This guide helps introduce reviewers to Georgia State’s SACS web site. It explains how to navigate the site, use references and documentation, and access faculty rosters and syllabi.

Find Georgia State’s SACS web site at the following URL: http://www.gsu.edu/sacs/

The recommended browser is Internet Explorer 7, as the web site was developed and tested using this browser version.
1. Overview of Navigation

The navigation menu is on the left part of the screen and presents the main sections of the website.
1.1 Sections
The main navigation contains the institution and instructions pages, sections 1-4 of the web site, and the reference list. Georgia State presents its SACS compliance in sections 1-4.

The institution and instructions pages have three documents: 1) a welcome letter from President Patton; 2) instructions for visitors; and 3) a summary form prepared for the compliance certification review.

Section 1 explains the principle of integrity governing the university.
Section 2 addresses the core requirements that the university must meet.

Section 3 addresses the comprehensive standards specific to the operations of the university.

Section 4 states the federal requirements for which the university is responsible.
The reference list contains documents and web pages relevant to Georgia State’s SACS Compliance Report. The list includes course catalogs and college bylaws as well as links to the faculty roster and syllabi.
1.2 Accessing a Section’s Content
Click on the section’s name to access the page and/or sub-sections.
To access the sub-section:
- Click on the sub-section’s name in the navigation menu.

4.2 Program Curriculum

Federal Requirement: The institution maintains a curriculum that is directly related and appropriate to its purpose and goals and to diplomas, certificates, or degrees awarded.

X Compliance
- Partial Compliance
- Non-Compliance

Narrative:
Georgia State University is authorized to offer baccalaureate through doctoral degrees by the Board of Regents of the University System of Georgia. Its mission, goals, and degree programs are approved by the Board of Regents. (See further discussion of the institutional mission at Requirement 2.7.2.) As stated in the most recent Strategic Plan, Georgia State University aspires “to become one of the nation’s premier research universities in focused areas that maximize the institution’s unique strengths.” [1]

Georgia State’s curriculum is directly related to the University’s mission and purpose. It also forwards University System of Georgia’s (USG) mission “to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.” [2] The USG’s degree approval process ensures that each program contributes to the mission of the institution. (See further discussions of degree approval processes at Standard 3.4.1 and 3.4.10.)
• Or click on the name in the main page.
1.3 Georgia State’s SACS Homepage

- To return to Georgia State’s SACS home page, click on “SACS REPORT HOME” (in the Navigation Menu):

- You will then return to the following homepage:
1.4 Georgia State’s Homepage

- To access Georgia State’s website, click on Georgia State University’s logo:

You will then arrive at the main Georgia State website:
1.5 Searching the Website

- To search the website, use the search function located on the top right of the page. For instance, if you are looking for “Publication of policies”, enter the text and click on “GO” to see the different search results:

- Click on one of the links presented in the search result page to access the desired page or document:
You will then be taken to the page you selected to view:

4.3 Publication of Policies

Federal Requirement: The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

X Compliance
- Partial Compliance
- Non-Compliance

Narrative:
The bulk of the university requirements related to calendars, grading policies, payment and refunds appear in easily accessible places both for the university community and the public. (See list below.) Policies can be found both online and, in many cases, in hard copy. These policies appear in our Undergraduate and Graduate Catalogs, Semester Registration Guides, and various university web links. Topics covered are appropriate to the level of the student (undergraduate or graduate) and detail, among other things, the university grading and refund policies.

The university produces three supplementary editions — called the Registration Guides [1] — of the Undergraduate and Graduate Catalogs relative to the specifics of registration for each academic semester in the year (fall, spring, and summer semesters). These documents contain semester-specific information including, but not limited to, the academic calendar, registration and fee payment dates, policies and procedures for withdrawal or cancellation, student privacy rights under the Family Educational Rights and Privacy Act and refund of fees.

