From Steep Learning Curve to Gentle SLOAP: Simplifying SLO Assessment Reporting

Dr. John S. Duffield and Dr. Patricia Gregg
Office of Academic Assessment
Georgia State University

2016 SACSCOC Annual Meeting
December 3-5, Atlanta
Outline

• Context: Georgia State University
• Overview of the Assessment Process
• Motivations for Change
• Development Process
• Mechanics
  • Report preparation and submission
  • Accessing and viewing reports
  • Reviewing reports and providing feedback
What is your area of responsibility?

A. Institutional effectiveness
B. Institutional research
C. Assessment
D. Other
Years of experience with assessment

A. Less than 1
B. 1 to 5
C. 6 to 10
D. More than 10
Georgia State University

- **Original Campus** Located in Historic Downtown Atlanta (5 Points)
- **5 Perimeter College Campuses** across Metro Area, as well as online
- 51,000+ Students
- Diverse Student Body
- Associate, Bachelors, Masters, and Doctoral Programs (200+)
GSU Assessment Philosophy: Faculty Ownership

- Design of Assessment Plans
- Conduct of Assessment
- Use of Findings for Program Improvement
- Assessment Reporting
- Review of Assessment Reports/Feedback
- Policymaking: University Senate
Assessment at GSU: Background

- Reporter/Coordinator for Each Program
- Annual Reports
- Use of WEAVEonline since 2005
- Review by Assessment Committees
- Support: Office of Academic Assessment in OIE
  - Headed by Senior Faculty Associate
  - Added Associate Director in January 2016
Issues with Assessment Reporting: General

- Reports Often Arrive Late (and sometimes not at all)
- Reports Often Incomplete
  - Most attention devoted to presenting findings
  - Less attention to closing the loop
Issues with Assessment Reporting: Specific to WEAVEonline

- Users: Too Complicated for Once-a-Year Use
  - Access: Turnover and login information
  - Training (and retraining)
  - Missing or misplaced information
  - Insufficient or disconnected documentation

- Administrators: Lack of Flexibility
  - Pre-determined report format
  - Distribution across multiple screens

- No Mechanism for Review/Feedback
Satisfaction with current platform

A. Very satisfied
B. Somewhat satisfied
C. Somewhat dissatisfied
D. Very dissatisfied
Current assessment reporting platform

A. WEAVE
B. Campus Labs
C. Taskstream
D. LiveText
E. Other
New Reporting Platform: Desiderata

- Ease of Use
  - Accessing
  - Filling out reports
  - Submitting reports

- Greater Control
  - Design flexibility
  - Ease of updating

- Capability for Review and Feedback
Alternatives Considered

• Follow-on to WEAVEonline (Academic Effect)
• Desire2Learn/Brightspace
• LiveText
New Reporting Platform: Development Process

- Design: Office of Academic Assessment
- Implementation: Decision Support Services
  - Oracle Application Express (APEX) environment
- Iterative Process Facilitated by Common Home
  - Office of Institutional Effectiveness
Welcome to SLOAP!

Welcome to Georgia State University Student Learning Outcomes Assessment Portal (SLOAP)

Assessment reports for the 2014-15 academic year are due on October 1, 2015.

To view an assessment report, click on the "Report List" tab.
To view the review of a report, click on the "Review List" tab.
To submit an assessment report, log in with your GSU campus ID and click on the "Submit Report" tab.
To submit a review, log in with your GSU campus ID and click on the "Submit Review" tab.
If you need instructions, click on the "Help" tab.

SLOAP is maintained by the Office of Academic Assessment in the Office of Institutional Effectiveness. If you have any questions or suggestions, please contact John Duffield at Duffield@gsu.edu or 4-2615.
Report Preparation

- Navigate to Assessment Website
- Download and Complete WORD Report Template
- Separate from Report Submission Process
Report Submission

- Log In to SLOAP (campus ID and PW)
- Select “Submit Report” Tab
- Fill In Identifiers
- Upload Report
- Submit and You Are Done!
Viewing Reports

- No Need to Log In
- Select “Report List” Tab
- Use Menus to Locate Relevant Report & Documents
  - Year
  - College
  - Department
  - Degree
Reviewing Reports

- Log In to SLOAP
- Select “Submit Review” Tab
- Fill In Identifiers
- Complete 15-Point Rubric with Comments
- Submit (or save as “Incomplete” and return)
Finalizing and Displaying Reviews

• Incomplete Reviews Go to “Draft Review” List
  • Original author can revise and update

• Complete Reviews Go to “Manage Reviews” List
  • Editor can read, revise, and finalize

