

Message from the Director - Dr. Jim Lynch

The College of Coastal Georgia has an ongoing review process based on program learning outcomes for all baccalaureate and career associate degree programs, as well as institutional learning outcomes for the general education core curriculum to be completed by all graduates. Outcomes specific to educational programs are identified through both internal and external institutional effectiveness processes. Planning, assessment, and improvement are a shared responsibility, and the process involves every unit reporting annually on goals, assessing those goals, and making improvements based on findings. Coastal Georgia recognizes the vital importance of academic assessment through a comprehensive institutional effectiveness plan.

Understanding the connections between the institution's strategic plan (*Coastal Vision 2021*), core curriculum outcomes assessment (institutional level) and academic program review - annual, comprehensive and accrediting agency - is necessary to have a complete picture of this institutional effectiveness process.

I hope this inaugural quarterly assessment newsletter will serve as a resource for administrators, faculty, and staff on curricular and co-curricular assessment practices, as well as provide helpful perspectives about inquiry into student learning at the institutional, program, and course level.

Special thanks to Dr. Yi Hua, Assessment Specialist, for designing and producing this first issue!

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2018 Edition of SACSCOC Principles of Accreditation

- Highlights of the new changes of the revised *Principles of Accreditation: Foundations for Quality Enhancement*

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Assessment Practice at CCGA

- An example of General Education Assessment at the Department of Natural Sciences, which demonstrates a complete assessment process.

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Teaching & Assessment Tools and Resources

- Bloom's Taxonomy
- Best practices model of teaching
- Assessment Resources
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"Assessment is a way I could improve as an educator. At its core, assessment is about determining what your students are learning and figuring out how to take a more active role in facilitating that learning."

"Assessment is so much more than rubrics, forms and statistics. It is a way of knowing, which is why it belongs in higher education."

- Matthew DeSantis
Assistant Director for Institutional Assessment
St. Edward's University

From: The case for assessment. Inside Higher ED. (2018, July 19)

Highlights from the 2018 Edition of *Principles of Accreditation: Foundations for Quality Enhancement*

The 2018 edition of the [*Principles of Accreditation: Foundation for Quality Enhancement*](#) (*Principles*) is effective since January 1, 2018. “To gain or maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an institution must comply with the standards contained in the *Principles* and with the policies and procedures of the Commission. The Commission applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).”ⁱ

Here are a few highlights of the 2018 edition:

- “Previously, principles were organized into four categories: The Principle of Integrity, Core Requirements, Comprehensive Standards, and Federal Requirements. Revised Principles are organized into fourteen broad topics/categories. For example, standards addressing full-time faculty, faculty qualifications, program faculty and coordination, faculty appointment and evaluation, academic freedom, and faculty development all appear in the category labeled “Faculty.”
- Six standards have been eliminated (including institutional effectiveness standards related to outreach and service), while two new standards have been added. In particular, one of the new standards asks institutions to describe their process(es) of educating students regarding ways to manage debt and repay student loans.
- Many standards have been reworded to simplify the language, clarify expectations, and/or more closely reflect current and emerging concerns within the region and at the federal level.
- There is still an expectation of a quality enhancement plan (QEP) that will concentrate on student success, but there will be some process changes in relation to the QEP that will allow greater flexibility to institutions in defining and implementing their QEPs.”ⁱⁱ

You can also find the [*Resource Manual*](#), which is a companion piece to the *2018 Principles of Accreditation*, providing guidance to applicant, candidate, and member institutions as well as to evaluation committees of the Commission.

To compare the revision with the original document, please see the “[Cross-walk for Decennial Reaffirmation Review](#)” and “[Changes to the Principles of Accreditation Presentation](#).”

If you are particularly interested in the Fifth-Year Interim Reports, please see “[Cross-walk for Fifth Year Interim Reports](#).”