On-Line Availability of Calendars, Grading Policies, and Refund Policies
2. References and Supporting Documentation

2.1. References

Narrative:
Georgia State University has degree-granting authority from the University System of Georgia (USG) Board of Regents (BOR).[1] The Constitution of the State of Georgia (Article VIII, Section IV, Paragraph I), designates this authority to the USG BOR: “The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.” [2] Georgia State Code (Section 20-3-32) specifically assigns degree-granting authority to the BOR. [3] The BOR maintains a specific list of degrees that Georgia State University is authorized to confer. [4]

References in the narrative appear as bracketed numbers (i.e. [1]) linking to web pages, documents or PDFs. Each bracketed number above will have a corresponding number in supporting documentation. Click on the number to open the supporting document.

2.2. Supporting Documentation

Supporting Documentation:

1. USG BOR Policy Manual Section 308
2. State of Georgia Constitution (Article VIII, Section IV)
3. Georgia State Code Section 20-3-32
4. List of authorized degrees

Supporting documentation contains links to web pages, documents or PDFs as referenced in the narrative above. Clicking on the name of the document will also open that document.
3. Searchable Databases

3.1. Syllabi

The documentation for comprehensive standard 3.6.1 (Post-baccalaureate Program Rigor) includes a link (link [3]) to a cross-listed syllabi database containing a large sample of syllabi for combined undergraduate-level and graduate-level courses.
You can also find Georgia State’s cross-listed syllabi at the following URL: http://webdb.gsu.edu/sacs/crosslisted.cfm

3.1.1 Searching the Cross-listed Syllabi

To search the cross-listed syllabi, select a college.

Select a department.
To select the syllabi, click “Syllabi” next to the course number.
Choose to “Open” the document.

The document is opened.

To return to the Syllabi homepage, click on “SEARCH AGAIN” (top right).
3.2. Faculty Roster

The documentation for Comprehensive Standard 3.7.1 (Faculty Competence) includes a link ([1]) to a Faculty Roster database by which reviewers can access faculty names, qualifications, teaching assignments, and justifications where needed. This database sorts the Faculty Roster by college and department.
You can also find Georgia State’s faculty roster at the following URL:
http://webdb.gsu.edu/sacs/
3.2.1 Searching the Faculty Roster

To search the faculty roster, select a college.

Select a department.

Choose the instructor status.

Click “Search.”
Search results are returned.

3.2.2 Selecting a Faculty Profile

To select a faculty profile, click on the instructor name in the search results.
A faculty profile is returned. Faculty profiles contain a list of courses, qualifications, teaching assignments, and justifications where needed.

3.2.3 Returning to the Faculty Roster Homepage

To return to the Faculty Roster homepage, click on “SEARCH AGAIN” (top right).
3.3. **WEAVEonline**

WEAVEonline is the outcomes assessment management system used by the university. WEAVEonline is used as documentation for the following:

- Core Requirement 2.5, Institutional Effectiveness
- Comprehensive Standard 3.3, Institutional Effectiveness
- Comprehensive Standard 3.5.1, College-Level Competencies
- Comprehensive Standard 3.5.3., Undergraduate Program Requirements
- Comprehensive Standard 3.6.2, Graduate Curriculum
As with Academic Program Review, a requirement of the unit self-studies is to provide evidence of outcomes and to develop annual action plans to improve those outcomes. While the annual assessment of administrative and support unit outcomes is detailed under Comprehensive Standard 3.3.1, this process is an important component of the Administrative and Support Unit Review process, as well. (Outcome Assessment results are posted on WEAVEonline, the outcomes assessment management system used by the University [24].)

**Supporting Documentation:**
1. Overview of institutional effectiveness process
2. GSU Strategic Plan for 2005-2010
3. 2007 Annual Action Plan
4. GSU Mission Statement
5. Strategic Planning Process
6. Academic Program Review
7. Administrative Support Unit Review
8. Resources for Academic Program Review
9. Cycle 2, Academic Program Review
10. Self-Study Supporting Appendices
11. External Reviewer’s Template
12. APRC Reviewers’ Template
14. Funded departmental action plans
15. Action plans approved to be funded
16. Academic Program Review archive of reports
17. WEAVEonline, the outcomes assessment management system
18. University’s 2007 Action Plan
19. Administrative and Support Unit Review process
20. Administrative Support Unit Review Status of Units
21. Administrative and Support Unit Review Self-Study Template
22. Template for Administrative and Support Unit Review committees review
23. Administrative and Support Units archive of reports
24. WEAVEonline, the outcomes assessment management system

