Simplifying Assessment Reporting (and More):
A Home-Grown Solution

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Georgia State University

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GSU Quick Facts

- Located in Historic Downtown Atlanta (5 Points)
- 32,000+ Students (54,000 after consolidation)
- Diverse Student Body
- Bachelors, Masters, and Doctoral Programs (200+)
  - (and Associates after consolidation)
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: Technical Details

- Reporter/Coordinator for Each Program
- Annual Reports
- Use of WEAVEonline since 2005
- Review by Assessment Committees
- Office of Academic Assessment in OIE
  - Headed by Senior Faculty Associate
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
  - Rigid report format
  - Distribution across multiple screens

- No Provisions for Review/Feedback
New Reporting Platform: Desiderata

- Ease of Use
  - Accessing
  - Filling out reports
  - Submitting reports
- Local Control
  - Design flexibility
  - Ease of updating
- Capability for Review and Feedback
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 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

- Complete WORD Report Template
- Available at Assessment Website
  - http://oie.gsu.edu/assessment
- Separate from Report Submission Process
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 (llcohen@gsu.edu), if you have any questions.
Assessment Report for GSU Educational Programs

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]
Report Submission

- Log In to SLOAP (campus ID and PW)
- Select “Submit Report” Tab
- Fill In Identifiers
- Upload Report and Any Supplementary Documents
- 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
<table>
<thead>
<tr>
<th>Year</th>
<th>College</th>
<th>Department</th>
<th>Degree</th>
<th>Program Name</th>
<th>Document Type</th>
<th>Comments</th>
<th>Submitted Date</th>
<th>Reporter</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>AS</td>
<td>African-American Studies (AAS)</td>
<td>AB</td>
<td>African-American Studies BA</td>
<td>Program Report</td>
<td>Comments</td>
<td>04-Jan-2016 03:34PM</td>
<td>MMONTGOMERY17</td>
<td>Download</td>
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<td>Download</td>
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<tr>
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<td>Anthropology (ANTH)</td>
<td>AB</td>
<td>Anthropology BA</td>
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<td>Comments</td>
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<td>Download</td>
</tr>
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<td>AS</td>
<td>Applied Linguistics And Esl (ALSL)</td>
<td>AB</td>
<td>Applied Linguistics BA</td>
<td>Program Report</td>
<td>Comments</td>
<td>04-Jan-2016 03:36PM</td>
<td>MMONTGOMERY17</td>
<td>Download</td>
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</table>
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)
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
<table>
<thead>
<tr>
<th></th>
<th>Absent/Beginning (1)</th>
<th>Developing (2)</th>
<th>Good/Satisfactory (3)</th>
<th>Exemplary/ Superior (4)</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Mission and Student Learning Goals</strong></td>
<td>Focus on Student Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The report does not provide a mission statement or the statement does not refer to student learning.</td>
<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>
</tr>
<tr>
<td><strong>Student Learning Outcomes/Objectives (SLOs)</strong></td>
<td>Relationship to Mission and Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The report contains no SLOs, or none of the SLOs follow from the program mission and goals.</td>
<td>Some SLOs reflect some of the program goals, but some do not and/or some goals are not reflected in the SLOs.</td>
<td>The SLOs broadly reflect the mission and goals of the program.</td>
<td>The SLOs are well designed to capture the program mission and goals.</td>
</tr>
<tr>
<td>3</td>
<td>The report contains no SLOs, or none of the SLOs are stated clearly enough to be measurable.</td>
<td>Some of the SLOs are clearly specified and measurable, but the many are not.</td>
<td>Overall, the SLOs seem clear and measurable.</td>
<td>Each of the SLOs is stated precisely and measurable. Each makes clear the knowledge, skills, and/or attitudes that students are expected to acquire.</td>
</tr>
<tr>
<td><strong>Program Learning Opportunities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No courses or other learning activities are described, or their links to the SLOs are unclear.</td>
<td>Some SLOs have learning opportunities, but many do not.</td>
<td>Adequate learning opportunities are provided for most or all SLOs.</td>
<td>Appropriate and well-designed program learning opportunities are available for all SLOs.</td>
</tr>
</tbody>
</table>
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
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”
Remaining Issues

- Must Upload Multiple Documents Separately
Displaying Review Results

- Average
- Distribution
- Comments
<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>1 -- 1</td>
<td>Need overall program mission statement.</td>
</tr>
<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>
</tr>
<tr>
<td>1 -- 2</td>
<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>
</tr>
<tr>
<td>1 -- 2</td>
<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>
</tr>
<tr>
<td>1 -- 2</td>
<td>Although the mission statement provides a good foundation for the need for the program, there could be more information about the students who this program is intended for, or the overall educational philosophy of the program.</td>
</tr>
</tbody>
</table>