[SACSCOC 2018 Annual Meeting](#)

**New Expectations, New Opportunities: Honoring the Past,
Imagining the Future**

December 8 -11, 2018

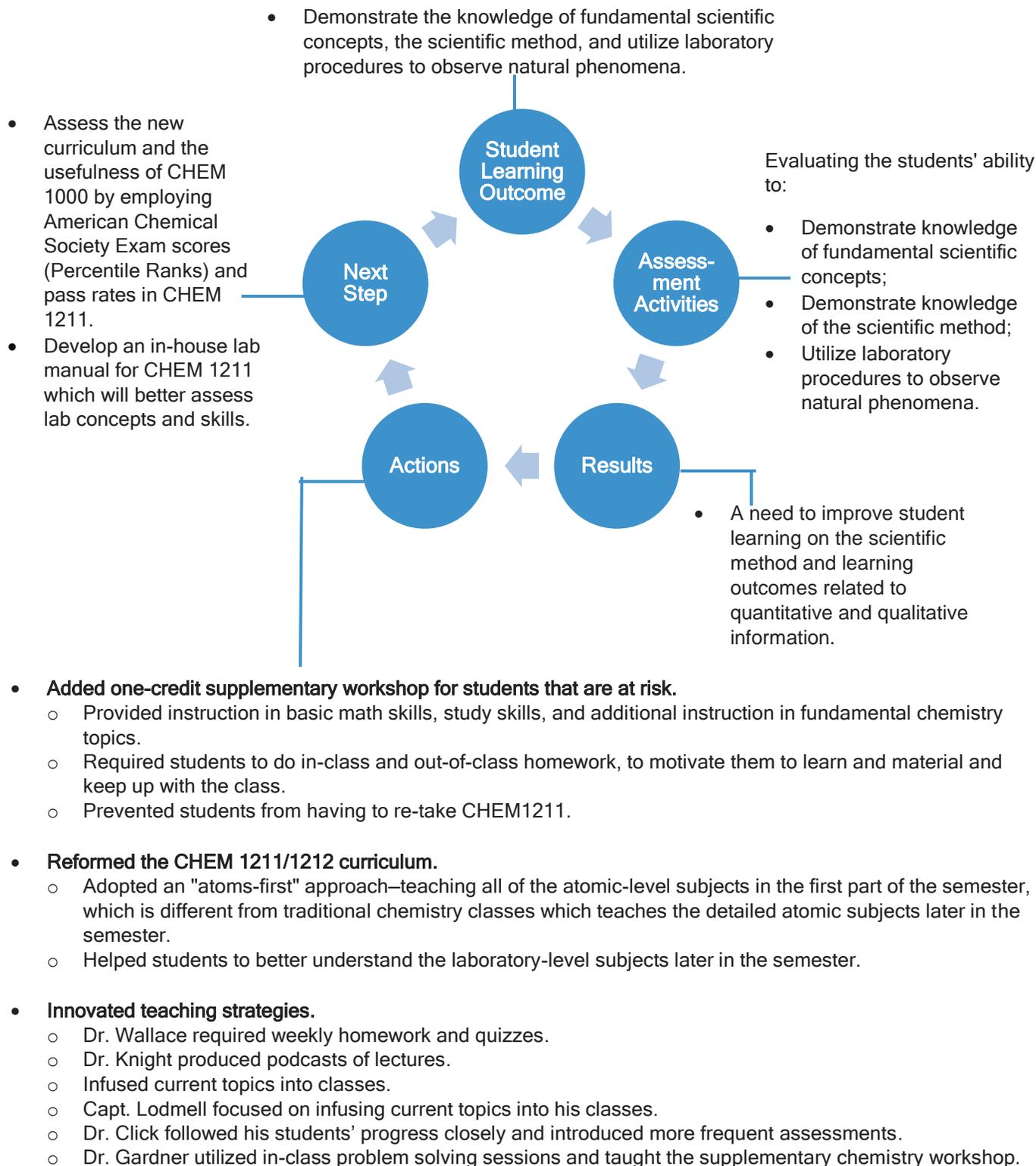
Ernest N. Morial Convention Center

New Orleans, LA



Assessment Practice at CCGA*

General Education Assessment- Department of Natural Sciences



*Adapted from the General Education Assessment Results Form (2013-14) of the Department of Natural Sciences prepared by Dr. Andrea Wallace and Dr. Leon Gardner

Bloom's Taxonomy

Save it for writing
goals & objectives

Background Information

"Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to 'climb to a higher (level of) thought'."ⁱⁱⁱ The original Bloom's Taxonomy was published in 1956 by Benjamin Bloom with collaborators. It has been applied by generations of teachers at K-12 schools and higher education institutions in their teaching. Due to its long history and popularity, it has been condensed, expanded, and reinterpreted in a variety of ways. In 2001, a revision of Bloom's Taxonomy was published by a group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists^{iv}. The revised Taxonomy shifts attention from the static notion of "educational objectives" (in original version) to a more dynamic conception of classification.

