All You Need to Know about Academic Degree Program Assessment and Navigating Planning in AMS

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Georgia Tech

Agenda

- Overview of the OAE
- Introduction to **GT assessment process**
- Overview of Assessment Planning
- Direct and indirect measures and strategies for establishing target performance levels.
- Guidelines for Annual Assessment Planning and Reporting
- Strategies for weaving assessment planning into the fabric of the degree program
- Navigating the Assessment Planning features in AMS
- Q&A

About the Office of Academic Effectiveness (OAE) - Who we are?

Mission

The Office of Academic Effectiveness (OAE) at Georgia Tech is to **foster a culture of improvement and sustained excellence** across academic programs and support units. Through on-going engagement and assessment support services, the Office contributes to the Institute's commitment to excellence in student learning and quality assurance.

Vision

The Office of Academic Effectiveness at Georgia Tech will be a **leader in shaping and influencing academic quality assurance across the post-secondary landscape**.

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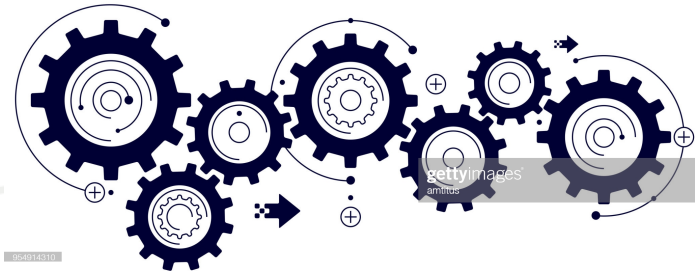
Our Core Functions



Academic and Academic Support Unit Assessment

- Support academic program assessment of student learning
- Facilitate academic services unit assessment

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Our Core Functions Cont…

Accountability

- Maintain academic and academic support units assessment reports
- Support new academic programs and program changes through submission to the Board of Regents of the University System of Georgia
- Support regional accreditation and serve as the SACSCOC Accreditation Liaison, including the submission of substantive change and required reports.
- Faculty Accreditation Council

Image source: https://janeyholliday.com/accountability-key-to-success/

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Our Core Functions Cont…

Enhance Capacity for Continuous Improvement

- Provide assessment workshops, resources, and consultation on best-practices
- Institute Survey Coordination Committee
- Institute Assessment Council
- Survey administration and communication
  - National, system and in-house surveys
    - Course Instructor Opinion Survey (CIOS)
    - University System of Georgia Surveys
    - Cooperative Institutional Research Program (CIRP) Freshman Survey
    - National Survey of Student Engagement (NSSE)
    - Undergraduate and Graduate Exit Surveys
    - Alumni Survey
    - Career and Salary Survey

Image source: https://www.123rf.com/photo_110958600_stock-vector-meeting-and-discussion-in-the-group.html

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Our Core Functions Cont…

Academic Program Review and Planning

- Coordinate academic program review
- Coordinate Vice Provost Unit review
- Coordinate University System of Georgia (USG) comprehensive program review
- Provide curricular support for new degree program development and long-term planning
- Associate Provost serve as standing voting member on the Institute's curriculum committee (undergraduate and graduate)

Image source: https://academicprograms.calpoly.edu/content/program-review

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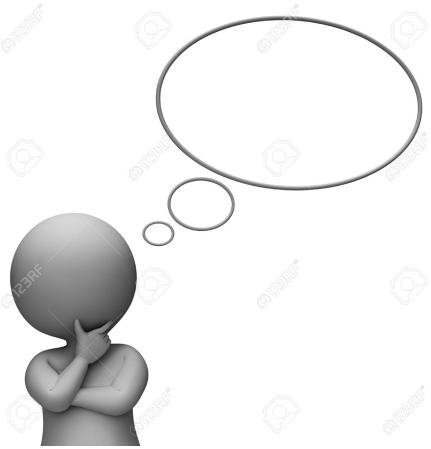
What comes to mind when you think about assessment?



Typical view of Assessment

-- hard work
-- extra work
-- does not work

Assessment Defined

What is Assessment?

- Assessment is a **systematic process of gathering, analyzing, and interpreting evidence** to determine the extent to which outcomes meet establish expectations (*Suskie, 2004*).
- "Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do, or make, we want to draw inferences about what they know, can do, or have accomplished more broadly." (Mislevy & Riconscente, 2005, p. iv).

What is a Program Level Student Learning Outcome

- Specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a program of study.

