



# Institutional Effectiveness

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Improvement Through Insight

## Program Coordination 101: Navigating the Year Ahead



# 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.



# Let's Start with Why

## VALUES

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

**MI:**

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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.

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# Let's Start with Why

## VALUES

## INSTITUTIONAL STRATEGIC GOALS

1. Support student success to foster retention, progression and graduation
2. Promote teaching, research, and creative excellence
3. Strategically expand undergraduate and graduate enrollment
4. Strengthen economic and community partnerships
5. Invest in faculty and staff to maximize their potential
6. Promote a culture of inclusiveness of people and ideas
7. Enhance physical, technological, and financial infrastructure to support our mission, vision, and values
8. Improve efficiency and effectiveness of institutional processes and systems



# SACSCOC Standard 6.2.c

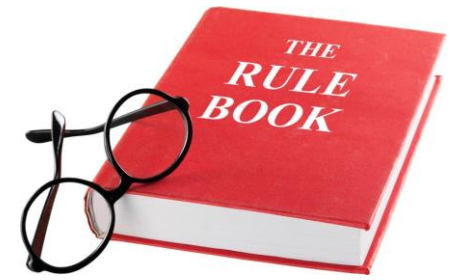
Each Degree  
Plan in Bulletin

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.



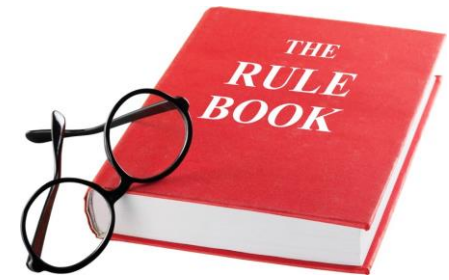
# SACSCOC Standard 6.2.c

## What is meant by “each”?

For purposes of this standard, an academic program is a credential as defined by the institution. A degree with a defined major is clearly a program. [REDACTED]

## Major Field Requirements

All graduates of The University of Southern Mississippi are required to complete the requirements of at least a single degree plan, also known as a "major." The major serves two main purposes: It provides intellectual



# 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 can administrative staff have?





# SACSCOC Standard 6.2.c

## Questions to Consider

- How does the organizational structure of academic units affect responsibility for program coordination?
- If the organizational structure does not track the content of curriculum gained from those with expertise in the field?
- Do coordinators have qualifications appropriate for the degree (undergraduate, master's, doctoral)?
- In what sense are these responsibilities “assigned”?

## Sample Documentation

- Roster of program coordinators, their area or areas of responsibility, and their qualifications for coordinating the designated program(s).
- Description of coordinator responsibilities.
- Wording in contracts, faculty handbooks, or other documents that outline program coordination responsibilities.
- Academic organization charts and narrative that clarify coordination responsibilities.
- Examples of appropriate coordination of curricular content, especially when it does not fit the organizational charts.





# Academic Program Coordinator Policy

The University of Southern Mississippi

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Status **Active** PolicyStat ID **9108321** [All Versions](#) [Print](#) [Share](#)

 <b>THE UNIVERSITY OF SOUTHERN MISSISSIPPI</b>	Origination	01/2021	Owner	Lowery, Kathryn: Dir Inst'l Effectiveness
	Last Approved	01/2021	Area	Institutional Effectiveness
	Effective	01/2021		
	Last Revised	01/2021		
	Next Review	01/2025		

## Academic Program Coordinator Policy



# Academic Program Coordinator Policy

## Policy/Procedures

1. The term "Program Coordinator" as defined in SACSCOC standard 6.2.c may include several position titles at the university. Non-academic programming at the university is not included in this definition.
2. A Program Coordinator must be identified for all academic programs, emphasis areas, certificates, badges, and stand-alone minors.
3. Program Coordinators must be qualified to teach at all levels in the program for which they are assigned coordinator responsibilities. See the current University of Southern Mississippi Faculty Credentials & Qualifications Manual for details.
4. Program Coordinators can be either tenure-stream or teaching track faculty that have received a promotion in rank at The University of Southern Mississippi. Exceptions to promotion in rank require the college dean's approval.
5. Program Coordinator responsibilities must be a part of the faculty member's expected duties.
6. The Program Coordinator's performance in the coordinator role must be a component of their annual evaluation.
7. The inventory of Program Coordinators will be reviewed and updated annually in September.
8. The term of appointment for a Program Coordinator is at the school director's discretion.



