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

Office of Institutional Effectiveness
College of Coastal Georgia
October 2018
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Executive Summary
The purpose of the 2018 Curricular & Co-Curricular Assessment Needs Survey and Interview is to collect baseline data of faculty and staff needs in the institutional assessment practice at College of Coastal Georgia (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.

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
    - 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 deviation for each format, the top three formats that respondents were likely to attend are:

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1 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.
o Hands-on, face-to-face workshops \((M = 1.98, SD = 1.30)\)
o Online learning (D2L, self-paced online workshops) \((M = 2.10, SD = 1.24)\)
o Small group meetings \((M = 2.33, SD = 1.32)\)

- **Time**
  o 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 deviation\(^2\) for each spot, the top three spots for sharing teaching and assessment information/resources are:
  o E-mail \((M = 1.66, SD = 0.81)\)
  o D2L page \((M = 1.81, SD = 1.01)\)
  o Webpage of CCGA assessment \((M = 2.46, SD = 1.21)\)

- **The Frequency of Receiving Assessment Information/Resources via Emails**
  o 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.

<table>
<thead>
<tr>
<th>Major Themes regarding Challenges in Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty &amp; Staff</strong></td>
</tr>
<tr>
<td>- Heavy workload/limited time in assessment</td>
</tr>
<tr>
<td>- Failed to understand assessment and its usefulness in big picture sense</td>
</tr>
<tr>
<td>- Difficulty in Incorporating technology</td>
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<tr>
<td>- Difficulty in data analysis</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Themes regarding Suggestions in Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Organize peer-learning groups among teaching faculty</td>
</tr>
<tr>
<td>- Provide late afternoon/evening training for part-time faculty</td>
</tr>
<tr>
<td>- Provide examples for specific parts (e.g., program learning outcomes) in requested assessment reporting</td>
</tr>
<tr>
<td>- Provide a list of who to call for what</td>
</tr>
<tr>
<td>- Develop assessment plans that are practical and authentic and do not just feel like unnecessary &quot;busy-work&quot; as they do now</td>
</tr>
<tr>
<td>- Use assessment reports as a reflective tool, not just a reporting vehicle</td>
</tr>
<tr>
<td>- Make assessment part of our culture rather than a burden</td>
</tr>
</tbody>
</table>

\(^2\) Same as the previous one.
Introduction

Methodology

Survey
The 2018 Curricular and Co-Curricular Assessment Needs Survey is developed by the Office of Institutional Effectiveness. The survey includes 20 items, categorized into three parts: Demographics, Assessment Perception & Practice, and Professional Development. The 20 items are 19 single-/multiple-choice questions and one open-ended question, and skip logic is employed to streamline the experience for respondents. All data are self-reported and stored anonymously in aggregate form. Multiple reviewers reviewed the survey for ensuring the content validity. The Cronbach’s alpha internal consistency reliability coefficient of the scale was .75, indicating a high-level internal consistency. The survey questionnaire is attached in Appendix.

The Office of Institutional Effectiveness administered the survey via Qualtrics, with 270 email invitations sent out to assessment-associated faculty and staff. The initial invitation was sent out on September 10th, 2018, and a follow-up invitation was sent out on September 17th, 2018. Meanwhile, the survey was posted on D2L page to reach more faculty and staff. The survey was closed on September 24th, 2018.

Interview
Face-to-face individual semi-structured interviews were conducted with Deans, Chairs and Unit Heads to learn faculty/staff engagement in the institutional assessment practices. Interview protocols (attached in Appendix B & C) with open-ended questions were developed to guide the interview process. Multiple reviewers have reviewed the interview questions to ensure the validity. All interviews were audio-recorded during the process and transcribed into Word documents after each interview. The qualitative data collected through questions regarding challenges and suggestions in assessment were analyzed and presented in this report to supplement the quantitative data of the survey.

Data Analysis
Descriptive statistics were used to analyze questions using nominal or interval scales. Content analysis was utilized to generate prevalent themes from interviews and open-ended comments provided by respondents for the last question in the survey.