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Approach to Meaningful Assessment

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Academic Effectiveness Framework for Meaningful Outcomes Assessment

Mission

Strategic Plan
Creating the Next in Education
Academic Masterplan

Quality Assurance *(i.e. Academic Program Review, Specialized Accreditation)*

College/School/Unit Strategic Plans

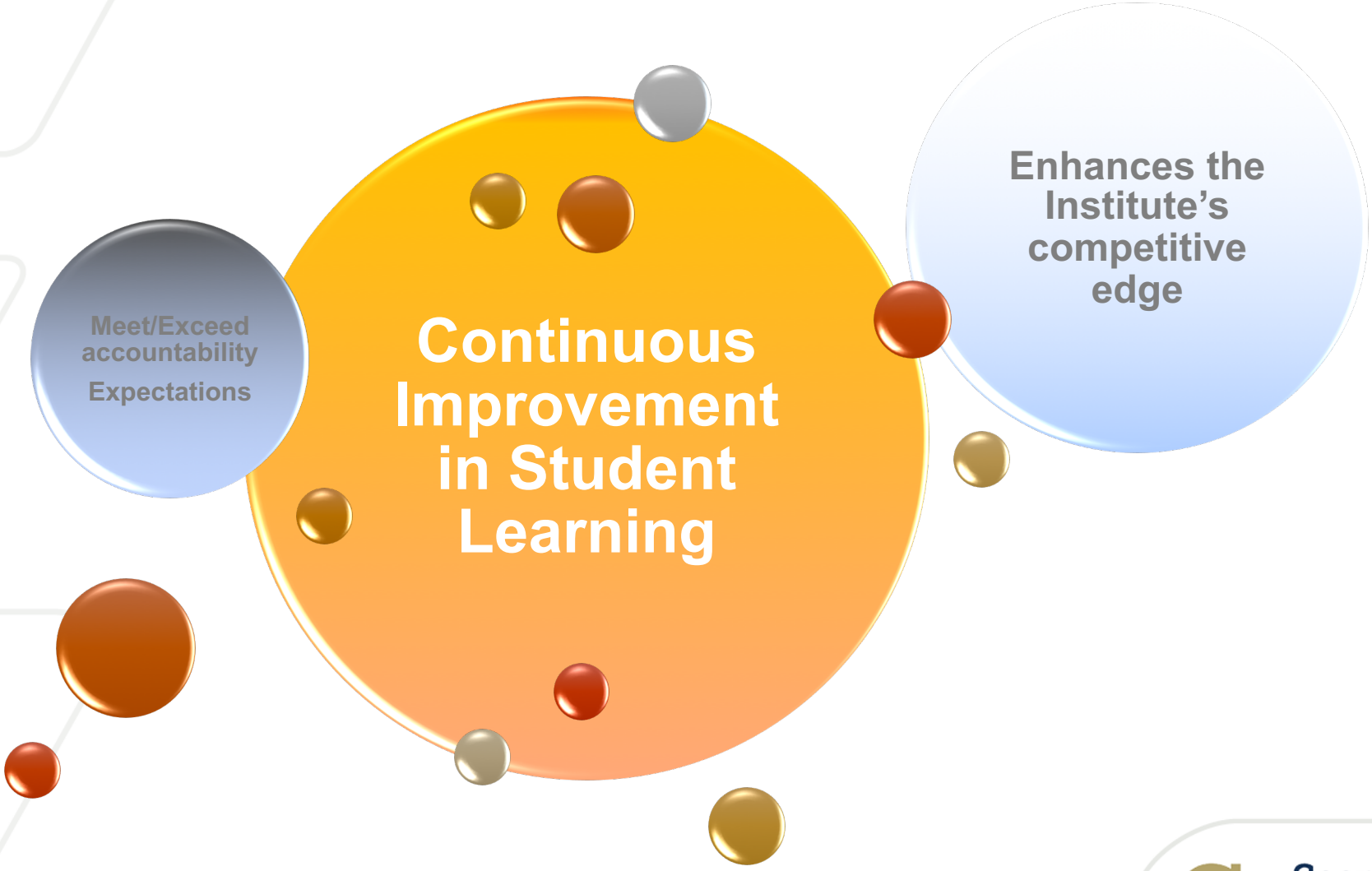
External Stakeholder Expectations *(e.g. Employers of Georgia Tech Graduates)*

GT APPROACH TO MEANINGFUL ASSESSMENT

GT APPROACH TO MEANINGFUL ASSESSMENT

Academic Effectiveness

Why do we engage in this work?