# Academic Program Coordinator Policy

## 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.

Additional program coordinator responsibilities may be required to meet the unique needs of each program. Program Coordinator's of graduate programs, graduate certificates, graduate minors, and graduate badges have additional responsibilities as outlined by the Graduate School and must be included on the PCAF. Graduate coordinator responsibilities include, but are not limited to, chairing graduate admissions committees, serving as faculty liaison between graduate faculty and the Graduate School, and understanding and reporting of program milestones.



# Program Coordinator Forms

## Graduate Program Coordinator Approval Form

Prepared by: \_\_\_\_\_ School Director signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if joint apt.) School Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

Has faculty member been promoted in rank at USM? Yes \_\_\_ No\* \_\_\_

\* If no, attach a memo outlining the need for an exception. The college dean must approve exception memos.

For the office of the college dean: Approve \_\_\_ Deny \_\_\_ Date: \_\_\_\_\_

Dean of the Graduate School: Approve \_\_\_ Deny \_\_\_ Date: \_\_\_\_\_

Associate Provost: Approve \_\_\_ Deny \_\_\_ Date: \_\_\_\_\_

Faculty Information <sup>1</sup>	Program Name <sup>2</sup>	Program Level <sup>3</sup>	Responsibilities <sup>4</sup>
Name: EMPLID: Role title: Highest degree: Major: Signature:			1. Monitor academic quality; 2. Coordinate assessment; 3. Work to maintain curricular relevance; 4. Chair admissions committee 5. Liaison to Graduate School 6. Reporting program milestones 7.

<sup>1</sup> – Faculty signature indicates understanding and agreement of responsibilities, <sup>2</sup> – As listed on program inventory and includes certificates, badges, and stand-alone minors, <sup>3</sup> – Masters, Doctoral, Specialist, <sup>4</sup> – DO NOT alter nor delete responsibilities 1-6 as these are fixed for all graduate program coordinators.



# Faculty Success

## ▼ General Information

Personal and Contact Information

Biography/Expertise/Web Profile

Administrative Data - Permanent Data | Yearly Data

Administrative Assignments

Appointments

Awards and Honors

Consulting

Education

Graduate/Post-Graduate Training

Faculty/Professional Development Activities Attended

Licensures and Certifications

Media Appearance, Reviews, and Interviews

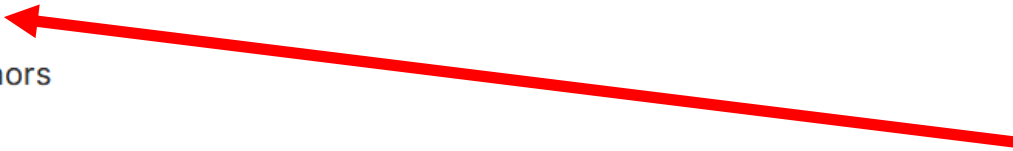
Professional Memberships

References

Work History

Workload Information

Annual Evaluation





# Faculty Success

## < Appointments



Duplicate

Compare

Add New

Select Columns



Filters: None

<input type="checkbox"/>	Type of Appointment	Title/Rank/Position	Level	Month, Start Date	Day, Start Date	Year, Start Date	Month, End Date
<input type="checkbox"/>	<a href="#">SACSCOC - Program Coordinator</a>	Chemistry MS	Graduate	November	12	2020	
<input type="checkbox"/>	SACSCOC - Program Coordinator	Chemistry PhD	Graduate	November	12	2020	





## Edit Appointments

### Type of Appointment

SACSCOC - Program Coordinator

### Title/Rank/Position

Chemistry MS

### Department

Chemistry and Biochemistry

### Level

Graduate

### Brief Description

**B** *I* U  $x^2$   $x_2$  ↺ ↻ ↗

1. Monitor academic quality;
2. Coordinate assessment;
3. Work to maintain curricular relevance;
4. Chair admissions committee;
5. Liaison to Graduate School;
6. Reporting program milestones.