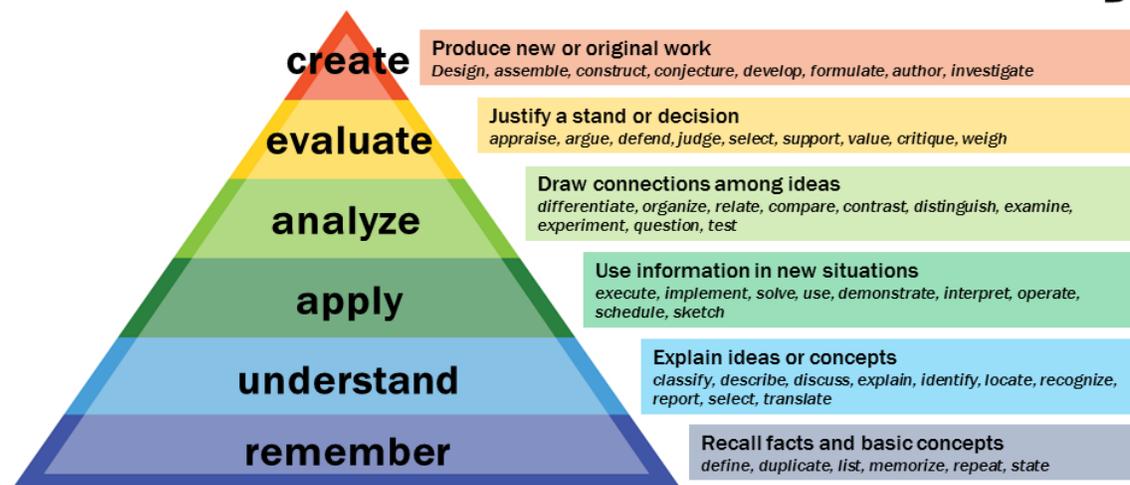
The Original Taxonomy (1956)

Here are the six main categories of the original Taxonomy and a brief explanation for each of them. The explanations are quotes from Bloom's (1956) book (see "Resources" at the end of the article)^v:

- ❖ **Knowledge**=> "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."
- ❖ **Comprehension**=> "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."
- ❖ **Application**=> refers to the "use of abstractions in particular and concrete situations."
- ❖ **Analysis**=> represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- ❖ **Synthesis**=> involves the "putting together of elements and parts so as to form a whole."
- ❖ **Evaluation**=> engenders "judgments about the value of material and methods for given purposes."

The Revised Taxonomy (2001)

Bloom's Taxonomy



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"The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These 'action words' describe the cognitive processes by which thinkers encounter and work with knowledge."^{vi}

It offers teachers an even more powerful tool to help design their lesson plans^{vii} and ensure the alignment among objectives, instruction and assessment.

The adapted chart^{viii} below indicates the intersection of the six Cognitive Process defined dimensions (Remember, Understand, Apply, Analyze, Evaluate, and Create) with the four Knowledge Dimensions (Factual, Conceptual, Procedural, and Meta-Cognitive) and the subcategorized types. They form a grid with 24 separate cells as represented. Each cell contains an action verb that teachers can use in writing student learning outcomes according to the content knowledge and corresponding requirements on students' cognitive process. The original grid was designed by Dianna Fisher at Oregon State University (OSU). On OSU's [website](#), each of the verb (in 24 cells) contains a hyperlink that launches a pop-up window containing definitions and examples.