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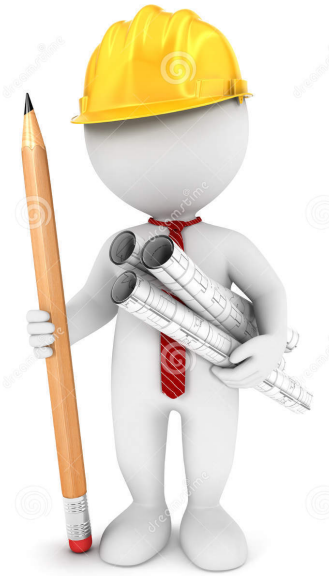
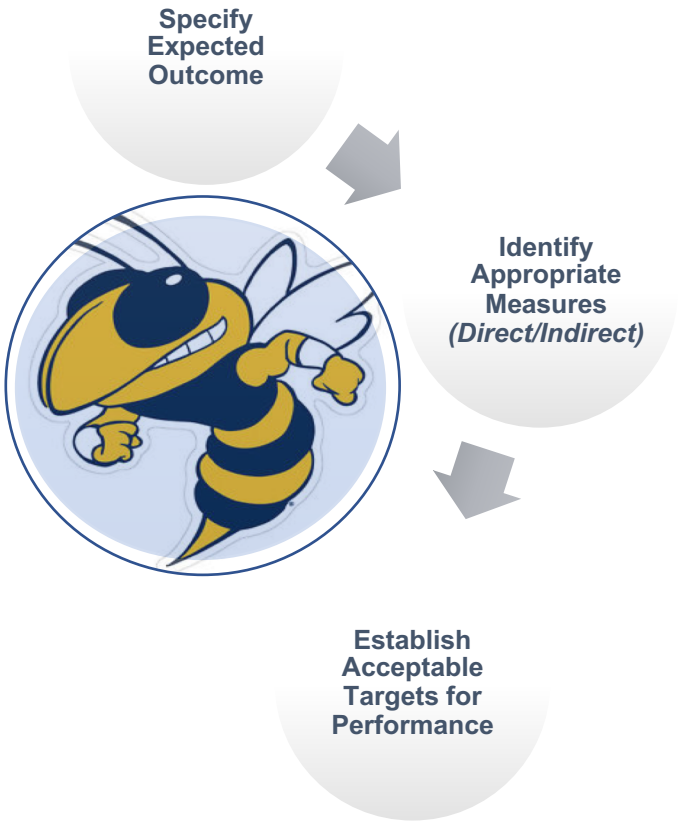
Assessment Planning is Key



Steps in the assessment planning phase



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Step 1 – Specify Expected outcome

- The outcome should specify the knowledge, skills, abilities or attitudes that students are expected to attain by the end of the program of study.

- How are these outcomes reflected across courses and other co-curricular and extra curricular activities in the program?
  - **Curriculum and assessment maps**
  - Appropriately identified in course syllabi

Courses and Experiences	Program Level Student Learning Outcomes (PLSLOs)			
	PLSLO 1	PLSLO 2	PLSLO 3	PLSLO 4
Course A				
Course B				
Course C				
Course D				

- **The outcome should:**
- be **meaningful** in helping the program to accomplish its mission.
- be stated in **measurable** terms.
- reflect the aggregate by focusing on the program as a whole.
- be **manageable**.

Resources on Developing Student Learning Outcome Statements
https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements

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Definition – Curriculum map

A grid that aligns a program's courses with its expected student learning outcomes (Banta & Palomba, 2015).

Two-dimensional matrix representing courses on one axis and outcomes on the other (National Institute for Learning Outcomes Assessment, 2018).

A graphical representation of the relationship that exists between the courses in a program and the program's expected student learning outcomes.

Curriculum mapping is the foundation of meaningful outcomes assessment

- They communicate PLSLOs.
- Identify where competencies are I, R/P, M and A to include key artifacts for assessment and assessment methodology.

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Sample curriculum map

Program: BS Architecture				
Courses and Experiences	Program Level Student Learning Outcomes			
	Students will be able to communicate effectively orally and in writing within the discipline.	Students will demonstrate the ability to work collaboratively with diverse design teams.	Students will be able to apply theoretical knowledge of the field to address design problems.	Students will be able to identify, formulate, and solve design problems.
Course A	I	I		I
Course B	R	R	I	
Course C	R	M, A	R	
Course D	M, A		M,A	R

Program: BS Architecture

Courses and Experiences	Program Level Student Learning Outcomes			
	Students will be able to communicate effectively orally and in writing within the discipline.	Students will demonstrate the ability to work collaboratively with diverse design teams.	Students will be able to apply theoretical knowledge of the field to address design problems.	Students will be able to identify, formulate, and solve design problems.
ARCH 1854 Fundamentals of Design I	I			
ARCH 2011 Design Studio I		I		
ARCH 2010 Design Studio II			R	R
Arch 3855 Design Studio III				R
ARCH 3856 Design Studio IV	R	R	R	
ARCH 4855 Design Studio V	M/A **Capstone Project Assessed with Oral and Written Communications Rubric**	M/A **Design Group Project assessed with Grading Rubric, Student Self-Reflection and Peer Evaluation**	R	