Survey Response Rate
A total number of 65 responses for the survey was received and analyzed. The response rate is 24.1% (65 out of 270). There is no missing data in the responses. Fifteen respondents provided answers to the open-ended question asking their comments and ideas about professional development involving curricular and/or co-curricular assessment.
Results

About the Respondents
As shown in Figure 1, of the 65 respondents, 8% are administrators ($n=5$), 51% are full-time faculty ($n=33$), 23% are part-time faculty ($n=15$), 17% are full-time staff ($n=11$), and 2% are part-time staff ($n=1$). Among the 270 survey recipients, 76% ($n=206$) are faculty and 24% ($n=64$) are administrators and staff members. Therefore, in terms of quantity, the sample is representative of the assessment-associated faculty and staff population at CCGA that 74% ($n=48$) of the sample are faculty and 27% ($n=17$) are administrators and staff. Among the respondents, 55 (85%) work on Brunswick campus and 10 (15%) work on both campuses.

Figure 1. Distribution of respondents based on current status ($n=65$)
Figure 2 indicates the distribution of faculty (including full-time faculty and part-time faculty) respondents based on their years of experience at CCGA and current status within each school. It is interesting to note that the School of Arts and Sciences has the highest distribution for each year-of-experience group. The percentages of faculty respondents with more than seven years of experience (> 7 Y) and faculty respondents with one to three years of experience (1-3 Y) are much higher than the corresponding percentages in other schools. Additionally, all faculty respondents from the School of Nursing & Health Sciences are full-time faculty, while the School of Business and Public Management has more part-time faculty respondents than full-time ones.

Figure 2. Distribution of faculty respondents based on faculty’s status, affiliated school and years of experience at CCGA (n= 48)
Figure 3 indicates the distribution of administrators and staff (including administrators, full-time staff and part-time staff) respondents based on their years of experience at CCGA and their status within each department/office (Academic Affairs or Student Affairs). Most of the respondents of Academic Affairs have more than four years of experience at CCGA. All respondents of Student Affairs have less than seven years of experience at CCGA.

*Figure 3. Distribution of administrators and staff respondents based on their status, affiliated department/office and years of experience at CCGA (n= 17)*
About the Interviewees
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.

Time Investment in Department/Program Assessment
As shown in Figure 4, only 15% of respondents reported they invested more than 20% of their time in department/program assessment, while 28% reported only invested 1% to 5% of their time. Additionally, 17% of respondents never spend time in department/program assessment. It is interesting to note that the majority of part-time faculty are not involved in program assessment.

Figure 4. Distribution of respondents based on their time investment in department/program assessment and current status (n= 65)
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 faculty and staff rated “Moderately familiar” or better on their familiarity with the department/program assessment activities. Only 45% of faculty and staff thought they had been made aware of the results of their department/program’s assessment plan effort. Only 14% of faculty and staff were moderately familiar with the most recent (2018) assessment expectations required by the SACSCOC. Table 1 below indicates means and standard deviations of respondents’ ratings for questions regarding assessment perception and practice.

Table 1. Means and Standard Deviations of Respondents’ Ratings on Each Question (means ranked in ascending order) (n= 65)

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. How do you rate the importance of assessing student learning outcomes?</td>
<td>1.83</td>
<td>0.94</td>
</tr>
<tr>
<td>10. To what degree do you believe that continual assessment is related to program or service improvement?</td>
<td>2.05</td>
<td>1.01</td>
</tr>
<tr>
<td>11. To what degree do you believe that assessment helps improve student learning outcomes?</td>
<td>2.08</td>
<td>1.04</td>
</tr>
<tr>
<td>8. How do you rate the importance of co-curricular assessment of student learning outcomes?</td>
<td>2.23</td>
<td>0.94</td>
</tr>
<tr>
<td>9. How do you rate the benefits to your department/program as a result of assessment?</td>
<td>2.23</td>
<td>1.02</td>
</tr>
<tr>
<td>13. How do you rate your familiarity with your department/program assessment activities?</td>
<td>2.35</td>
<td>1.20</td>
</tr>
<tr>
<td>14. To what degree have you been made aware of the results of your department/program’s assessment plan effort?</td>
<td>2.75</td>
<td>1.48</td>
</tr>
<tr>
<td>12. What is your familiarity with the most recent (2018) assessment expectations required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?</td>
<td>3.74</td>
<td>1.07</td>
</tr>
</tbody>
</table>
Professional Development