Note: For activities that you started but have not yet presently completed, specify the start date and leave the end date blank.

### Start Date

Month\*

Day

Year\*

November

12

2020

### End Date

Month

Day

Year

### File Upload

Replace file here or select to upload



PCAF Grad Matthew Donahue-1.pdf (242.21 KB)





# Faculty Success

## Graduate Program Coordinator Approval Form

Prepared by: B. Schroeder

School Director signature:

Date: 9-14-2020

(if joint apt.)

School Director signature:

Date:

Has faculty member been promoted in rank at USM? Yes X No\*    

\* If no, attach a memo outlining the need for an exception. The college dean must approve exception memos.

For the office of the college dean:

*Cric L. Tribonella*

Approve X

Deny    

Date: 10/6/20

Dean of the Graduate School:

Karen S. Coats, Ph.D., Dean  
Digitally signed by Karen S. Coats, Ph.D., Dean  
Date: 2020.11.10 13:11:12 -0600

Approve X

Deny    

Date:

Associate Provost:

*Douglas S. Masterson*

Approve X

Deny    

Date: 11/12/20

Faculty Information <sup>1</sup>	Program Name <sup>2</sup>	Program Level <sup>3</sup>	Responsibilities <sup>4</sup>
Name: Dr. Matthew Donahue EMPLID: 925241 Role title: Graduate Program Coordinator Highest degree: Ph.D. Major: Chemistry Signature:	Chemistry MS Chemistry PhD	Masters Doctoral	<ol style="list-style-type: none"> <li>1. Monitor academic quality;</li> <li>2. Coordinate assessment;</li> <li>3. Work to maintain curricular relevance;</li> <li>4. Chair admissions committee</li> <li>5. Liaison to Graduate School</li> <li>6. Reporting program milestones</li> </ol>

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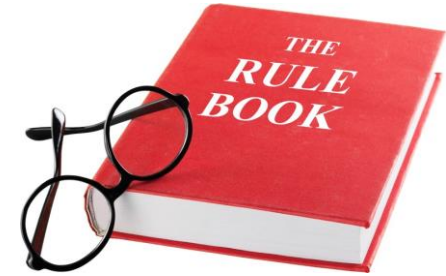
1. Monitoring the academic quality of the programs within their purview;
2. Coordinating assessment of the programs within their purview; and
3. Working with stakeholders to maintain curricular relevance.

How do I provide evidence that I am completing my responsibilities?

Additional program coordinator responsibilities may be required to meet the unique needs of the coordinator's of graduate programs, graduate certificates, graduate minors, and graduate badges have been established by the Graduate School and must be included on the PCAF. Graduate coordinator responsibilities include chairing graduate admissions committees, serving as faculty liaison between graduate faculty and the department, and reporting of program milestones.

Assessment Report (Weave)

# Program Assessment - SACSCOC

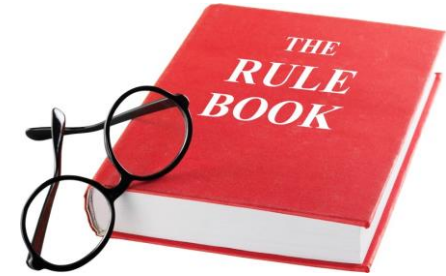


8.2

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 - SACSCOC



8.2

The institution assesses the extent to which it achieves the purpose of seeking improvement based on an

- a. Student learning outcomes (Student Learning Outcomes)
- b. Student success rates (Student Success Rates)



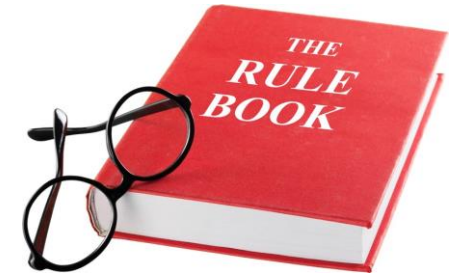
assesses the extent to which it achieves the purpose of seeking improvement

how:

educational programs.

level general education programs.