Specify artifacts to be assessed to include method of assessment

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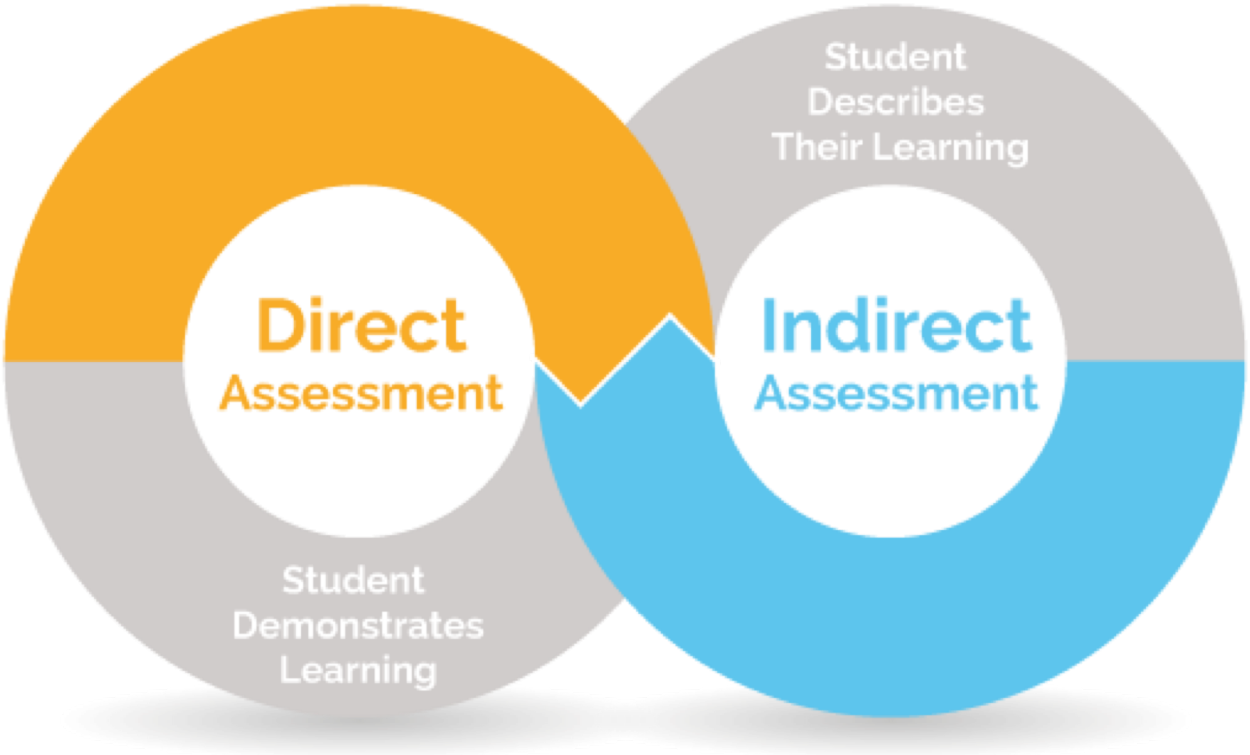
Step 2 – Identify appropriate measures (Direct/Indirect)



Resources on Assessment Measures
https://academiceffectiveness.gatech.edu/assessment-toolkit/assessment-measures/

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Step 2 Continue – Direct assessment measures

- **Direct Assessment Measures**
- Captures students' actual performance in a way that demonstrates that specific learning has taken place.
- Requires students to produce work so that the extent to which learning expectations have been met can be evaluated.

Examples

- Portfolio evaluation
- Grading with scoring rubric (e.g., AAC&U value rubrics)
- Course- embedded tests, assignments/projects
- Pre and post-test
- Culminating experiences: capstone projects, theses
- Employer's or internship supervisor's direct evaluation of students' performance
- Licensure exams

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Step 2 Continue – Indirect assessment measures

- **Indirect Assessment Measures**
- Captures students' attitudes, perceptions, or feelings about their learning. This measurement type provides less concrete evidence of student learning but can be used in conjunction with direct measures to gain more insight into the impact of the teaching and learning process.

Examples

- Alumni, employer, student engagement surveys
- Departmental surveys
- Curriculum/syllabus analysis
- Graduate exit surveys
- Focus groups

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Step 2 Continue

- The evidence you collect depends on the question/focus of your outcome.
- Does the measure “fit” the student learning outcome it is designed to measure?
- Use multiple methods to assess each learning outcome. **Many outcomes will be difficult to assess using only one measure.**
- Where appropriate, include both direct and indirect measures.
  - Always start off with direct measures.

multiple measures

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Step 3 – Establish Acceptable Targets for Performance Aligned with Each Measure/Method

- **Target for performance – The expected level of performance or the benchmark indicator for success.**
- **Strategies for Establishing Targets**
- Programs/departments can use their own data to benchmark performance
- Benchmark against peers/aspirational peers
- Benchmark against national data

Image source: https://www.fool.sg/2014/04/16/would-this-shares-416-growth-in-price-continue/

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Guidelines for annual assessment planning and reporting