Professional Development Training
When respondents were asked to choose the professional development training(s) which would be beneficial to them, 14% of them chose “Designing an Assessment Plan,” which is the highest distribution. In addition, 13% of respondents chose “Assessing Co-Curricular Experiences and Activities” and “Analyzing Assessment Data.” Based on the distribution, the top five professional development topics that would be beneficial to respondents are:

- Designing an Assessment Plan
- Analyzing Assessment Data
- Assessing Co-Curricular Experience and Activities
- Development and Use of Rubrics
- Research-based Teaching Practices and Course Design

*Figure 5. Distribution of respondents on topics of professional development (n= 65)*

Based on your curricular and/or co-curricular assessment experiences, what professional development training would be beneficial to you

Other training topics from interviews:
- Interpreting assessment data and how to use it
- How to create and improve assessment instrument
- How to develop student learning outcomes
- Qualtrics training
Formats for Assessment Professional Development Sessions

Respondents were asked to rate each format of professional development they were likely to attend based on a five-point scale ranging from “Extremely likely” to “Extremely unlikely.” Figure 6 indicates the distribution of responses on the five-point scale ratings. The majority of respondents (79%) of respondents were likely to attend “Hands on, face-to-face workshops,” 77% were likely to attend “Online learning (D2L, self-paced online workshops),” and 75% were likely to attend “Small group meetings.” One respondent reported “Distance options for Camden for meetings” for the “Other” option. Based on the mean and the standard deviation for each format, the top three formats that respondents were likely to attend are (shown in Table 2):

- Hands-on, face-to-face workshops
- Online learning (D2L, self-paced online workshops)
- Small group meetings

Figure 6. Distribution of responses on ratings of each format of assessment professional development respondents were likely to attend (n = 65)

<table>
<thead>
<tr>
<th>Format</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on, face-to-face workshops</td>
<td>48%</td>
<td>31%</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting one-on-one with the Assessment Specialist</td>
<td>22%</td>
<td>38%</td>
<td>13%</td>
<td>17%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online learning (D2L, self-paced online workshops)</td>
<td>40%</td>
<td>37%</td>
<td>6%</td>
<td>10%</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retreats (1-2 day sessions)</td>
<td>19%</td>
<td>27%</td>
<td>15%</td>
<td>13%</td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group meetings</td>
<td>27%</td>
<td>48%</td>
<td>5%</td>
<td>6%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
<td>60%</td>
<td>0%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2. *Means and Standard Deviations of Respondents’ Ratings on Each Format of Assessment Professional Development (means ranked in ascending order) (n= 65)*

<table>
<thead>
<tr>
<th>Format of Assessment Professional Development</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on, face-to-face workshops</td>
<td>1.98</td>
<td>1.30</td>
</tr>
<tr>
<td>Online learning (D2L, self-paced online workshops)</td>
<td>2.10</td>
<td>1.24</td>
</tr>
<tr>
<td>Small group meetings</td>
<td>2.33</td>
<td>1.32</td>
</tr>
<tr>
<td>Meeting one-on-one with the Assessment Specialist</td>
<td>2.54</td>
<td>1.27</td>
</tr>
<tr>
<td>Retreats (1-2 day sessions)</td>
<td>2.98</td>
<td>1.49</td>
</tr>
<tr>
<td>Other</td>
<td>3.00</td>
<td>1.26</td>
</tr>
</tbody>
</table>

**Preferred Time for Assessment Professional Development**

As shown in Figure 7, in terms of the time for professional development in assessment, 42% of respondents preferred to have it during semesters and 29% preferred semester launch week.