• Finalized Reviews Go to “Review List”
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<thead>
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<th>Year</th>
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<th>Department</th>
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Displaying Review Results

- Average Scores
- Distribution of Scores
- Comments
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<th>Comments</th>
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<td>1 -- 1</td>
<td>Absence of mission statement is not a big problem, given that we will be combining the mission statement and goals in the future report format. Is useful to restate core learning outcome for Area E.</td>
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<tr>
<td>1 -- 1</td>
<td>Can you provide a statement about how you address the university core curriculum? Just list which course(s) contribute to the core... Great statement of goal - consistent with BOR Area D goal.</td>
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<tr>
<td>1 -- 1</td>
<td>Need overall program mission statement.</td>
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<tr>
<td>1 -- 1</td>
<td>No mission for online MS shown. More diversified set of goals than for the online program. Is that intentional?</td>
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<tr>
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<td>The mission statement should focus on the mission and learning goals of the PhD program. You May also want to add a line about the types of jobs graduates of your program will be ready to enter</td>
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<td>A problem is that the goals are identical to the SLOs, except for a slight variation in the fourth goal/SLO. Goals should be written to indicate who you want the students to be instead of what you want the students to do. Rewriting the goals so that they indicate the “bigger picture” aims of the program would be in order, although those may already be captured by the mission statement.</td>
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<td>Although the mission statement provides a good foundation for the need for the program, there could be more information about the scope of the program.</td>
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<td>1 -- 2</td>
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Remaining Issues

• Must Upload Multiple Documents Separately
• No Capacity to Aggregate Report Data
• Need to Separate Core Curriculum Assessment from Degree Program Assessment in Order to Accommodate Consolidated Assessment Reports (October 2017)
Consolidating Assessment of the Core

In January 2016, Georgia State University and Georgia Perimeter College merged. Although courses in the core will be offered at both the downtown campus and the new Perimeter College, the consolidated GSU will have a single core curriculum with a common set of learning outcomes and assessment processes.

Departments that offer courses in the core are harmonizing the structure and content of those courses and developing common assessment plans. We plan to implement the new consolidated assessments during the 2016-2017 academic year. The following resources will be of assistance to those engaged in this process:

- [Consolidated GSU Core Curriculum Learning Outcomes](#)
- [List of Courses Offered in the Core (by Area)](#)
- [Timeline for Core Assessment Consolidation](#)
- [Core Assessment Plan Template](#)
- [Core Assessment Plan Instructions](#)

Please direct questions to Dr. Patricia Grega, Associate Director of Academic Assessment (pgrega@gsu.edu and 678-891-2571)

Other Resources for Core Assessment Reporting

- [2015-2016 Core Assessment Report Template](#)
- [2015-2016 Core Assessment Report Instructions](#)
Assessment of Student Learning

Our Mission

The mission of the Office of Academic Assessment is to ensure Georgia State University's compliance with SACS and the Board of Regents standards by engaging the University community in meaningful and effective assessment of student learning. At Georgia State, we assess student learning:

a) in every degree and certificate program at the undergraduate and graduate levels, and

b) across the General Education curriculum.

A central element of this mission is helping program faculty to utilize assessment results in the development and implementation of strategies for continuous improvement in student learning.

How We Can Help

The Office of Academic Assessment offers one-on-one consultations and workshops for faculty and...
Academic Programs

Responsibilities

From the University Senate Bylaws, Article VII. Committees:

Section 6. Committee on Academic Programs

1. The Committee on Academic Programs shall be composed of the Senior Vice President for Academic Affairs and Provost; Vice Provost for Academic Affairs and Vice President for Enrollment Management and Student Success; the academic deans of the Colleges of Arts and Sciences, Perimeter, Business, Education and Human Development, Law; the Byrdine F. Lewis School of Nursing and Health Professions, the Andrew Young School of Policy Studies, and the Honors College; one student who is a member of the Senate; two staff senators; and at least twenty-seven (27) faculty members, as follows: four (4) members each from the College of Arts and Sciences, Perimeter College, the J. Mack Robinson College of Business, and the College of Education and Human Development; two (2) members from the Andrew Young School of Policy Studies; one (1) each from the Byrdine F. Lewis School of Nursing and Health Professions, the College of Law and the School of Public Health; with the remainder elected at large.

2. The duties of the committee shall include the following:
   1. developing long-range plans for the academic affairs of the University;
   2. reviewing and recommending of university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs, and the core curriculum;
   3. assessing academic programs and general education;
   4. approving courses having a university-wide designation;
2015-2016 Assessment Cycle

Assessment reports for the 2015-2016 academic year are due on October 1, 2016. With the exception of some programs in the College of Education and Human Development (see below), all assessment reports should be submitted in the GSU Student Learning Outcomes Assessment Portal (SLOAP at sloap.gsu.edu).

To submit a report, please complete the Assessment Report template and upload it in SLOAP as a Word or PDF document. You may incorporate attachments in the template or upload them separately in SLOAP. Links to the Assessment Report template, the SLOAP website, and instructions are below.

If you previously submitted assessment reports in WEAVEonline, you may cut and paste relevant material from WEAVE into the Assessment Report template. Please note, however, that WEAVEonline will no longer be accessible beginning October 1, 2016.

College of Education and Human Development only: CEHD programs that use LiveText may submit their assessment reports using a LiveText report template similar to the one used by the PEF for NCATE/CAEP accreditation. The report template will be shared with the reporter for each program and can be found in the reporter’s Documents/Inbox. The reporter will complete the report and will Send for Review to gsu_oie

Please do not hesitate to contact John Duffield, Director of Academic Assessment, (Duffield@gsu.edu and 3-2615) or the co-Chairs of the Undergraduate Assessment Committee, Chris Good (cgoode@gsu.edu) and David Nasser (Nasser@gsu.edu), and the chair of the Graduate Assessment Committee, Lindsey Cohen (lcohen@gsu.edu), if you have any questions.
# Assessment Report for GSU Educational Programs

<table>
<thead>
<tr>
<th>Department:</th>
<th>Contact person:</th>
<th>Cycle/year: 2015-2016</th>
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<tbody>
<tr>
<td>Program:</td>
<td>Email address:</td>
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## Program Mission and Student Learning Goals

## Student Learning Outcomes/Objectives (SLOs)

1. 
2. 
3. [add more as needed; place an asterisk next to those SLOs for which findings are reported this cycle (no more than 5)]

## Program Learning Opportunities

## Assessment Methods and Targets

A. 
B. 
C. [add more as needed; for each method, indicate which SLOs are assessed and include a target for each SLO assessed]

## Assessment Findings

## Analysis of Assessment Findings

## Sharing and Discussion of Assessment Findings

## Use of Assessment Findings for Program Improvement (Action Plan)

## Supporting Documents

[you may insert documents here or upload them separately in SLOAP]
Submit report

* Indicates required field

- **Year:** 2015
- **College:** Select college
- **Department:** Select department
- **Degree:** Select degree
- **Program Name:**
- **Document Type:**
  - Degree Program Report
  - Core Report
  - Certificate Report
  - Rubric
  - Finding
  - Other (please describe in comment section)
- **Upload Document:** Choose File
  - No file selected
- **Submitted by:** DUFFIELD
- **Comments:**

[Submit] [Cancel]
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1. Program Mission Statement: Focus on student learning

- Absent/Beginning: The report does not provide a mission statement or the statement does not refer to student learning.
- Developing: The statement refers to student learning but the goals for student learning are not clear.
- Good/Satisfactory: The statement contains clear goals for student learning.
- Exemplary/Superior: The report provides a compelling statement of the program’s mission, including clear and meaningful goals for student learning.

Comments
## 2015 Assessment Report Evaluation Rubric
(September 16, 2015)

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<th>Developing (2)</th>
<th>Good/Satisfactory (3)</th>
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<td>The statement refers to student learning but the goals for student learning are not clear.</td>
<td>The statement contains clear goals for student learning.</td>
<td>The report provides a compelling statement of the program’s mission, including clear and meaningful goals for student learning.</td>
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| **Student Learning Outcomes/Objectives (SLOs)** |
| Relationship to Mission and Goals |
| The report contains no SLOs, or none of the SLOs follow from the program mission and goals. | Some SLOs reflect some of the program goals, but some do not and/or some goals are not reflected in the SLOs. | The SLOs broadly reflect the mission and goals of the program. | The SLOs are well designed to capture the program mission and goals. |

| **Specificity and Measurability** |
| The report contains no SLOs, or none of the SLOs are stated clearly enough to be measurable. | Some of the SLOs are clearly specified and measurable, but the many are not. | Overall, the SLOs seem clear and measurable. | Each of the SLOs is stated precisely and measurable. Each makes clear the knowledge, skills, and/or attitudes that students are expected to acquire. |

| **Program Learning Opportunities** |
| No courses or other learning activities are described, or their links to the SLOs are unclear. | Some SLOs have learning opportunities, but many do not. | Adequate learning opportunities are provided for most or all SLOs. | Appropriate and well-designed program learning opportunities are available for all SLOs. |