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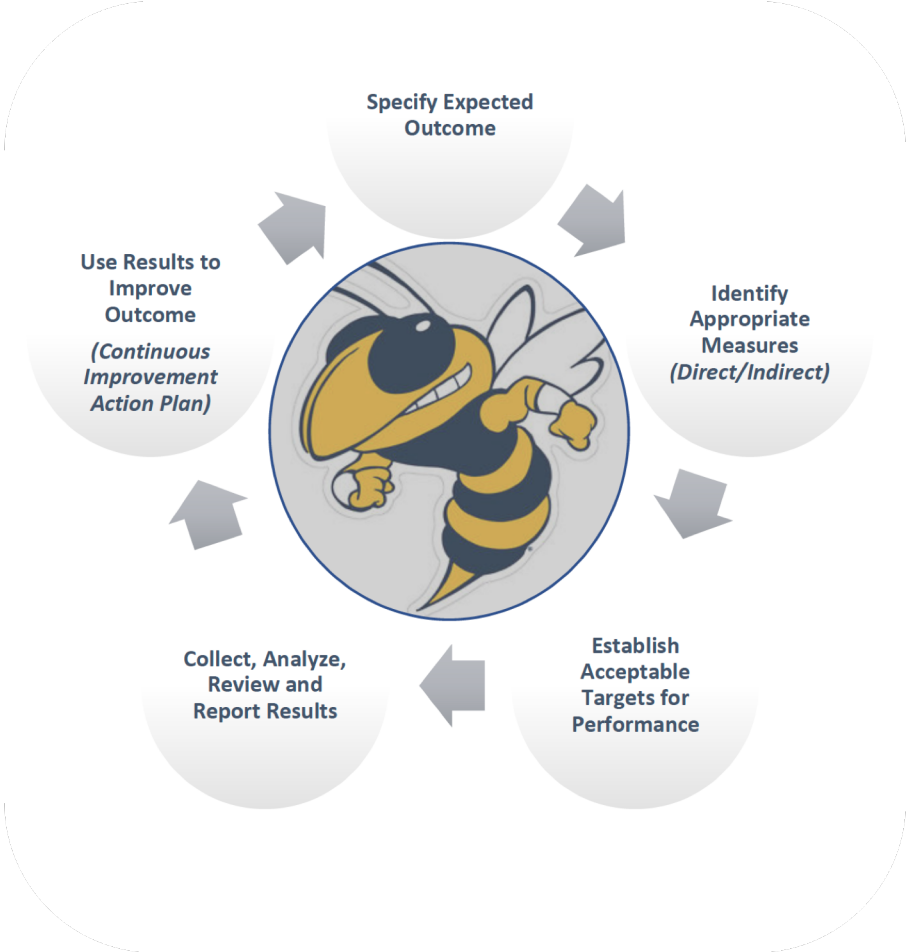
Analyze and summarize assessment results.

Discuss results with program faculty and other key stakeholders and collaborate on action plan for improvement.

Complete follow-up report from the previous assessment cycle

May 31
Academic Program Assessment Reports due to the OAE.



June – September
Prepare upcoming year assessment plan and where appropriate begin implementation and monitoring process for planned assessment activities (i.e., summer and fall).

December
Where appropriate analyze, summarize and review performance data.

January
Begin to implement where appropriate and monitor planned assessment activities for the spring.

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Strategies for weaving assessment into the fabric of the program

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Proven strategies that work

- Start early and invite others to participate in the assessment planning process.
  - Partnership is the thread that connects us. Work with program faculty to build your blueprint for student success.
  - Consider forming teams to work on program-level assessment initiatives.
- Resist the urge of going through the motion of ☑
- Share curriculum maps, assessment plans and reports with faculty and other program stakeholders.

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Proven strategies that work Continue

- Capitalize on opportunities to provide updates on assessment activities in departmental staff meetings and faculty retreats.
- Engage in the assessment process in a spirit of continuous improvement.
  - Meaningful and manageable
  - Reflect what is important for sustainable excellence in student learning.
- Celebrate accomplishments and work together to neutralize opportunities.

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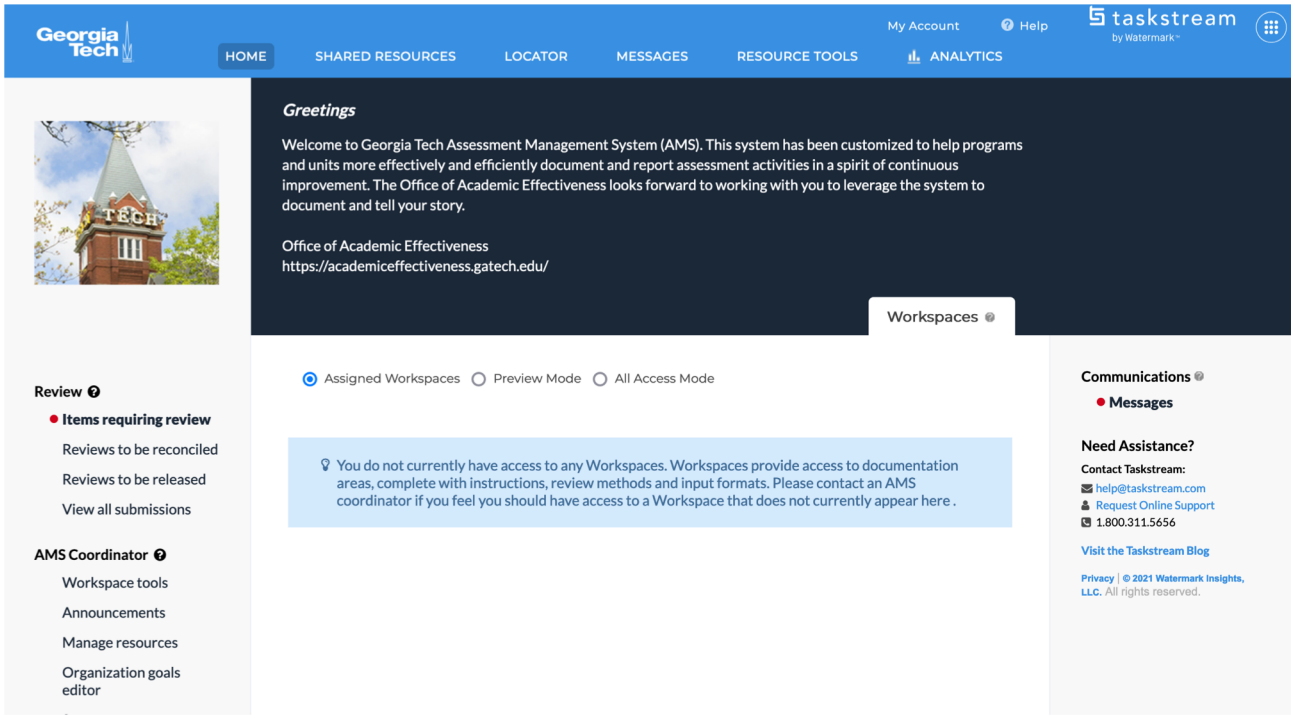
Navigating Assessment Planning in AMS



AMS: Single-Sign-On System
https://w.taskstream.com/cas/login?partnerId=uafjfjf9eu

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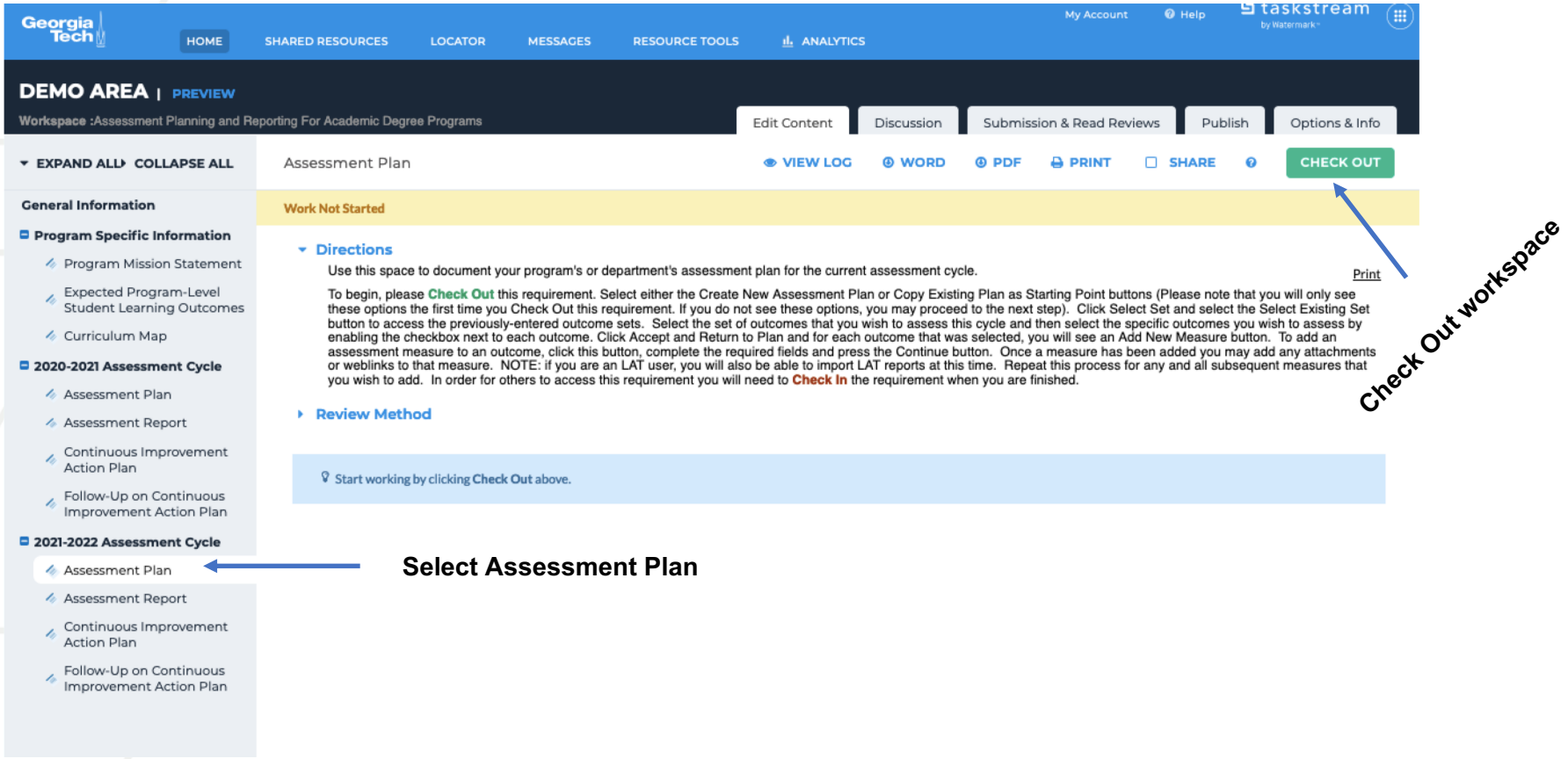
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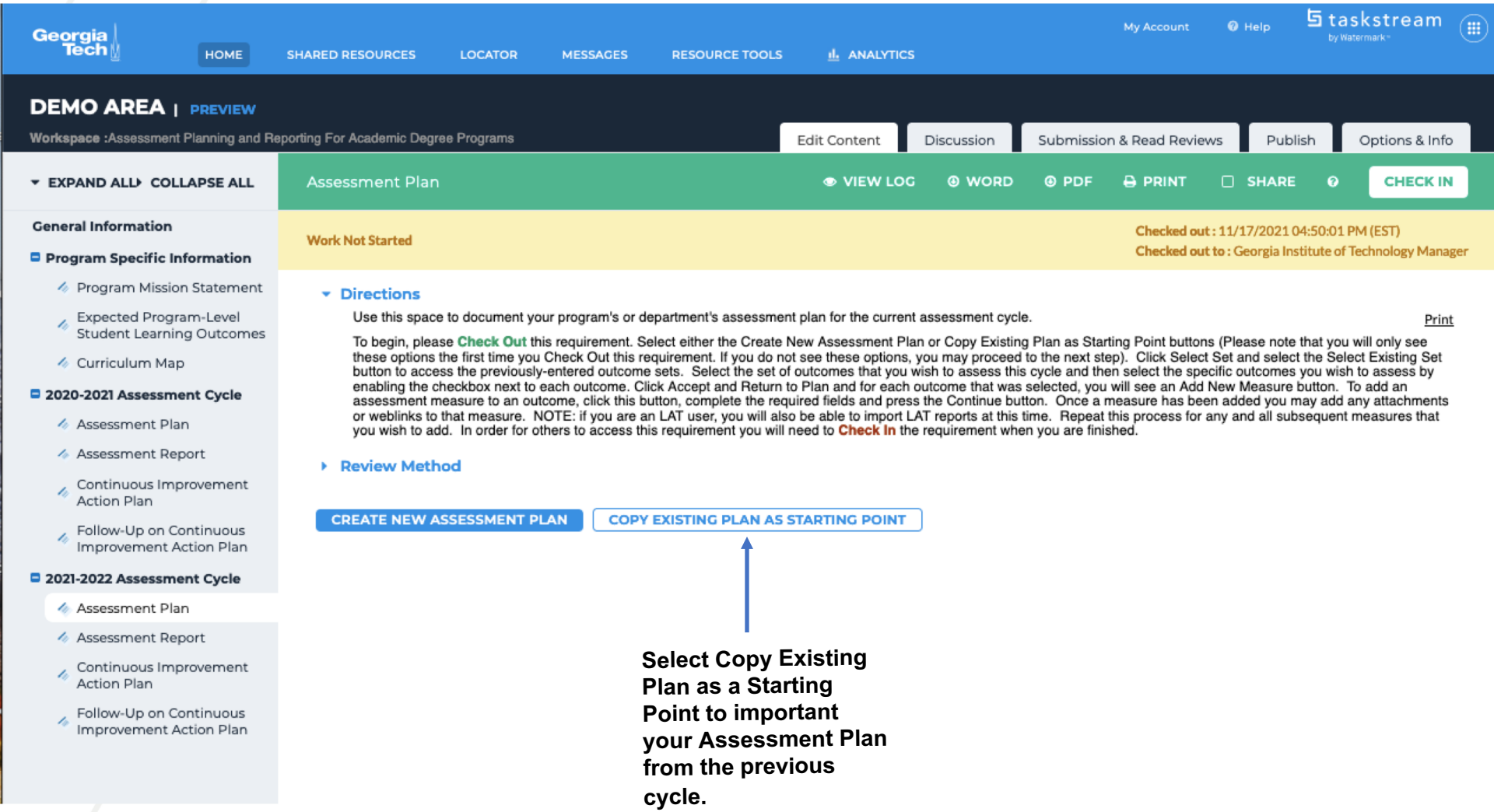
HOME
SHARED RESOURCES
LOCATOR
MESSAGES
RESOURCE TOOLS
ANALYTICS
My Account
Help
taskstream
by Watermark
DEMO AREA | PREVIEW
Workspace :Assessment Planning and Reporting For Academic Degree Programs
Edit Content
Discussion
Submission & Read Reviews
Publish
Options & Info
EXPAND ALL COLLAPSE ALL
Assessment Plan
VIEW LOG
WORD
PDF
PRINT
SHARE
CHECK OUT
General Information
Program Specific Information
Program Mission Statement
Expected Program-Level Student Learning Outcomes
Curriculum Map
2020-2021 Assessment Cycle
Assessment Plan
Assessment Report
Continuous Improvement Action Plan
Follow-Up on Continuous Improvement Action Plan
2021-2022 Assessment Cycle
Assessment Plan
Assessment Report
Continuous Improvement Action Plan
Follow-Up on Continuous Improvement Action Plan
Work Not Started
Directions
Use this space to document your program's or department's assessment plan for the current assessment cycle.
Print
To begin, please Check Out this requirement. Select either the Create New Assessment Plan or Copy Existing Plan as Starting Point buttons (Please note that you will only see these options the first time you Check Out this requirement. If you do not see these options, you may proceed to the next step). Click Select Set and select the Select Existing Set button to access the previously-entered outcome sets. Select the set of outcomes that you wish to assess this cycle and then select the specific outcomes you wish to assess by enabling the checkbox next to each outcome. Click Accept and Return to Plan and for each outcome that was selected, you will see an Add New Measure button. To add an assessment measure to an outcome, click this button, complete the required fields and press the Continue button. Once a measure has been added you may add any attachments or weblinks to that measure. NOTE: if you are an LAT user, you will also be able to import LAT reports at this time. Repeat this process for any and all subsequent measures that you wish to add. In order for others to access this requirement you will need to Check In the requirement when you are finished.
Review Method
Start working by clicking Check Out above.
Check Out workspace
Select Assessment Plan