*Figure 7. Distribution of respondents based on their preferred time for professional development in assessment (n= 65)*

**Spots for Sharing Teaching and Assessment Information/Resources**

Respondents were asked to rate each spot for sharing teaching and assessment information/resources based on a five-point scale ranging from “Extremely likely” to “Extremely unlikely.” Figure 7 shows the distribution of responses on the five-point scale ratings. About 92% of respondents were likely to use “E-mail,” 83% were likely to use D2L page, and 63% were likely to use “Webpage of CCGA assessment.” One respondent reported “Maymester” for the “Other” option. Based on the mean and standard deviation for each spot, the top three spots
for sharing teaching and assessment information/resources are E-mail, D2L page, and Webpage of CCGA assessment (shown in Table 3).

*Figure 7. Distribution of respondents on ratings of each spot for sharing teaching and assessment information/resources*

Given the below list of spots for sharing teaching and assessment information/resources, how likely would you visit each of them

Table 3. *Means and Standard Deviations of Respondents’ Ratings on Each Spot for Sharing Teaching and Assessment Information/Resources*

<table>
<thead>
<tr>
<th>Spots</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td>1.66</td>
<td>0.81</td>
</tr>
<tr>
<td>D2L page</td>
<td>1.81</td>
<td>1.01</td>
</tr>
<tr>
<td>Webpage of CCGA assessment</td>
<td>2.46</td>
<td>1.21</td>
</tr>
<tr>
<td>Monday mariner spotlight</td>
<td>2.53</td>
<td>1.27</td>
</tr>
<tr>
<td>SharePoint site</td>
<td>3.11</td>
<td>1.19</td>
</tr>
</tbody>
</table>
Preferred Frequency of Receiving Resources via E-mail

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 (shown in Figure 8).

*Figure 8. Distribution of respondents’ preference on the frequency of receiving resources via E-mail (n=61)*
Results of the Open-ended Question and Interview Questions

The last portion of the survey asked respondents to provide comments and ideas about professional development involving curricular and/or co-curricular assessment. Similar questions were asked during interviews, and interviewees provided their opinions regarding challenges, needed support and suggestions for improving assessment practices. Major themes are presented below.

Major Themes regarding Challenges in Assessment

<table>
<thead>
<tr>
<th>Faculty &amp; Staff</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Heavy workload/limited time in assessment</td>
<td>• Failed to “close the loop” - showing how faculty could benefit from the assessment data</td>
</tr>
<tr>
<td>• Failed to understand assessment and its usefulness in big picture sense</td>
<td>• Faculty are not fully aware of the program-level assessment reports</td>
</tr>
<tr>
<td>• Difficulty in Incorporating technology</td>
<td>• Difficulty in identifying the real impact of programs/activities on student success</td>
</tr>
<tr>
<td>• Difficulty in data analysis</td>
<td>• Lack of feedback from the administrative level makes assessments feel like a complete waste of time</td>
</tr>
</tbody>
</table>

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
Conclusion

In general, the respondents have a positive attitude toward assessment at CCGA. The majority of them have strong beliefs about the importance of assessment and its positive impacts on student learning outcomes and program improvement. Around half of the respondents are familiar with department/program assessment activities and results of assessment plan effort. However, only a limited number of them are familiar with the 2018 assessment expectations required by the SACSCOC.

Most of the respondents are interested in participating in hands-on workshops and online learning for different topics of assessment during semesters, just as several interviewees stated, “Anything about assessment would be helpful.” They also would like to receive E-mails including assessment information and resources monthly.

The qualitative data from both interviews and the open-ended question in the survey provides in-depth information about the perception of faculty, administrators and staff toward institutional assessment practices. The heavy workload is a significant issue for faculty to conduct comprehensive assessments for student learning outcomes. Many part-time faculty have never been involved in the program-level assessments. Additionally, lack of understanding about assessment and its usefulness demotivates active faculty participation in program-level assessments. In terms of co-curricular assessment, administrators and staff in student affairs reported challenges in assessing the impact of programs/activities on student success and difficulty in conducting accurate data analysis. In terms of administration, Deans, Chairs and faculty should increase communication regarding program-level assessments and the use of assessment results. Also, administrators are expected to provide feedback on assessment-related reports for program improvement.

