

**Georgia Southwestern State University  
IEC Assessment Review Report**

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**IEC Assessment Review Report 2025-26**

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**Contents**

Methodology.....Page 2

Results.....Page 2

Analysis of Results.....Page 3

Plans for Improvement.....Page 4

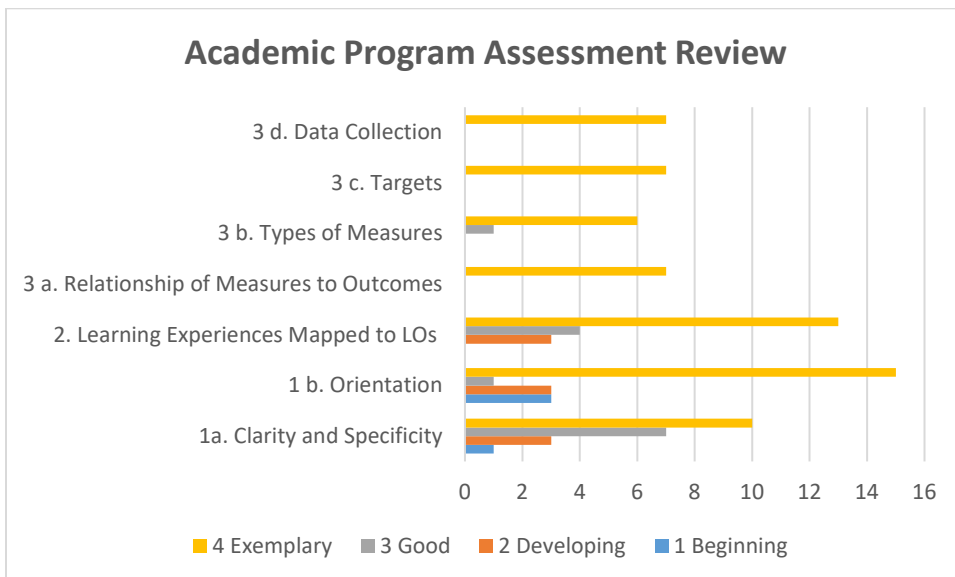
## Methodology

The Assessment Review Subcommittee of the Institutional Effectiveness Committee (IEC) complete two types of reviews this year: review of the three-year assessment plans submitted by Academic Programs in October 2025, and review of the three-year trend reports submitted by Academic and Student Support Units in October 2025. Two distinct groups did the reviews. The reviews of academic program assessment plans were done by Allen Brown, Timothy Tolbert, John LeJeune, Jennifer Griffin, Jennifer Ryer, and George Banketas. The reviews of academic and student support unit three-year trend reports were done by Chelsea Collins, Michele McKie, Christa Faison, Jamie Vincent, Gaye Hayes, and Brian Mallett. Each of the review teams were split into three teams of two and given four to seven artifacts to assess using the appropriate elements of a rubric designed for this purpose (see appendix for the complete rubrics). Both teams were assembled before assessment began to assess some artifacts together and then went off to assess their assigned artifacts individually. After assessing the artifacts individually, each team met to establish a consensus assessment; the consensus assessments were submitted to the Director of Institutional Effectiveness for collation. The results of these assessments are reports in the following section of this report.

