Codes and Faculty Qualifications

→ October 31

Assessment Report Requirements

→ Spring 2026

Questions

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