Recommendations

- Provide assessment-related professional development workshops
- Organize peer-learning groups among teaching faculty
- Develop a list of who to call for what
- Provide guidance/instructions for assessment reporting vehicles
- Provide prompt feedback for program/unit assessment planning and reporting
- Streamline the assessment reporting process
- Develop online assessment resources
Appendix A: 2018 Curricular and Co-Curricular Assessment Needs Survey

Dear Colleagues,

The Office of Institutional Effectiveness is administering this survey to ascertain assessment perceptions, impact, practices, and concerns of faculty, staff and administrators. The collected data will allow us to gauge Coastal Georgia's compliance with the new SACSCOC Principles of Accreditation and identify topics and strategies to complement or enhance current or planned curricular and/or co-curricular assessment activities.

The survey is organized into three parts (Demographics, Assessment Perception & Practice, and Professional Development). It takes 5-8 minutes to accomplish. Please feel free to contact me if you have any questions or suggestions regarding the survey.

Thank you in advance for your assistance in helping us to improve!

Dr. Yi Hua  
Assessment Specialist  
The Office of Institutional Effectiveness  
912-279-4589  
yhua@ccga.edu
## DEMOGRAPHICS

1. **What is your current status?**

   - [ ] Administrator
   - [ ] Full-time faculty
   - [ ] Part-time faculty
   - [ ] Full-time staff
   - [ ] Part-time staff
   - [ ] Other ____________

   *Display This Question:
   If 1. What is your current status? = Full-time faculty
   Or 1. What is your current status? = Part-time faculty*

2. **Which school are you affiliated with?**

   - [ ] Arts & Sciences
   - [ ] Business & Public Management
   - [ ] Education & Teacher Preparation
   - [ ] Nursing & Health Sciences

   *Display This Question:
   If 1. What is your current status? = Administrator
   Or 1. What is your current status? = Full-time staff
   Or 1. What is your current status? = Part-time staff
   Or 1. What is your current status? = Other*
2. Which department/office are you affiliated with?

- Academic Affairs
- Student Affairs
- Other _____________

3. What is your principal activity in your current position?

- Administration
- Teaching
- Student Support
- Other _____________

4. In which campus location do you work?

- Brunswick
- Camden Center
- Both

5. How long have you been at CCGA?

- 7 or more years
- 4-6 years
- 1-3 year
- less than 1 year
ASSESSMENT PERCEPTION & PRACTICE

6. What percentage (estimate) of your time is invested in department/program assessment?

- Over 20%
- 11%-20%
- 6%-10%
- 1%-5%
- None

7. How do you rate the importance of assessing student learning outcomes?

- Very high
- High
- Moderate
- Low
- None at all

8. How do you rate the importance of co-curricular assessment of student learning outcomes?

- Very high
- High
- Moderate
- Low
- None at all
9. How do you rate the benefits to your department/program as a result of assessment?

- Very high
- High
- Moderate
- Low
- None at all

10. To what degree do you believe that continual assessment is related to program or service improvement?

- Very high
- High
- Moderate
- Low
- None at all

11. To what degree do you believe that assessment helps improve student learning outcomes?

- Very high
- High
- Moderate
- Low
- None at all
12. What is your familiarity with the most recent (2018) assessment expectations required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)?

- Extremely familiar
- Moderately familiar
- Somewhat familiar
- Slightly familiar
- Not at all familiar

13. How do you rate your familiarity with your department/program assessment activities?

- Extremely familiar
- Moderately familiar
- Somewhat familiar
- Slightly familiar
- Not at all familiar

14. To what degree have you been made aware of the results of your department/program's assessment plan effort?

- Extremely aware
- Moderately aware
- Somewhat aware
- Slightly aware
- Not at all aware
PROFESSIONAL DEVELOPMENT

15. Based on your curricular and/or co-curricular assessment experiences, what professional development training would be beneficial to you? (Select all that apply)

- Assessing Co-Curricular Experiences and Activities
- Analyzing Assessment Data
- Conducting a Focus Group
- Designing an Assessment Plan
- Developing or Refining Course Level Outcomes
- Development and Use of Rubrics
- Direct Assessment of Program Level Outcomes and Course Level Outcomes
- Mapping the Curriculum to the Program Level Outcomes
- Research-based Teaching Practices and Course Design
- None of above
- Other ________________________________
16. Given the below list of formats for assessment professional development sessions, how likely would you attend each of them?

