



Measure Twice, Cut Once

Biannual Newsletter from the Office of Assessment

Spring 2026 Volume 6



Closing the Loop

This issue is focused on one of the most critical, and often easy to forget, components of assessment—communicating and analyzing findings with stakeholders in order to identify needs and plan for changes. In the world of assessment we refer to this as ‘closing the loop’. In the spirit of closing the loop, we’ve shared insights from faculty, notes about course & program assessment, updated findings from institution level assessment, and new resources to help you continue navigating the assessment cycle with your teams. As always, if we can provide additional support, please reach out to us.

Sincerely,

Katie & Deenere



Closing the Loop for Program Assessment

A Faculty Perspective

The Sociology department takes a very collaborative approach to closing the loop. Assessment data are regularly discussed in monthly faculty meetings and in smaller group conversations, which helps ensure shared expectations and consistent standards across courses. Over the past two years, we’ve used feedback from prior assessment cycles to revise how we collect and interpret our learning outcomes data, and those changes led to stronger results in our most recent review. Even when no specific improvements were recommended, we continued to use the data to guide conversations about alignment with institutional competencies and future program directions. These discussions have informed concrete next steps, including submitting courses for institutional competency approval and revising assessment tools to better reflect faculty expertise, core course priorities, and ongoing developments in the discipline.



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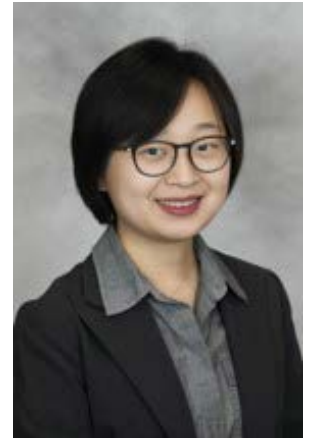
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Early Findings from Institutional Competency Assessment

The Office of Assessment is pleased to announce the completion of the first cycle of the Institutional Competency Assessment, made possible through the collective commitment of instructors across campus. Two competencies were assessed in this inaugural cycle – Analytical Thinking, and Creativity and Innovation, using a total of 1,092 scores drawn from 26 and 13 courses, respectively, across a wide range of disciplines.

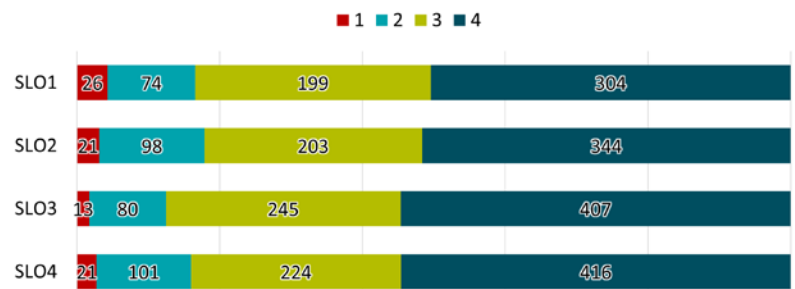
Each individual course has its own expectations for how these competencies should be demonstrated, and therefore the aggregated result should not be interpreted as standardized measures of student learning in these courses. Nonetheless, the overall scores suggest impressive and encouraging results. On both competencies, a vast majority of students received high scores on all student learning outcomes, averaging between 3.5 and 4 on a 1 to 4 scale.

The most valuable use of these results lies, rather than in cross-course comparisons, in instructors' own reflection on how class activities, instructional strategies, and assessment designs align with intended learning outcomes. This reflective process creates a feedback loop in which instructors can more intentionally design their course materials and assignments to provide students with meaningful opportunities to demonstrate these competencies, while also allowing us to assess how effectively we are cultivating these competencies as an institution. In this spirit, the Office of Assessment will continue to support instructors by strengthening communication around the value of competency assessment and disseminating UGA's pioneering approach to undergraduate education both across the campus and to broader audiences.



Analysis by
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Overall Score Distribution of Analytical Thinking (N=762)



Overall Score Distribution of Creativity and Innovation (N=263)