# 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**

- Description
- Outcomes
- Measures
- Targets
- Action Plans (in Weave)

## **Minimum Needed Annually**

- Findings
- Analysis of the Findings
- Target Status (Met/Not Met)
- Update Action Plans
- Annual Analysis and Action Plan Document
- Additional Documents for GEC Courses
- Any other attachments

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

# *Where do I get the data for my Weave report?*

## Required:

Faculty (Student Learning Outcomes data; the Findings)

Internal Site (Institutional Research website; Graduation/Enrollment data)

## Additional:

HelioCampus (emailed to PCs in January; School Directors)



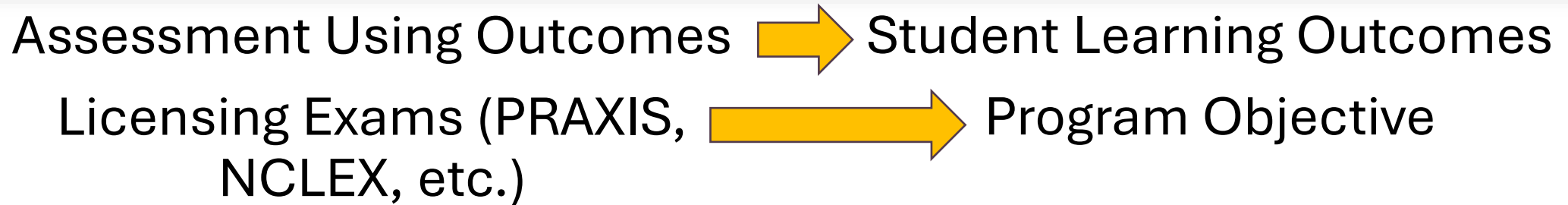
Take the Data Literacy Course in  
Spring 2025!