## Results

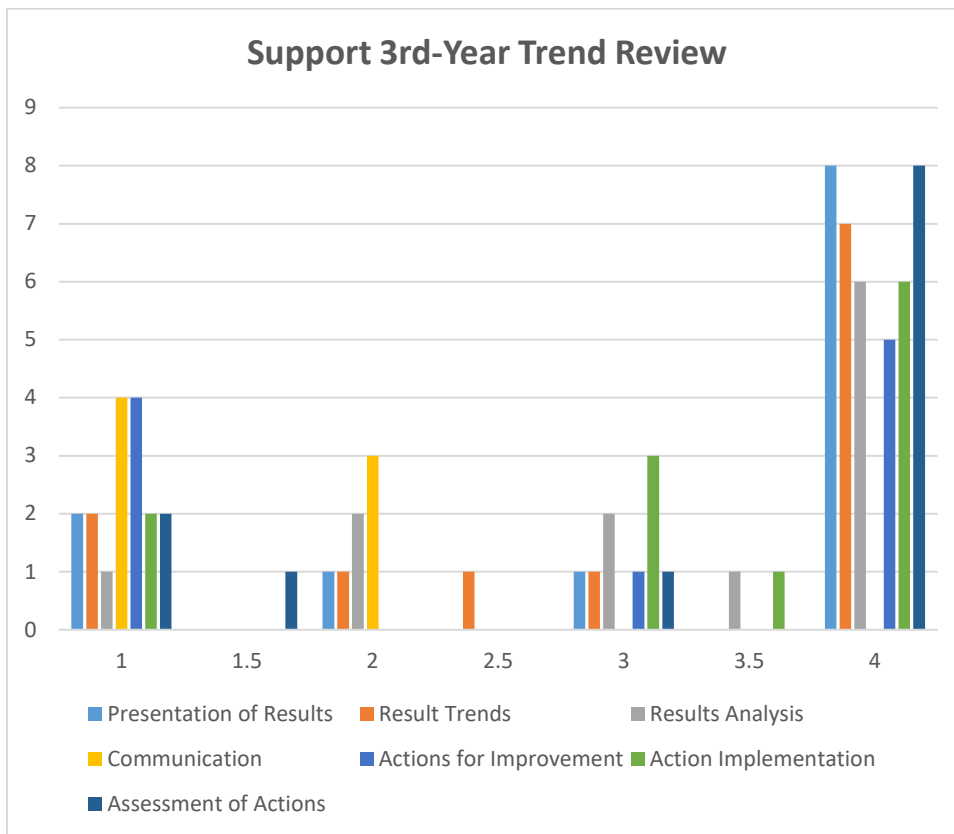
The results for the review of academic program assessment plans below are only partial since some of the teams did not complete the entire review is the allotted time.

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Good</b>	<b>4 Exemplary</b>
1a. Clarity and Specificity	1	3	7	10
1 b. Orientation	3	3	1	15
2. Learning Experiences Mapped to LOs		3	4	13
3 a. Relationship of Measures to Outcomes				7
3 b. Types of Measures			1	6
3 c. Targets				7
3 d. Data Collection				7



The rubric used to assess three-year trend reports allowed for the use of half scores, such as 1.5 or 3.5, for artifacts that met some parts of more than one element of the rubric.

	1	1.5	2	2.5	3	3.5	4
<b>Presentation of Results</b>	2		1		1		8
<b>Result Trends</b>	2		1	1	1		7
<b>Results Analysis</b>	1		2		2	1	6
<b>Communication of Results</b>	4		3				
<b>Actions for Improvement</b>	4				1		5
<b>Action Implementation</b>	2				3	1	6
<b>Assessment of Actions</b>	2	1			1		8



### Analysis of Results

The results of the review of academic program assessment plans suggest that most programs are mature in their assessment planning with viable plans as measured by most elements on the assessment rubric. Surprisingly, the weakest area relatively is clarity and specificity of outcomes. The other areas seem generally strong. Individual review reports will be sent to each academic program for consideration of feedback from the reviewers.

The results of the academic and student support unit three-year trend reports are far more variable than the academic program review results. This is understandable since these programs were identified as a weakness during SACSCOC Reaffirmation in 2023-24. The most obvious weakness for these units is communication of results with their stakeholders which clearly needs to be addressed. Individual review reports will be sent to the units for consideration of feedback from reviewers.

## **Improvement Plans**

Dr. Davis will discuss how to address areas of weakness with Dr. Laughlin going forward. The likely scenario is for areas such as clarity and specificity of outcomes, and communication of results with stakeholders to be addressed in the annual reporting update sessions that are conducted at the beginning of each academic year in August or September ahead of the annual reporting deadline of October 31.

Dr. Davis will consult individually with the Academic and Student Support units that have areas of lower rating for this review. Each unit will be asked to submit an improvement plan for the next three-year assessment cycle and will be asked to report on their progress each year until the next three-year trend reports are due.