<table>
<thead>
<tr>
<th>Format</th>
<th>Extremely likely</th>
<th>Somewhat likely</th>
<th>Neither likely nor unlikely</th>
<th>Somewhat unlikely</th>
<th>Extremely unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on, face-to-face workshops</td>
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<tr>
<td>Meeting one-on-one with the Assessment Specialist</td>
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<tr>
<td>Online learning (D2L, self-paced online workshops)</td>
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<tr>
<td>Retreats (1-2 day sessions)</td>
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<td>Small group meetings</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

17. When would be your preferred time for assessment professional development?

- [ ] During semesters
- [ ] Semester breaks (e.g., spring break, fall break)
- [ ] During summer
- [ ] Semester launch week
- [ ] Other ________________________________
18. Given the below list of spots for sharing teaching and assessment information/resources, how likely would you visit each of them?

<table>
<thead>
<tr>
<th>Spot</th>
<th>Extremely likely</th>
<th>Somewhat likely</th>
<th>Neither likely nor unlikely</th>
<th>Somewhat unlikely</th>
<th>Extremely unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
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<tr>
<td>D2L page</td>
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<tr>
<td>Monday mariner spotlight</td>
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<td>SharePoint site</td>
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<tr>
<td>Webpage of CCGA assessment</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

**Display This Question:**

- If 18. Given the below list of spots for sharing teaching and assessment information/resources, how... = E-mail [ Extremely likely ]
- Or 18. Given the below list of spots for sharing teaching and assessment information/resources, how... = E-mail [ Somewhat likely ]
- Or 18. Given the below list of spots for sharing teaching and assessment information/resources, how... = E-mail [ Neither likely nor unlikely ]

19. How often would you like to receive teaching- or assessment-relevant information/resources through email?

- Weekly
- Bi-weekly
- Monthly
- Quarterly

20. Any other comments? Creative ideas about professional development involving curricular and/or co-curricular assessment?
Appendix B: Curricular Assessment Needs Interview Protocol

**Instruction:** The semi-structured interview is designed to collect baseline data on faculty engagement in the academic assessment processes from AVPs, School Deans, and Chairs at the College of Coastal Georgia. The results will be used to modify the faculty/staff needs assessment survey and to improve the institutional assessment processes.

Time: Interviewer:

Place: Interviewee:

**Guiding Questions:**

1. How do you see faculty engagement in the academic assessment processes? (e.g., faculty's attitude, experience, concerns)? What's your role in the processes?

2. How have student learning outcomes assessment results been used to improve teaching?

3. If, how, and to what extent are student learning outcomes data shared internally and externally?

4. What are the key challenges that need to be addressed to improve the academic assessment processes?

5. What support do faculty need to realize more effective assessments of their students’ learning?

6. What strength of your department in assessment that you want to share with the other ones?

7. What weakness of your department in assessment that you want to learn from the other ones?

8. What recommendations do you have for the assessment specialist or the OIE to improve academic assessments?

*Thank you very much!*
Appendix C: Co-curricular Assessment Needs Interview Protocol

**Instruction:** The semi-structured interview is designed to collect baseline data on co-curricular assessment processes at the College of Coastal Georgia. The results will be used to modify the faculty/staff needs assessment survey and to improve overall institutional assessment processes.

**Guiding Questions:**

1. How have you assessed student learning in co-curricular experiences? Can you share several examples?

2. What co-curricular assessment instruments do you utilize currently? And, in what capacity?

3. If, how, and to what extent are assessment data of co-curricular assessment activities shared internally and externally?

4. What are key challenges that need to be addressed to improve the co-curricular assessment processes in your particular area?

5. What support do you need to realize more effective co-curricular assessment of student learning outcomes?

6. What professional development workshops, training would you like to recommend to help you improve current co-curricular assessment processes?

*Thank you very much!*