The Knowledge Dimension	Types of Knowledge ^{ix}	The Cognitive Process Dimension					
		Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	Terminology	List	Summarize	Classify	Order	Rank	Combine
	Specific details & elements						
Conceptual Knowledge	Classifications & categories	Describe	Interpret	Experiment	Explain	Assess	Plan
	Principles & generalizations						
	Theories, models & structures						
Procedural Knowledge	Subject-specific skills & algorithms	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
	Subject-specific techniques and methods						
	Criteria for determining when to use appropriate procedures						
Metacognitive Knowledge	Strategic knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize
	Cognitive tasks, including appropriate contextual & conditional knowledge						
	Self-knowledge						

Review Checklist of Writing Learning Objectives^x

- Does the learning objective stem from a course goal or objective?
- Is the learning objective measurable?
- Does the learning objective target one specific aspect of expected performance?
- Is the learning objective student-centered?
- Does the learning objective utilize an effective, action verb that targets the desired level of performance?
- Do learning objectives measure a range of educational outcomes?
- Does the learning objective match instructional activities and assessments?

Resources:

Bloom, B. S. (1969). *Taxonomy of educational objectives: The classification of educational goals: Handbook One, Cognitive domain*. New York, NY: McKay.

Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.

Best Practices Model of Teaching^{xi}

Instructor Characteristics	Measures
1. Knowledge or command of the material.	⇒ What did the instructor do to achieve mastery of the material originally and what did he/she do to remain contemporary?
2. Creation of a classroom environment that is comfortable and conducive to learning.	⇒ Is there a positive attitude on the part of the instructor and the students, and are controversies or distractions to learning eliminated or minimized?
3. Creation of an enthusiasm for the topic.	⇒ Is there enthusiasm on the part of the instructor for the topic and for encouraging student learning of the topic? ⇒ Do students ever indicate they find the material interesting or do they indicate it is always boring?
4. Explains concepts clearly.	⇒ Do students indicate they understand what is going on in class and understand the answers to questions, or do they say they are lost? ⇒ Do students ask good questions in class that indicate they are following the discussion?
5. Clear and understandable instruction style.	⇒ Can all students hear the instructor? ⇒ Do they understand what the instructor is saying? ⇒ Are handouts legible and well organized? ⇒ Are visual materials legible? ⇒ Does the instructor talk to the class or to the board?
6. Inherently fair-minded and possessing common sense.	⇒ Are all students treated fairly? For instance, are exams graded “blindly” and questions for all students addressed appropriately either in class or out of class? ⇒ Is the instructor willing to make adjustments in grading exams if questions are clearly misinterpreted?
7. Present themselves as “real people.”	⇒ Does the faculty member admit to not knowing the answer to some questions but checks and brings back the answer later? ⇒ Do faculty think through problems or answers to questions out loud so students can learn logical thought processes? ⇒ Are inferences drawn from models and are analogies or instructional tips that assist learning utilized? ⇒ Do they maintain eye contact with the class while talking?
8. Treat students and fellow faculty members with respect and caring.	⇒ Do faculty members care about student learning or are they in class because it is an assignment? ⇒ Is the attitude in class one of concern for all students as individuals? ⇒ Is public criticism avoided? ⇒ Are lecture material and assignments spread relatively evenly throughout the semester?
9. Have a sense of humor and avoid expressions of being ruffled or miffed.	

Resources*

Websites



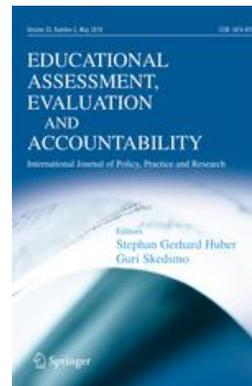
National Institute for Learning Outcomes Assessment

American Association of Colleges and Universities

Association for the Assessment of Learning in Higher Education

Journals

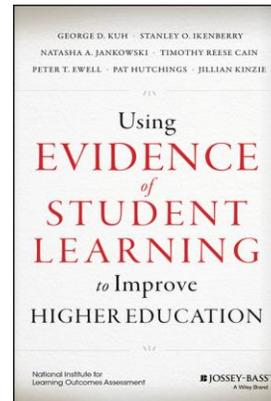
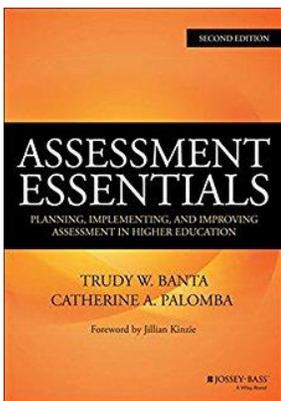
- Assessment Update offers all academic leaders up-to-date information and practical advice on conducting assessments in a range of areas, including student learning and outcomes, faculty instruction, academic programs and curricula, student services, and overall institutional functioning.



- Educational Assessment, Evaluation and Accountability is an international journal that investigates and discusses the functions, theories, values and practices of assessment, evaluation and accountability as they impact schools, higher education and educational systems, and looks further to their effects on homes and communities.

Books

- ✚ This is the go-to resource on outcomes assessment in higher education. It includes assessment framework, examples from more than 100 campuses, and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty, staff, and students about assessment.



- ✚ This book presents a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity.

*Click image for more information

UPCOMING CONFERENCES & EVENTS

The 2019 Teaching Professor Conference

(Call for proposals)

June 7-9, 2019
New Orleans, LA

Georgia Undergraduate Research Conference

November 2-3, 2018

Georgia College and State University
Gainesville, GA

National Student Success Conference

(Call for proposals)

Innovators & Innovations in Higher Education
University of South Florida
February 27- March 1, 2019
Tampa, FL

National Symposium on Student Retention

November 5-8, 2018

Consortium for Student Retention Data Exchange
Salt Lake City, Utah

Updates from Institutional Effectiveness

✚ Meet our New Assessment Specialist

Dr. Yi Hua joined the Mariner family as an Assessment Specialist. She has a doctorate degree in Educational Policy, Planning & Leadership focusing on teacher effectiveness and program evaluation from the College of William and Mary, Virginia. In her role at the College, Dr. Hua will promote the institutional culture of evidence-based assessment and continuous program improvement campus-wide; support assessment needs in Schools and departments on the Brunswick campus and Camden Center; offer assessment training workshops; and identify effective assessment tools in support of departmental learning objectives and co-curricular learning outcomes. You can contact Dr. Hua in her new office in the **Correll Center Room 212-S**, by phone **912-279-4589**, or by email at yhua@ccga.edu.

✚ Assessment Website

The Office of Institutional Effectiveness is updating its [assessment website](#) to help you find institutional useful assessment resources. Check the [assessment calendar](#) for deadlines of assessment activities. We continue to add information and resources, so if you have anything you would like to see, please contact Dr. Hua (yhua@ccga.edu).

ⁱ Southern Association of Colleges and Schools Commission on Colleges. (2018). Accrediting standards. Retrieved from <http://www.sacscoc.org/principles.asp>

ⁱⁱ Kolitsch, S. (2017). UT martin assessment newsletter November/December 2017. Retrieved from <https://www.utm.edu/assessment/pdfs/UT%20Martin%20Assessment%20Newsletter%20November%20December%202017.pdf>

ⁱⁱⁱ Armstrong, P. (n.d.). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/cft/guides-sub-pages/blooms-taxonomy/>

^{iv} Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching and technology. Retrieved from <http://projects.coe.uga.edu/epltt/>

^v Adapted from Armstrong, P. (n.d.). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/cft/guides-sub-pages/blooms-taxonomy/>

^{vi} Same as above

^{vii} Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching and technology. Retrieved from <http://projects.coe.uga.edu/epltt/>

^{viii} Adapted from Fisher, D. (2005). Instructional design—the taxonomy table. Oregon State University. Retrieved from <http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/>

^{ix} Adapted from Armstrong, P. (n.d.). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/cft/guides-sub-pages/blooms-taxonomy/>

^x Adapted from Guidelines for writing effective learning objectives. *Instructional Design*. Retrieved from <https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives>

^{xi} Adapted from Lubawy, W. (2003). Evaluating teaching using the best practices model. *American Journal of Pharmaceutical Education*, 67(3), 1-3.