**APPENDIX**

**ASSESSMENT TEMPLATE FOR ACADEMIC PROGRAMS**

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
<b>1. Student-centered learning objectives</b>			
<b>A. Clarity and Specificity</b>			
No objectives stated.	Objectives present, but with imprecise verbs (e.g., know, understand), vague description of content/skill/or attitudinal domain, and non-specificity of whom should be assessed (e.g., “students”)	Objectives generally contain precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed (e.g., “graduating seniors in the Biology B.A. program”)	All objectives stated with clarity and specificity including precise verbs, rich description of the content/skill/or attitudinal domain, and specification of whom should be assessed (e.g., “graduating seniors in the Biology B.A. program”)
<b>B. Orientation</b>			
No objectives stated in student-centered terms.	Some objectives stated in student-centered terms.	Most objectives stated in student-centered terms.	All objectives stated in student-centered terms (i.e., what a student should know, think, or do).
<b>2. Course/learning experiences that are mapped to objectives</b>			
No activities/ courses listed.	Activities/courses listed but link to objectives is absent.	Most objectives have classes and/or activities linked to them.	All objectives have classes and/or activities linked to them.
<b>3. Systematic method for evaluating progress on objectives</b>			
<b>A. Relationship between measures and objectives</b>			
Seemingly no relationship between objectives and measures.	At a superficial level, it appears the content assessed by the measures matches the objectives, but no explanation is provided.	General detail about how objectives relate to measures is provided. For example, the faculty wrote items to match the objectives, or the instrument was selected “because its general description appeared to match our objectives.”	Detail is provided regarding objective-to-measure match. Specific items on the test are linked to objectives. The match is affirmed by faculty subject experts (e.g., through a backwards translation).
<b>B. Types of Measures</b>			
No measures indicated	Objectives are not assessed via direct measures (only with indirect measures).	Most objectives assessed with direct measures.	All objectives assessed using at least one direct measure (e.g., tests, essays).
<b>C. Specification of desired results for objectives</b>			
No a priori desired results for objectives	Statement of desired result (e.g., student growth, comparison to previous year’s data, comparison to faculty standards, performance vs. a criterion), but no specificity (e.g., students will grow; students will perform better than last year)	Desired result specified. (e.g., our students will gain ½ standard deviation from junior to senior year; our students will score above a faculty-determined standard). “Gathering baseline data” is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure x. The current cohort underwent more extensive coursework in the area, so we hope that the average student scores 22 points or better.)

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
<b>D. Data collection</b>			
No information is provided about data collection process or data not collected.	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., thirty-five seniors took the test).	Enough information is provided to understand the data collection process, such as a description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as unrepresentative sampling, inappropriate testing conditions, one rater for ratings, or mismatch with specification of desired results.	The data collection process is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
<b>4. Results of program assessment</b>			
<b>A. Presentation of results</b>			
No results presented	Results are present, but it is unclear how they relate to the objectives or the desired results for the objectives.	Results are present, and they directly relate to the objectives and the desired results for objectives but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Results are present, and they directly relate to objectives and the desired results for objectives, are clearly presented, and were derived by appropriate statistical analyses.
<b>B. History of results</b>			
No results presented	Only current year's results provided.	Past iteration(s) of results (e.g., last year's) provided for some assessments in addition to current year's.	Past iteration(s) of results (e.g., last year's) provided for majority of assessments in addition to current year's.
<b>C. Interpretation of Results</b>			
No interpretation attempted	Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Interpretations of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology.	Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Plus, multiple faculty interpreted results (not just one person). And, interpretation includes how classes/ activities might have affected results.
<b>5. Documents how results are shared with faculty/stakeholders</b>			
No evidence of communication	Information provided to limited number of faculty or communication process unclear.	Information provided to all faculty, mode (e.g. program meetings, e-mails) and details of communication clear.	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees.

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	5 – Cusp of National Model (Only pertains to 6A)	6 – National Model (Only pertains to 6A)
<b>6. Documents the use of results for improvement</b>					
<b>A. Program modification and improvement regarding student learning and development</b>					
No mention of any improvements.	Examples of Improvements documented but the link between them and the assessment findings is not clear.	Examples of improvements (or plans to improve) documented and directly related to findings of assessment. However, the improvements lack specificity.	Examples of improvements (or plans to improve) documented and directly related to findings of assessment. These improvements are very specific (e.g., approximate dates of implementation and where in curriculum they will occur.)	Evidence, from direct measures, suggesting learning improvement due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, RE-assessed, and found that student learning improved. Lack of clarity regarding the interventions or methodological issues (unrepresentative sampling, concerns regarding student motivation, etc.) leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, RE-assessed, and found that student learning improved. The rationale and explanation of the modifications leading to the change are clearly laid out. The methodology is of sufficient strength that most reasonable alternative hypotheses can be ruled out (e.g., sampling concerns, validity issues with instrument or student motivation). In essence, the improvement interpretation can withstand reasonable critique from faculty, curriculum experts, assessment experts, and external stakeholders.
<b>B. Improvement of assessment process</b>					
No mention of how this iteration of assessment is improved from past administrations.	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in	Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of some moderate revision, or general plans for improvement of assessment process.	Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.	N/A	N/A