Chelsea Townsend & Amanda Kale  
Chelsea.L.Townsend@usm.edu

# *How do I align my national accreditation with program assessment (Weave)?*

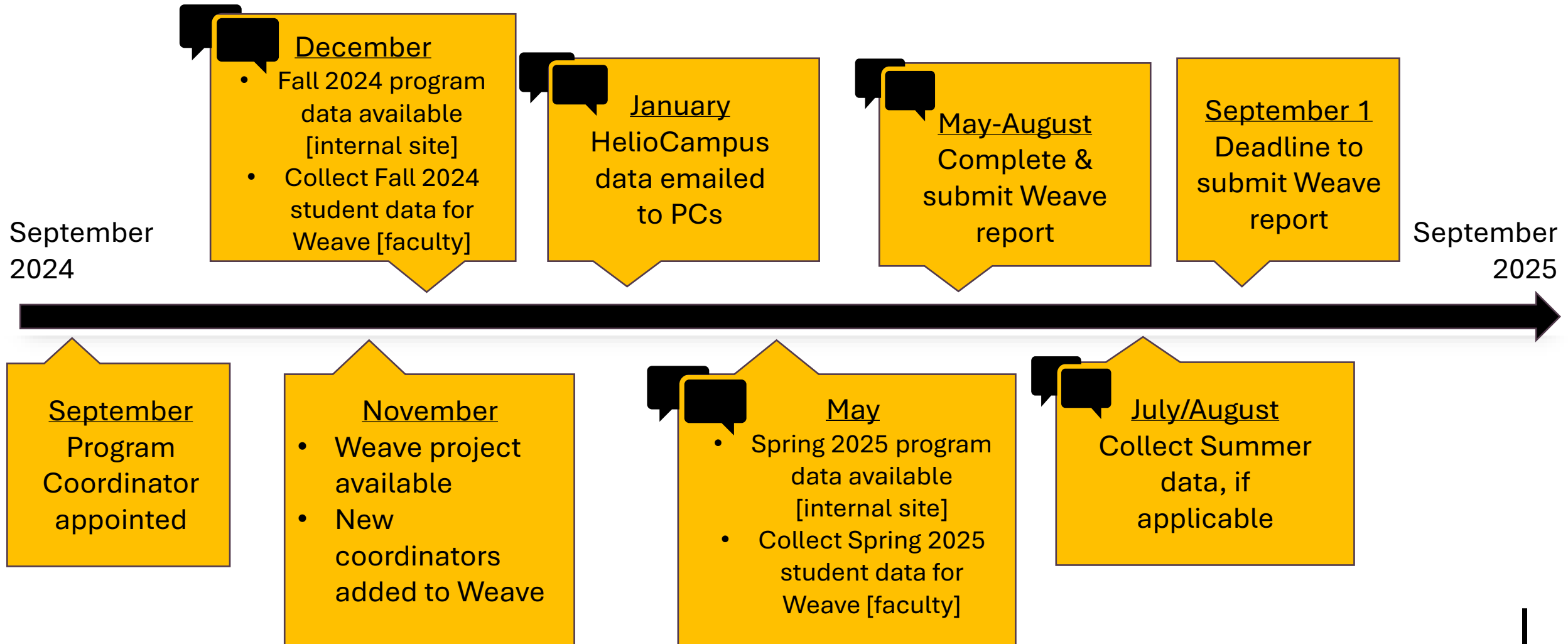
## National/State Accreditation


## Weave Report



*To discuss aligning your program assessment with accreditation requirements, contact [Claire.Blackwell@usm.edu](mailto:Claire.Blackwell@usm.edu).*

# Assessment Timeline

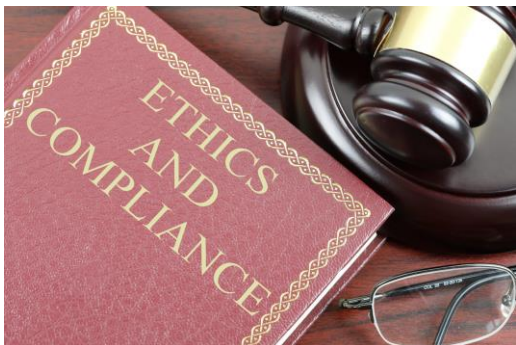


 = discuss with school/other faculty



# Take Aways

1. Program Coordinators serve a vital role
2. Good program coordination ensures the value of our programs
3. Program coordination ensures programs align with our mission
4. Program Coordinators are essential to student success efforts
5. Assignment of qualified Program Coordinators is necessary for SACSCOC compliance
6. Proactive coordination AND assessment protect the reputation of our programs and institution



# Future Program Coordinator Sessions

- Assessment 101: Navigating Weave & Report Requirements
  - December 2024
  - Spring 2025

# Recommended Resources

Institutional Effectiveness Website

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

## Assessment tab

### Resources

- General assessment resources

### ➡ Academic Assessment

#### Program-level Instructions & Guidelines

- New Program Coordinator Orientation Video/Slides
- Assessment report instructions
- Analysis document template
- Compliance rubrics (self-check)

#### Resources & Assessment Showcases

- Example Weave components
- Presentation slides

## Weave tab

### Resources

- Videos and slides for navigating Weave
- Instructions for logging-in

# Contact Us



- Dr. Douglas Masterson, SACSCOC Accreditation Liaison  
601-266-4714  
[Douglas.Masterson@usm.edu](mailto:Douglas.Masterson@usm.edu)
- Claire Blackwell, Institutional Assessment Coordinator  
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[Claire.Blackwell@usm.edu](mailto:Claire.Blackwell@usm.edu)
- John (JB) Amacker, Institutional Effectiveness Data Coordinator  
601-266-5036  
[John.Amacker@usm.edu](mailto:John.Amacker@usm.edu)

# Questions/Discussion

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