Find WEAVEonline at the following URL: [http://www.weaveonline.net/subscriber/gsu/](http://www.weaveonline.net/subscriber/gsu/)

Or navigate to any of the following pages and find the link to WEAVEonline:
- Core Requirement 2.5, Institutional Effectiveness
- Comprehensive Standard 3.3, Institutional Effectiveness
- Comprehensive Standard 3.5.1, College-Level Competencies
- Comprehensive Standard 3.5.3., Undergraduate Program Requirements
- Comprehensive Standard 3.6.2, Graduate Curriculum
Introduction to Using WEAVEonline

This document is an introduction to WEAVEonline, the online assessment reporting system developed at Virginia Commonwealth University, that is used by Georgia State University. The guide provides the information you need to find, access, and review the assessment plans, results, and plans based on the assessments for each Academic Program and Administrative Unit in the University.

Finding WEAVEonline:

The URL for WEAVEonline is: http://www.weaveonline.net/ subscriber/gsu/. You can also access WEAVEonline by going to the Georgia State University homepage (www.gsu.edu), clicking on Offices and Services, selecting Complete A-Z Index of all Offices & Services, clicking “W”, and then selecting WEAVEonline.

Reviewers will have received the user ID and password in their packets. If you have any difficulty logging in, please email weave@gsu.edu. WEAVEonline works effectively with standard internet browsers. ¹

Using WEAVEonline

Upon entering WEAVEonline you will see the overview of the assessment reports for all academic and administrative programs, as shown below in figure 1. The program default is to show the assessment plans and reports for the academic year 2005-2006. By selecting the radio button for 2006 – 2007 (located under “Welcome SACS), assessment reports for the most current year can be viewed.

The Status Snapshot table on the Welcome page provides an overview of each year’s reports. Individual department and program assessment reports are listed in the panel to the right of the snapshot. Academic programs by college are listed first (i.e., College of Arts and Sciences to the Robinson College of Business), followed by the administrative programs by area. Each program report can be directly accessed by clicking on it.

¹ Netscape and older version of Internet Explorer do not support some of WEAVEonline’s functionality and may cause data collection errors. If you are a Netscape user, please download and install Mozilla or Firefox from http://www.mozilla.com.
Figure 1.

Welcome: SACS


Status Snapshot (Detailed Report)

<table>
<thead>
<tr>
<th></th>
<th>Completed</th>
<th>In Progress</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>269 (100%)</td>
<td>0 (0%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td>Outcomes/Objectives</td>
<td>267 (99%)</td>
<td>2 (1%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td>Measures</td>
<td>268 (99%)</td>
<td>1 (0%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td>Findings</td>
<td>260 (96%)</td>
<td>6 (2%)</td>
<td>4 (1%)</td>
</tr>
<tr>
<td>Action Plan</td>
<td>253 (94%)</td>
<td>1 (0%)</td>
<td>16 (6%)</td>
</tr>
<tr>
<td>Analysis</td>
<td>256 (95%)</td>
<td>10 (4%)</td>
<td>4 (1%)</td>
</tr>
<tr>
<td>Annual Reporting</td>
<td>16 (6%)</td>
<td>4 (1%)</td>
<td>250 (93%)</td>
</tr>
</tbody>
</table>

Select a program for assessment:

Academic Program List

Andrew Young School of Policy Studies
- Economics BA,BBA,BS
- Economics MA
- Economics PhD
- Public Administration & Policy Studies
  - Masters of Public Administration
  - Public Policy PhD
- Urban Policy Studies BS
- Urban Policy Studies MS

College of Arts & Sciences
- African American Studies BA
- African American Studies BA
- Anthropology
  - Anthropology BA
  - Anthropology MA
- Applied Linguistics & ESL
  - Applied Linguistics MA
  - Applied Linguistics PhD
- Art and Design
  - Art Education BFA
  - Art Education MAEd
- Art History BA
  - Art History MA
- Studio Art BFA
  - Studio Art MFA
- Biology
  - Biology BS
  - Biology MS
  - Biology PhD

Clicking on a program’s name will bring up the program overview page as shown in Figure 2 below. You will note that our programs do not
complete the **Annual Report** Section of the WEAVEonline system because this information is collected annually through the dean’s offices. Likewise, the Mapping section is for planning and managing program improvements rather than assessment.