future iterations.

**Rubric for Academic and Student Support Unit Assessment**

<b>Process Elements</b>	<b>4-Exemplary</b>	<b>3-Good</b>	<b>2-Developing</b>	<b>1-Beginning</b>
<b>1. OUTCOME ASSESSMENTS</b>				
<b>Outcome Connection to Unit Mission</b>	All outcome objectives stated have clear connection to unit mission.	Most outcome objectives have clear connection to unit mission.	Some outcome objectives have clear connection to unit mission.	Outcome objectives have no connection to unit mission
<b>Clarity of Outcomes</b>	All objectives stated with clarity and specificity including precise verbs and rich description of actions taken to support one of the institution's Core Values	Objectives generally contain precise verbs, rich description of actions taken to support one of the institution's Core Values	Outcomes stated, but verbs used are imprecise with vague descriptions of actions taken to support one of the institution's Core Values	No outcome objectives stated.
<b>Orientation of Outcomes</b>	All outcomes stated in terms of the institution's Core Values	Most outcomes stated in terms of the institution's Core Values	Some outcomes stated in terms of the institution's Core Values	No outcomes stated in terms of the institution's Core Values
<b>2. OUTCOME MEASURES</b>				
<b>Relationship between Outcomes and Measures</b>	Clear connection between outcomes and measures for all outcomes	Clear connection between outcomes and measures for most outcomes	Clear connection between outcomes and measures for some outcomes	No clear connection between outcomes and measures
<b>Types of Measures</b>	All outcomes assessed by direct Measures	Most outcomes assessed by direct measures	Only indirect measures used, no direct measures	No measures listed
<b>Targets</b>	All outcome measures have specified Targets	Most outcome measures have specified targets	Some results targets specified	No results targets specified
<b>Collection and Analysis of Results</b>	How the measure data are collected and analyzed is clearly explained, including how often data are collected and by whom, and how often data are analyzed and by Whom	Enough information is provided to understand how the measure data are collected and analyzed	Limited information is provided to understand how the measure data are collected and analyzed	No information provided about how measure data are collected and analyzed

<b>3. USE OF RESULTS</b>				
<b>Presentation of Results</b>	All results are clearly presented and easy to follow	Most results are clearly presented and easy to follow	Some results are clearly presented and easy to follow	No results presented
<b>Results Trends</b>	Three-year results presented for all	Three-year results presented	Only current year results	No results presented

	outcomes	for most outcomes	presented	
<b>Results Analysis</b>	Analysis of results reasonable given the methods of assessment and result from analysis by more than one person	Analysis of results reasonable given the methods of assessment	Analysis of results does not refer to outcomes or targets	No results analyzed
<b>Communication of Results to Stakeholders</b>	There is description of how results are communicated to all stakeholders	There is description of how results are communicated to most stakeholders	There is description of how results are communicated to some stakeholders	No mention of communication of results to unit stakeholders
<b>Actions for Improvement</b>	All actions for improvement have clear links to analysis of results	Most actions for improvement have clear links to analysis of results	Some actions for improvement have links to analysis of results	No mention of any actions for improvement
<b>Action Implementation</b>	All improvement actions have implementation plans, including expected results of action, individual(s) responsible for implementation, target(s) for improvement, and timeline for plan	Most improvement actions have implementation plans	Some improvement actions have implementation plans	No mention of implementation plan for improvement actions
<b>Assessment of Actions</b>	Efficacy of all actions for improvement assessed	Efficacy of most actions for improvement assessed	Efficacy of some actions for improvement assessed	Efficacy of improvement actions not assessed