

Message from Dr. Yi Hua

Happy New Year to everyone! I hope your holidays were joyful and that the New Year brings much happiness and fulfillment.

Since our last newsletter, we completed the 2018 Curricular & Co-curricular Assessment Needs Survey & Interview Report. We share the major results in this issue.

Focusing on the core mission of education – teaching and learning, a complete assessment process usually includes setting student learning outcomes, designing aligned assessment activities/methods, collecting and analyzing data, generating results, and “closing the loop” (making plans for the next step). Following the 2018 fall assessment newsletter, which introduced the tool for writing student learning outcomes, resources and data trends pertaining to assessment methods are presented in the current issue.

Multiple assessment resources and upcoming events are provided for your reference. We’re excited to announce that we have a series of assessment workshops planned for this semester. The first one took place during Spring 2019 Launch Week and was a great success. We truly appreciated your participation and feedback! Hope to see you in the following assessment workshops (*please refer to the last page for the time and registration*).

As always, thank you for all your efforts in helping us create a culture of assessment on campus and your support of institutional assessment practices. Please let us know how we can better support you and the student you serve.

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Introduction to the SACSCOC Reaffirmation 2022

The next cycle of regional accreditation, SACSCOC (The Southern Association of Colleges and Schools Commission on Colleges) Reaffirmation 2022, will soon be here! Below is a tentative schedule for major activities. If you have any questions, please contact Dr. Jim Lynch (jlynch@ccga.edu), our SACSCOC accreditation liaison.

SACSCOC REAFFIRMATION 2022

Activity	Timeline
SACSCOC Leadership Orientation	December 2019
Compliance Certification**	March 2021
Off-Site Committee Review	April 2021
Submit Response to Off-Site Report/QEP	Six Weeks Before Visit
On-Site Committee Visit	September - November 2021
Submit Response to On-Site Committee Report	March 2022
SACSCOC Reaffirmation Decision	June 2022

SACSCOC adheres to the following fundamental characteristics of accreditation*:

- Participation in the accreditation process is voluntary and is an earned and renewable status.
- Member institutions develop, amend, and approve accreditation requirements.
- The process of accreditation is representative, responsive, and appropriate to the types of institutions accredited.
- Accreditation is a form of self-regulation.
- Accreditation requires institutional commitment and engagement.
- Accreditation is based upon a peer review process.
- Accreditation requires an institutional commitment to student learning and achievement.
- Accreditation acknowledges an institution's prerogative to articulate its mission, including a religious mission, within the recognized context of higher education and its responsibility to show that it is accomplishing its mission.
- Accreditation requires institutional commitment to the concept of quality enhancement through continuous assessment and improvement.
- Accreditation expects an institution to develop a balanced governing structure designed to promote institutional integrity, autonomy and flexibility of operation.
- Accreditation expects an institution to ensure that its programs are complemented by support structures and resources that allow for the total growth and development of its students.

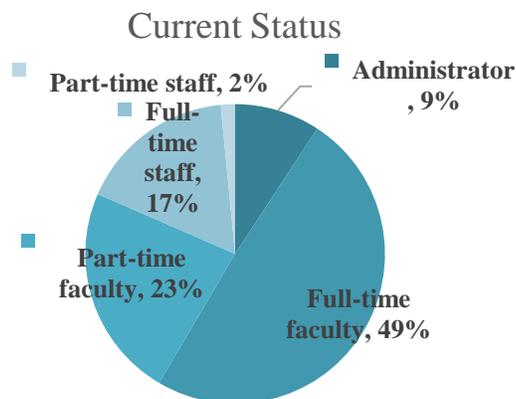
*SACSCOC. (2018). *The Principles of Accreditation: Foundations for Quality Enhancement*. Retrieved from <http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>

2018 Curricular & Co-Curricular Assessment Needs Survey & Interview Report¹

The purpose of the *2018 Curricular & Co-Curricular Assessment Needs Survey and Interview* was to collect baseline data of faculty and staff needs in the institutional assessment practice at CCGA. The collected data provided information pertaining to assessment knowledge, skill and participation of faculty, administrators and staff at CCGA. It also identified topics and formats for future professional development workshops, and spots and frequencies for sharing assessment resources. Additionally, qualitative data collected through interviews and open-ended question in the survey indicated challenges and suggestions for enhancing curricular and co-curricular assessment practice.

About the Respondents & Interviewees

- ✚ A total number of 65 responses for the survey was received and analyzed. The response rate is 24.1% (65 out of 270). Fifteen respondents provided answers to the open-ended question asking their comments and ideas about professional development involving curricular and/or co-curricular assessment. The Cronbach's alpha reliability coefficient of the scale was .75, indicating a high-level internal consistency.
- ✚ A total number of 18 interviewees participated in the individual semi-structured interviews. Among them, nine were Deans, Chairs and administrators from schools and departments and nine were administrators and staff members from Student Affairs.



Key Findings

Assessment Perception & Practice

- The majority of respondents rated their perception and belief toward the importance and impacts of assessment “*High*” or better.
 - 80% - the importance of assessing student learning outcomes.
 - 72% - the belief that continual assessment is related to program or service improvement.
 - 71% - the belief that assessment helps improve student learning outcomes.
 - 63% - the benefits to their department/program as a result of assessment.
 - 62% - the importance of co-curricular assessment of student learning outcomes.
- More than half (55%) of respondents rated “*Moderately familiar*” or better on their familiarity with the department/program assessment activities.
- Only 45% of respondents thought they had been made aware of the results of their department/program’s assessment plan effort.
- Only 14% of respondents were moderately familiar with the most recent (2018) assessment expectations required by the SACSCOC.

Professional Development

• **Training Topic**

Based on the frequency distribution, the top five professional development topics that would be beneficial to respondents are:

- 14% - Designing an Assessment Plan
- 13% - Analyzing Assessment Data

¹ This report is a short version of the complete report. Please access the complete report here:

https://www.ccg.edu/uploaded/Institutional_Effectiveness/Report_2018_Curricular_and_Co-Curricular_Assessment_Needs_Survey_Interview.pdf

- 13% - Assessing Co-Curricular Experience and Activities
- 13% - Development and Use of Rubrics
- 11% - Research-based Teaching Practices and Course Design
- **Format**
Based on the mean and the standard deviation² for each format, the top three formats that respondents were likely to attend are:
 - Hands-on, face-to-face workshops ($M = 1.98, SD = 1.30$)
 - Online learning (D2L, self-paced online workshops) ($M = 2.10, SD = 1.24$)
 - Small group meetings ($M = 2.33, SD = 1.32$)
- **Time**
 - Regarding the time for assessment professional development, 42% of respondents preferred to have assessment professional development **during semesters** and 29% preferred **during semester launch week**.
- **Spots for Sharing Teaching and Assessment Information/Resources**
Based on the mean and the standard deviation³ for each spot, the top three spots for sharing teaching and assessment information/resources are:
 - E-mail ($M = 1.66, SD = 0.81$)
 - D2L page ($M = 1.81, SD = 1.01$)
 - Webpage of CCGA assessment ($M = 2.46, SD = 1.21$)
- **The Frequency of Receiving Assessment Information/Resources via Emails**
 - Less than half of the respondents (44%) who rated “*Neither likely nor unlikely*” or better on “*E-mail*” in the previous question preferred to receive emails of assessment information/resources **monthly**, which is the highest.

Major Themes regarding Challenges in Assessment

Faculty & Staff	Administration
<ul style="list-style-type: none"> ● Heavy workload/limited time in assessment ● Failed to understand assessment and its usefulness in big picture sense ● Difficulty in incorporating technology ● Difficulty in data analysis 	<ul style="list-style-type: none"> ● Failed to “close the loop”- showing how faculty could benefit from the assessment data ● Faculty are not fully aware of the program-level assessment reports ● Difficulty in identifying the real impact of programs/activities on student success ● Lack of feedback from the administrative level makes assessments feel like a complete waste of time

Major Themes regarding Suggestions in Assessment

- Organize peer-learning groups among teaching faculty
- Provide late afternoon/evening training for part-time faculty
- Provide examples for specific parts (e.g., program learning outcome) in requested assessment reporting
- Provide a list of who to call for what
- Develop assessment plans that are practical and authentic and do not just feel like unnecessary "busy-work" as they do now
- Use assessment reports as a reflective tool, not just a reporting vehicle
- Make assessment part of our culture rather than a burden

Special thanks to anyone who participated in the survey and the interview!

² The scale is a five-point scale ranging from “*Extremely likely*” (1) to “*Extremely unlikely*” (5). The smaller the mean is, the more likely that the respondents make the choice.

³ Same as above.

Assessment Methods

Examples of which data-collection methods can help answer different assessment questions⁴

		Assessment Questions					
		Did students learn X, Y, & Z?	Can students do X (e.g., think critically, analyze data)?	How much do students "grow" from start of program to finish?	What do students think about X, Y, & Z?	What curriculum/ courses/pedagogy do our students experience?	What are alumni doing?
Direct Methods	National/ standardized test	X	X*				
	Embedded tests/quizzes [i.e., students take a test or quiz as part of course requirements]	X	X*				
	Embedded assignments [i.e., students complete an assignment as part of course requirements]	X	X				
	Grades calibrated to explicit outcomes	X	X				
	Portfolio	X	X	X			
	Pre- post-test	X	X	X			
	Employer's or internship supervisor's evaluation of performance	X	X				
	Observation of student performing a task	X	X				
Culminating project (e.g., capstone, senior thesis)	X	X					

* Multiple choice tests that measure a student's ability to complete complex tasks are difficult to design. A better approach is to use performance or authentic assessment. These often take the form of an embedded assignment, portfolio, or project.

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		Did students learn X, Y, & Z?	Can students do X (e.g., think critically, analyze data)?	How much do students "grow" from start of program to finish?	What do students think about X, Y, & Z?	What curriculum/ courses/pedagogy do our students experience?	What are alumni doing?
Indirect Methods	Survey				X		X
	Interview (one-to-one or focus group)				X		X
	Percent of time or number of minutes spent on activity				X	X	
	Grades (not exclusively based on an outcome)					X	
	Data on job placement or higher degree enrollment						X
	Maps or inventories of practice (e.g., curriculum map, syllabus review)					X	
	Institutional research data (e.g., class size, graduation rates; transcript analysis)					X	

⁴ Adapted from Office of Assessment, University of Hawai'i at Manoa. Retrieved from: http://manoa.hawaii.edu/assessment/workshops/pdf/SLOs_curriculummaps2008-10.pdf

Trends of Institution-level Assessment Approaches

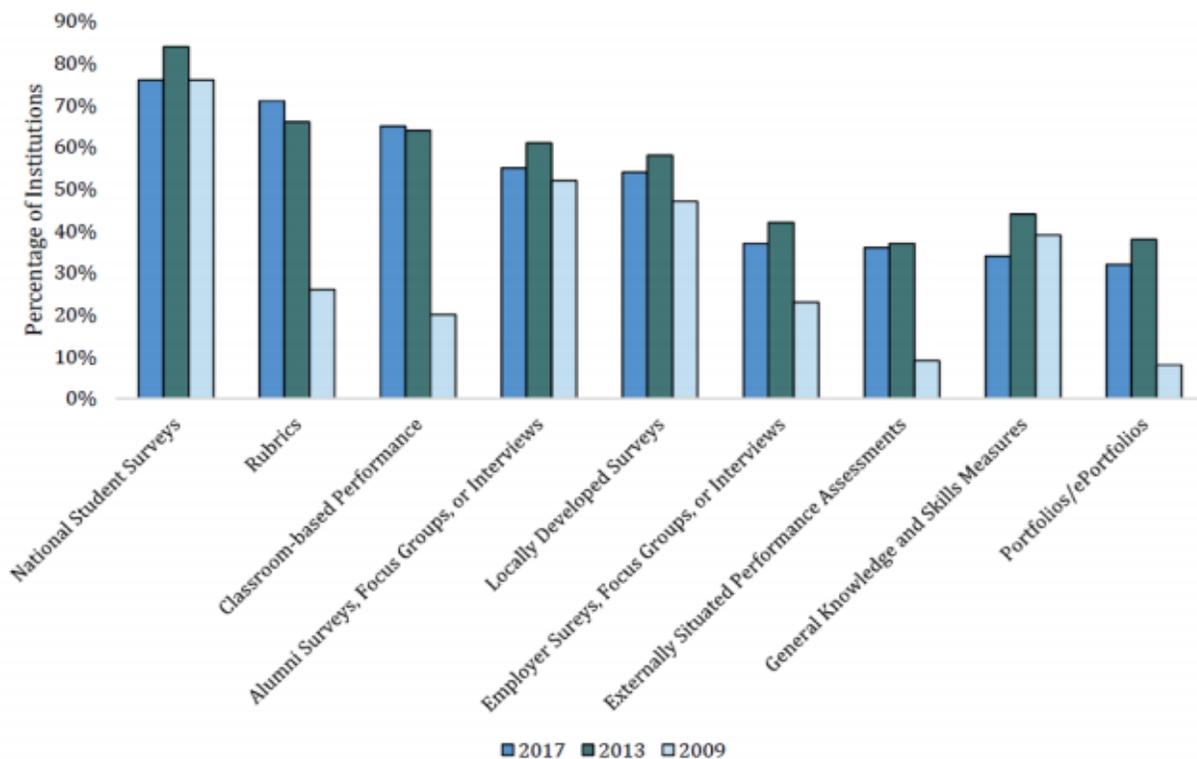
Higher education institutions employ a variety of assessment approaches to address both compliance expectations and improvement efforts. According to the 2018 nationwide survey results regarding assessment in higher education institutions, conducted by the National Institute for Learning Outcomes Assessment (NILOA), “institutions are trending towards greater use of authentic measures of student learning, including rubrics, classroom-based performance assessments and capstones” (Jankowski, Timmer & Kinzie, 2018, p. 9)⁵, which are regarded as the most valuable for improving student outcomes. The data was collected between April and September 2017, and the respondents are provosts from 811 regionally, accredited, undergraduate degree-granting, institutions throughout the U.S (Jankowski et al., 2018).

The results indicate that “on average, institutions implement four different approaches to assess student learning. The most common are **national student surveys** (76%), such as the National Survey of Student Engagement (NSSE), followed by approaches embedded in the everyday work of students such as **rubrics** (71%), **classroom-based performance assessments or assignments** (64%), and **capstone projects** (61%)” (Jankowski et al., 2018, p. 9).

As Figure 1 shows, according to the survey results from 2009 to 2017, the use of national student survey, such as NSSE, has remained the most prominent institution-level assessment approach over time, rubric use continues to increase. In addition, classroom-based performance assessment has also increased over time.

“The key takeaway is that institutions are using a variety of data collection approaches that yield actionable information, reinforcing the principle that there is no “one right way” to assess student learning” (Jankowski et al., 2018, p. 3).

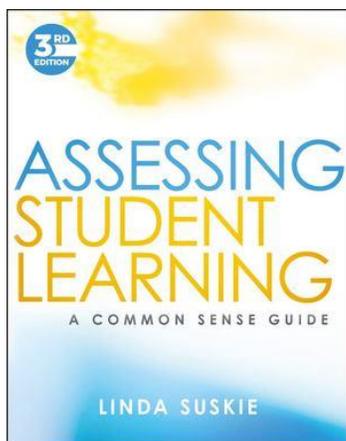
Figure 1. Comparison of use of selected assessment approaches, 2017, 2013, and 2009.



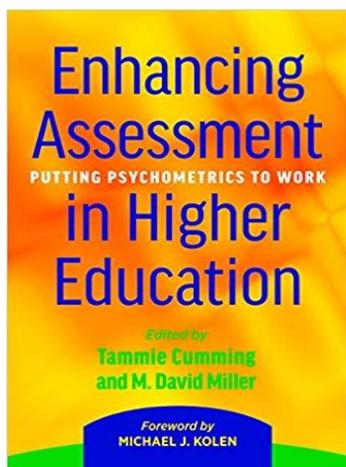
⁵ Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018). *Assessment that matters: Trending toward practices that document authentic student learning*. Urbana, IL: National Institute for Learning Assessment.

Assessment Resources

Books

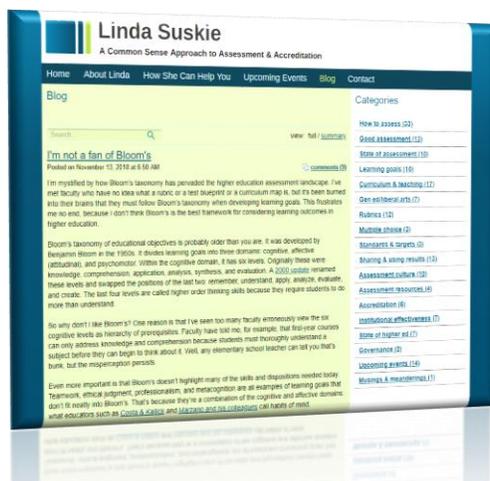


Assessing Student Learning is a standard reference for college faculty and administrators, and the third edition of this highly regarded book continues to offer comprehensive, practical, plainspoken guidance. The third edition adds a stronger emphasis on making assessment useful; greater attention to building a culture in which assessment is used to inform important decisions; an enhanced focus on the many settings of assessment, especially general education and co-curricular; a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience; new chapters on curriculum design and assessing the hard-to-assess; more thorough information on organizing assessment processes; new frameworks for rubric design and setting standards and targets; and many new resources. Faculty, administrators, new and experienced assessment practitioners, and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves.



Assessment and accountability are now inescapable features of the landscape of higher education, and ensuring that these assessments are psychometrically sound has become a high priority for accrediting agencies and therefore also for higher education institutions. Bringing together the higher education assessment literature with the psychometric literature, this book focuses on how to practice sound assessment. This volume provides comprehensive and detailed descriptions of tools for and approaches to assessing student learning outcomes in higher education. The book is guided by the core purpose of assessment, which is to enable faculty, administrators, and student affairs professionals with the information they need to increase student learning by making changes in policies, curricula, and other programs.

Assessment Blog



Linda Suskie is an internationally recognized consultant, speaker, writer, and workshop facilitator on a broad variety of higher education assessment and accreditation topics. She has 40 years of experience in higher education administration. She holds a B.A. in Quantitative Studies from Johns Hopkins University and an M.A. in Educational Measurement and Statistics from the University of Iowa. Her blog (click the left picture to find out.) documents her insights on a variety of assessment topics, such as learning goals, how to assess, and rubrics. She also proposed five categories of learning goals/outcomes, which indicates Bloom's taxonomy is not the perfect system for creating learning goals/outcomes for college students. Her model includes knowledge and understanding, career-specific thinking and performance skills, transferrable thinking and performance skills, attitudes and values, habits of mind.

UPCOMING ASSESSMENT EVENTS IN SPRING 2019

Assessment Workshops at CCGA (Registration helps us plan better!)

- **Program Learning Outcomes: Introduction & Alignment**
- **3:30pm, 1/28/2019**
- **Location TBD**

Click to register →



- **Direct & Indirect Assessment Methods**
- **3:30pm, 2/25/2019**
- **Location TBD**

Click to register →



- **Development & Use of Rubrics**
- **3:30pm, 3/25/2019**
- **Location TBD**

Click to register →



Free Online Course – Applying & Leading Assessment in Student Affairs



(HE) APPLYING & LEADING ASSESSMENT IN STUDENT AFFAIRS

Jan 21 - Mar 25, 2019

COURSE DATE:
Jan 21 - Mar 25, 2019

DURATION:
9 weeks

COMMITMENT:
1 hour

REQUIREMENT:
None

COURSE TYPE:
Instructor-led

CREDENTIAL:
None

This is a free open course designed to provide engaging activities to build capacity for individuals responsible for coordinating or leading Student Affairs assessment practices for higher education. Click image for more information.

Please tell your students about the Supplemental Instruction at CCGA!

Supplemental Instruction (or SI) is a voluntary academic assistance program that utilizes peer-led group study to help students succeed in traditionally difficult courses—those with high unsuccessful completion rates (Ds, Fs, and Ws.). SI targets courses that are historically difficult, regardless of the faculty member or instructor who teaches them or the material that is used. Each week, SI Leaders (peer students who showed competency when they took that course) offer regularly scheduled study sessions on campus in designated areas. While it is important to know exactly what SI is, it is equally important to understand that SI is not a remedial program for three important reasons:

- SI supports high-risk courses rather than high-risk students
- All students enrolled in a targeted class are encouraged to attend SI
- If possible, SI starts within the first week of classes and continues to the end of the term.

Average for total SI Program:

- Avg. Final Grade of SI Attendees: 2.65
- % SI Attendees with DFW: 15.1%
- Avg. Final Grade of Non-Attendees: 1.94
- % SI Non-Attendees with DFW: 43.5%