Figure 2.

<table>
<thead>
<tr>
<th>WEAVEonline Activity</th>
<th>Entry Status</th>
<th>Last Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>Completed</td>
<td>9/1/2006 8:16:24 AM</td>
</tr>
<tr>
<td>Outcomes/Objectives</td>
<td>Completed</td>
<td>9/1/2006 12:20:59 PM</td>
</tr>
<tr>
<td>Measures</td>
<td>Completed</td>
<td>5/25/2007 12:01:38 PM</td>
</tr>
<tr>
<td>Findings</td>
<td>Completed</td>
<td>6/1/2007 11:32:22 AM</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Completed</td>
<td>6/1/2007 11:45:35 AM</td>
</tr>
<tr>
<td>Analysis</td>
<td>Completed</td>
<td>6/1/2007 1:47:20 PM</td>
</tr>
<tr>
<td>Annual Reporting</td>
<td>None</td>
<td>Not initiated</td>
</tr>
</tbody>
</table>

Reviewers have the choice of accessing the individual elements of an assessment report or examining the whole report at once. To access individual elements of reports, click in the left-hand panel on the part of the report that you wish to read, e.g., Measures and Findings. Figure 3 is an example of the Measures and Findings section. The details of each measure can be examined by clicking on “view” in the right-hand panel.
Figure 3.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Objectives</th>
<th>Entry Status</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Syllabi</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>2 Master`s papers</td>
<td>4, 5</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>3 Classroom-based experience forms and reflections</td>
<td>1, 4</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>4 Professional development activities</td>
<td>7</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>5 Number of presentations/publications</td>
<td>7</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>6 Oral presentation of Master`s paper</td>
<td>5, 6</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>7 Teaching performance and videotapes</td>
<td>1, 5</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
<tr>
<td>8 Survey of graduating students</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Completed</td>
<td>VIEW</td>
</tr>
</tbody>
</table>

To view the entire assessment report at once, click on “Reports” bottom of the left-hand panel, and then choose “Detailed Assessment Report”. The resulting report (see Figure 4 for an example of the beginning of a complete assessment report) lists all program **outcomes** and how those outcomes align with the University’s Strategic Plan and Institutional Priorities (learning outcomes are listed
before any program outcomes), the **measures** used to assess the outcomes (each measure is keyed to the outcomes that it assesses), **targets** to be met, **findings** for that measure including a statement as to whether the program judged the target to have been met, partially met or not met, and whether any further action is planned. The final sections are **actions plans** that are designed to improve outcomes, including who is responsible, the priority level, and whether additional resources are needed. Finally **analysis** statements have been written about perceived program strengths as well as areas in which action plans lead to improvement. The analysis section also describes areas which require continued attention.

Figure 4.

**Example of the beginning of a Detailed Assessment Report**
**2006-2007 Applied Linguistics MA**

**MISSION**

The Master’s degree in Applied Linguistics integrates the study of linguistic theory with practical applications and focuses on the language acquisition needs of the adult or near-adult learner of an additional language. Students receive the theoretical and practical foundational knowledge needed to teach language at the postsecondary level and to progress to doctoral work in applied linguistics or other language-study or language-teaching related areas.

**STUDENT LEARNING OUTCOMES**

**Outcome/Objective 1:**
Teaching methodology

**Full Description:**
Student applies the basic principles of ESL/EFL learning and teaching methodology

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- A-3: Graduate Experience
- C-3: International Initiatives

**Institutional Priorities:**
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
• M. 1: Syllabi
• M. 3: Classroom-based experience forms and reflections
• M. 7: Teaching performance and videotapes
• M. 8: Survey of graduating students

Related Actions:
• A. 2: syllabi

Outcome/Objective 2:
Knowledge of linguistic systems of English

Full Description:
Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse