

# RACEA Assessment Survey

**University System of Georgia**

**Regents Administrative Committee Effectiveness and Accreditation**

**Task Force on Assessment Methods**

**April 2014**

# RACEA Survey Response Summary

<b>USG Sector</b>	<b>Number</b>	<b># Responded</b>	<b>% Responded</b>
<b>Research Universities</b>	<b>4</b>	<b>3</b>	<b>75%</b>
<b>Comprehensive Universities</b>	<b>4</b>	<b>4</b>	<b>100%</b>
<b>State Universities</b>	<b>10</b>	<b>9</b>	<b>90%</b>
<b>State Colleges</b>	<b>13</b>	<b>7</b>	<b>54%</b>
<b>Totals</b>	<b>31</b>	<b>23</b>	<b>74%</b>

# General Education Topics Assessed

Topics Assessed	Percent	Number
Communication skills	100%	23
Critical thinking	100%	23
Quantitative literacy	87%	20
Discipline-based knowledge/competency	83%	19
Cultural literacy/engagement/awareness	78%	18
Scientific method	78%	18
Problem solving	70%	16
Human relations	65%	15
Information literacy	57%	13
Civic engagement	52%	12
Diversity	48%	11
Ethical reasoning	39%	9
Healthy lifestyle	30%	7
Aesthetic engagement	22%	5

# General Education Assessment Practices

- ▣ 21 institutions assess outcomes at the course level
- ▣ 7 institutions plan to revise their student learning outcomes (SLOs)/College Learning Competencies (CLCs) within the next academic year
- ▣ 11 institutions assess SLOs/CLCs directly
- ▣ 9 institutions assess SLOs/CLCs both directly & indirectly

# General Education Course Level Assessment Schedule

Assessment Administration Schedule	Responses
Each semester in each course section	6
Each semester in selected course sections	6
Each academic year in selected course sections	4
Other	5
Varies by course	
Each department has a schedule for their courses	
Two year cycles	
In select courses during select academic terms	
Nine outcomes over the course of three years in select courses	

# General Education Course Level Assessment Reporting

Assessment Reporting Schedule	Responses
Annually	12
Following fall semester and spring semester	3
Following each semester	2
Other	4
Bi-annually	
Each department follows their approved assessment plan	
Following semester when course participates in assessment process	
When completed	

# General Education Assessment Institutional Level

- 14 institutions conducted general education assessment at the institutional level
- 6 of these institutions use curriculum maps to track general education SLO/CLC development

Institutional Assessment Methods	Number
Course artifacts (writing samples, projects, presentations)	12
Embedded assessment	10
Capstone courses	8
Student portfolios	4
Institutional QEP Topic	4
Other - use primarily standardized tests at the institution	1

# General Education Assessment Institutional Level

- 4 institutions used VALUE rubrics available through the American Association of Colleges and Universities (AACU)

AACU VALUE Rubrics	# Use
Civic knowledge and engagement—local and global	2
Intercultural knowledge and competence	2
Critical thinking	1
Global learning	1
Information literacy	1
Inquiry and analysis	1
Integrative and applied learning	1
Oral communication	1
Teamwork	1
Written communication	1



# General Education Assessment Institutional Level

- 10 institutions used external direct assessment instruments

<b>External Direct Assessments</b>	<b># Use</b>
ETS (Educational Testing Service) Proficiency Profile	4
ACT—CAAP (Collegiate Assessment of Academic Proficiency)	4
ACAT (Area Concentration Achievement Test)	3
America Chemical Society DUCK Exam	1
CLA (Collegiate Learning Assessment)	1
College BASE (Basic Academic Subjects Exam)	1
JMU Scientific Reasoning Test	1
TTU Critical Thinking Assessment Test (CAT)	1

# Program Outcomes Assessment

- All responding institutions conducted program outcomes assessment
- 7 institutions conducted program level outcomes assessment directly
- 12 institutions conducted program level outcomes assessment both directly and indirectly
- 12 institutions use curriculum maps to track program level SLO/CLC development

# Program Outcomes Assessment Administration

Assessment Administration Schedule	Responses
Annually	16
Periodically as part of comprehensive program review	3
Following fall semester and spring semester	2
Following each semester	1

# Use of Vendor-based Assessment Systems

<b>Vendor</b>	<b># Use</b>
<b>WEAVE Online</b>	<b>3</b>
<b>Compliance Assist</b>	<b>3</b>
<b>TK20</b>	<b>1</b>
<b>LiveText (single college)</b>	<b>1</b>

# Use of Assessment Improving Student Learning

- 19 institutions responded to the query about how assessment was being used to improve student learning
- Responses ranged from statements affirming "closing the loop" to detailed descriptions of assessment systems and examples of improvements in student learning
- Some notable examples of improved student learning
  - Results of a standardized chemistry test were used to identify need to raise math requirements for specific 3000 level courses
  - Inability of Spanish majors exiting a baccalaureate program to speak or understand conversational Spanish well led to additional presentation assignments in upper division literature courses and a renewed emphasis on study abroad

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  - American History I students were not achieving a 70% target goal in a course learning objective assessed by embedded test questions. A faculty development program on historiography was conducted which led to improved student scores
  - Students in a BS Civil Engineering Program were found to have an uneven mastery of uncertainty analysis, so the presentation of the concept was transferred from the lab to the classroom. This led to a significant improvement in student understanding

# Use of Assessment Comprehensive Program Review

- 16 institutions indicated that assessment results were incorporated in Comprehensive Program Review (CPR)
- Uses of assessment in CPR
  - Assessment results are incorporated in Performance/ Accomplishments section of the CPR
  - Assessment results are used as CPR quality indicators and student success rates are used as productivity indicators
  - Annual assessment reporting is used to demonstrate continuous quality improvement
  - Assessment results are used to inform Regents' Test policy, graduating student satisfaction surveys, and learning support initiatives
  - A CPR change proposed that adds external review of the assessment process
  - 80% of programs are professionally accredited and require reporting of assessment results

# Use of Assessment Strategic Planning

- 16 institutions indicated that assessment results were incorporated in the strategic planning process
- Uses of assessment in the strategic planning process
  - Where assessment results point to institution-wide student learning needs, these needs are addressed at the institutional level through strategic planning.
  - Results from annual assessment of administrative areas, student support, educational support, and academic productivity are used to inform the strategic plan.
  - The strategic plan incorporates the institution's Complete College Georgia (CCG) plan and tracks improvements in student learning through CCG metrics
  - Assessment data is used to analyze gaps in student learning and target planning to improve programs
  - Assessment data are incorporated in unit strategic planning through the CPR process