



○○○○

ACCREDITATION, ASSESSMENT, & CURRICULUM

2025-2026 NEWS & HIGHLIGHTS



The Accreditation and Assessment Team wants to keep you informed of our big accomplishments and future projects.

Accomplished Projects

Refreshed Assessment Cycles

Skills Maps Generated & Curriculum Maps Updated

Academic Program Learning Outcome Feedback

Curriculum Knowledge Base Creation

General Education Assessment Data Review

CPE NOI, CPE New Program Proposal, and SACSCOC Prospectus Guides

Future Projects

Assessment Resources & Workshops for Faculty & Staff

Skill Integration Resources & Workshops (Pedagogical & Assessment)

SACSCOC New Principles Review & Implementation Plan

ASAP & Administrative Unit Assessment Review

Assessment Updates

Thank you to everyone who participated in this year's assessment process. Survey feedback highlighted concerns about time demands, limited feedback, and assessment being viewed primarily as an accreditation requirement; therefore, this year's efforts focused on better tracking data and providing meaningful feedback to support continuous improvement and student success.

General Education: This year, a new assessment cycle was introduced for Colonnade assessment. Departments teaching general education courses will self-assess each year, with institutional and categorical assessments starting in AY 2026-2027. We appreciate all of the departments that submitted their self-assessments on time. The percentages indicate the number of courses with assessments submitted on time. The Office of the Provost will submit a summary report for the submitted data to CPE in October.

Submitted assessment documents were analyzed to compare each learning outcome's Bloom's Taxonomy level with the course measurement. The findings will guide training to strengthen assessment practices in Colonnade courses.

Academic Program Assessment: The Provost's Office reviewed learning outcomes for 205 academic programs, providing feedback on outcome clarity and alignment with program level. An expedited curriculum pathway was also established for programs making non-substantive revisions to their learning outcomes.

At the end of the academic year, **95%** of graduate programs submitted curriculum maps, while **96%** of undergraduate programs submitted curriculum maps and **99%** submitted skills maps. These maps help identify gaps in the Kentucky Graduate Profile's 10 Essential Skills and strengthen students' workforce readiness; academic program assessment plans will be due in the fall.

Administrative and Academic Support Units: Offices completed their annual assessment reports in June and submitted plans for the next academic year in July. Survey feedback is guiding improvements to the assessment process, including training on goal writing, appropriate measures, and the use of Weave, with additional information forthcoming later this semester.

Submitted Colonnade Assessment Data

70% Foundations & Explorations

81% Social & Cultural

75% Local to Global

64% Systems

WKU Kentucky Graduate Profile Workgroup

Andrew Adler,
University Libraries

Robin Ayers, OCSE

Stacey Forsythe, CHHS &
Colonnade Director

Jennifer Hanley, PCAL

Dana Henson, GFCB

Will Perry, CEBS

Rheanna Plemons, Academic
Affairs Representative

Cierra Waller, Student Success

Catie Weaver, CITL

A Work In Progress - Implementing the Kentucky Graduate Profile

The WKU Kentucky Graduate Profile Workgroup is charged with implementing the 10 Essential Skills as identified by CPE. Members of the workgroup represent each academic college. The goal of the group is to embed the Kentucky Graduate Profile's 10 Essential Skills across general education, academic programs, and co-curricular experiences. During AY 2025–2026, several members of the KGP Workgroup developed skills maps for each department to review, piloted student self-assessments, and established a phased plan for training, assessment, policy integration, digital badges, and microcredentials. The team presented a poster session on their work at CPE's Pedagicon in May.

AY 2026-2027 will focus on marketing and training across the institution. Additional information will be coming soon.

Skills Maps Data & Gap Analysis

Faculty were asked to review skills maps and identify the skills they believe are mastered within each undergraduate program in which they teach. The percentage of programs identifying mastery skills is shown below. The results will help guide conversations on connecting skills to classroom activities, assessing progress toward skills, and creating programming to fill skill gaps. Based on the collected data, the integration and assessment of Adapt & Lead and Civic Engagement is crucial for student skill attainment based on employer demand.

CPE's New Academic Program Policy

CPE implemented a New Academic Program Policy in October 2025. The updated policy includes key components to consider when proposing new programs:

- *Unnecessary Duplication* - CPE monitors the development of low-demand programs that are offered at multiple institutions and unnecessary duplication within institutions.
- *Program & Market Demand Data* - Programs must show a high demand within our region.
- *Internal & External Collaboration* - Institutions must consider collaborations with each other and external stakeholders.
- *Enrollment Projections* - Programs must explain how recruitment will occur and grow.
- *Mandatory Two-Month Planning & Development Period* - Programs are not allowed to seek CPE approval until two months AFTER the NOI is approved.
- *Curriculum Mapping with Embedded Competencies* - All new programs must have a curriculum map; undergraduate programs must include a skills map
- *New Forms* - CPE now has new forms and budget templates that must be used.

Contact the Accreditation & Assessment Team before starting new program development.

CIP Codes Matter

CIP codes track programs and market data across institutions and are tied to each program's reference number. New programs must identify a CIP code during CPE's Notification of Intent process; changing it requires CPE approval and justification, and substantial revisions requiring a new CIP are considered a new program.

of UG Programs Mastering Each Skill

As identified by the department/school (149 programs total)

ES1	Communicate Effectively	59%	88 (59%)
ES2	Critical & Creative Thinking	69%	103 (69%)
ES3	Quantitative Reasoning	39%	58 (39%)
ES4	Interpersonal Relations	36%	54 (36%)
ES5	Adapt & Lead	26%	39 (26%)
ES6	Professionalism	52%	78 (52%)
ES7	Civic Engagement	20%	30 (20%)
ES8	Collaboration & Teamwork	38%	57 (38%)
ES9	Knowledge Application	60%	89 (60%)
ES10	Information Literacy	44%	66 (44%)

Note: Percentages are based on 149 programs.

New Programs at WKU

- Applied Behavioral Analysis (MS) - School of Teacher Education
- Disaster Science (MS) - Earth, Environmental, and Atmospheric Sciences
- Disaster Science (BS) - Earth, Environmental, and Atmospheric Sciences
- Integrated Advertising and Public Relations (AB) - School of Media
- Environmental, Earth and Sustainability Sciences (BS) - Earth, Environmental, and Atmospheric Sciences

New Certificates

- Digital Health & Data Management (GR)
- Health Policy & Systems Management (GR)
- Statistical Data Science
- Sustainability Practices in Health Leadership (GR)
- Global Economic Issues (UG)
- Digital Technology & Culture (UG)
- Ethics Applied (UG)

New Programs Around KY

- Agricultural Ecosystem Sciences (BS) - UK
- Applied Economics (BS) - UK
- Applied Psychology (BS) - UK
- Aquatic Science (BS) - KSU
- Artificial Intelligence (BS) - Murray
- Artificial Intelligence (BS) - UK
- Business Administration, Global Supply Chain Management (BS) - UofL
- Film and Sonic Art (BA) - UK
- Mapping and GIScience (BS) - UK
- Music Industry (BA) - UK
- Public Policy (BA) - KSU

List does not include new certificates or associate degrees.



Resources & Tools

[Program & Market Demand Links and Ticket Request](#)

[ALIGN Grant Information & Application](#)

[ASL Assessment Templates](#)

[CPE's KGP Resource Center](#)

AI Assistance (ChatGPT)

AI is not always reliable and inconsistent in its results, but these custom GPTs are available to you.

[Innovative Program Idea Generator](#)

[Program Revitalization Scan](#)

Meet the Team



Rheanna Plemons, Ed.D.

*Assistant Provost for Accreditation & Assessment
SACSCOC Liaison*

Rheanna has worked at WKU since 2005. She is a WKU alum, former high school teacher, and faculty in organizational leadership. In her free time, she enjoys spending time with her family and volunteering with non-profits that advocate for individuals with special needs.



Crissy Priddy

*Accreditation and Assessment
Operations Specialist*

Crissy has worked at WKU since 2006. She has a wide of institutional knowledge from working in the Graduate School, cohort programs, and online learning during that time. In her free time, Crissy enjoys teaching motorcycle courses and playing the tuba.



Grace Collins, Class of 2028

*Kentucky Graduate Profile
Student Assistant*

Grace joined the team in 2025 as a student worker sponsored by the KGP grant. She is a Biology major and plans to become a physical therapist after graduating. Grace is documenting her progress toward the Essential Skills while completing tasks in the Provost's Office. She demonstrates her leadership skills as the president of WKU Best Buddies and she loves to play volleyball.

SACSCOC Updates

SACSCOC is evolving and making many changes that impact accredited institutions. The following is a brief list of changes.

- SACSCOC is doing business as “The Commission” to better market to institutions beyond the Southern Region; however, SACSCOC will remain our official accreditor. No changes are needed to publication materials.
- The Principles of Accreditation are under revision and will be approved in December 2026 for Spring 2027 implementation.
- Workforce skill integration is required across institutions, and data must be reported.
- Reaffirmation cycles *may* change to 7-year cycles with the elimination of the mid-cycle review.
- The Substantive Change Policy was revised in December 2025 and eliminated some notifications.

SACSCOC Knowledge Share



What requires a **notification**?

SACSCOC requires a notification for certain substantive changes that must be reported to SACSCOC. A notification may be required if a department:

- Changes how or where an academic program is delivered, including certain changes involving an off-campus instructional site or method of delivery.
- Enters into certain cooperative academic arrangements in which another entity provides a portion of the academic program.

Notifications must be submitted to SACSCOC within the required timeframe for the specific change.

What requires a **prospectus**?

SACSCOC requires a prospectus for significant substantive changes that must be approved before implementation. A prospectus may be required if a department:

- Creates a new academic program with 50% or more new content.
- Begins offering a program at a new off-campus instructional site that meets the threshold for approval.
- Enters into certain cooperative academic arrangements where another entity provides a significant portion of the program.
- These changes cannot be implemented until SACSCOC approval is received.

What requires a **teach-out plan**?

SACSCOC requires a teach-out plan when students may be affected by the closure of an academic program, instructional location, or method of delivery. A teach-out plan may be required if a department:

- Closes an academic program, including certain concentrations or certificates.
- Closes an off-campus instructional site.
- Discontinues a method of delivery used by currently enrolled students.

Teach-out plans must explain how affected students will be able to complete their programs without unreasonable disruption.