Select Copy Existing Plan as a Starting Point to important your Assessment Plan from the previous cycle.

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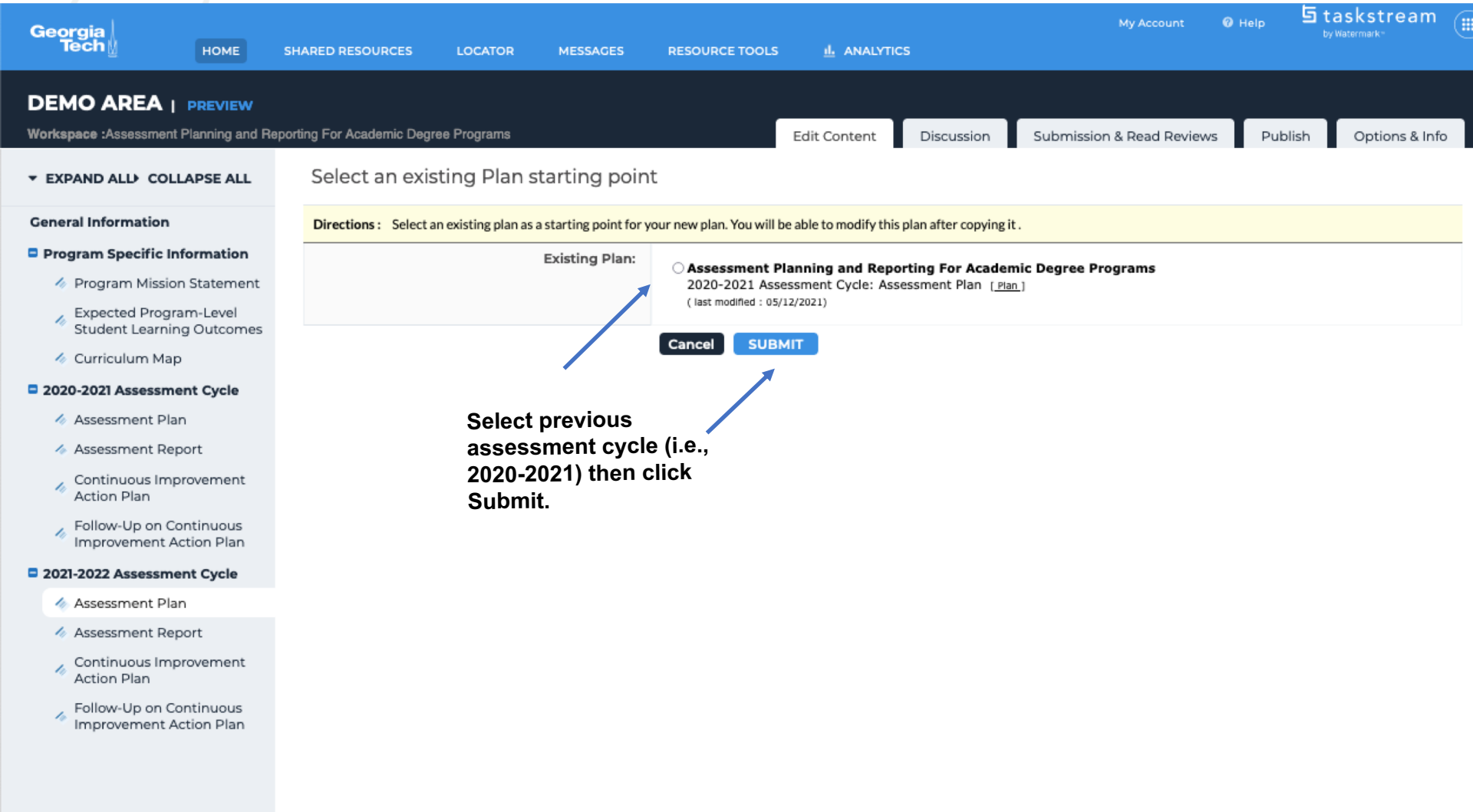

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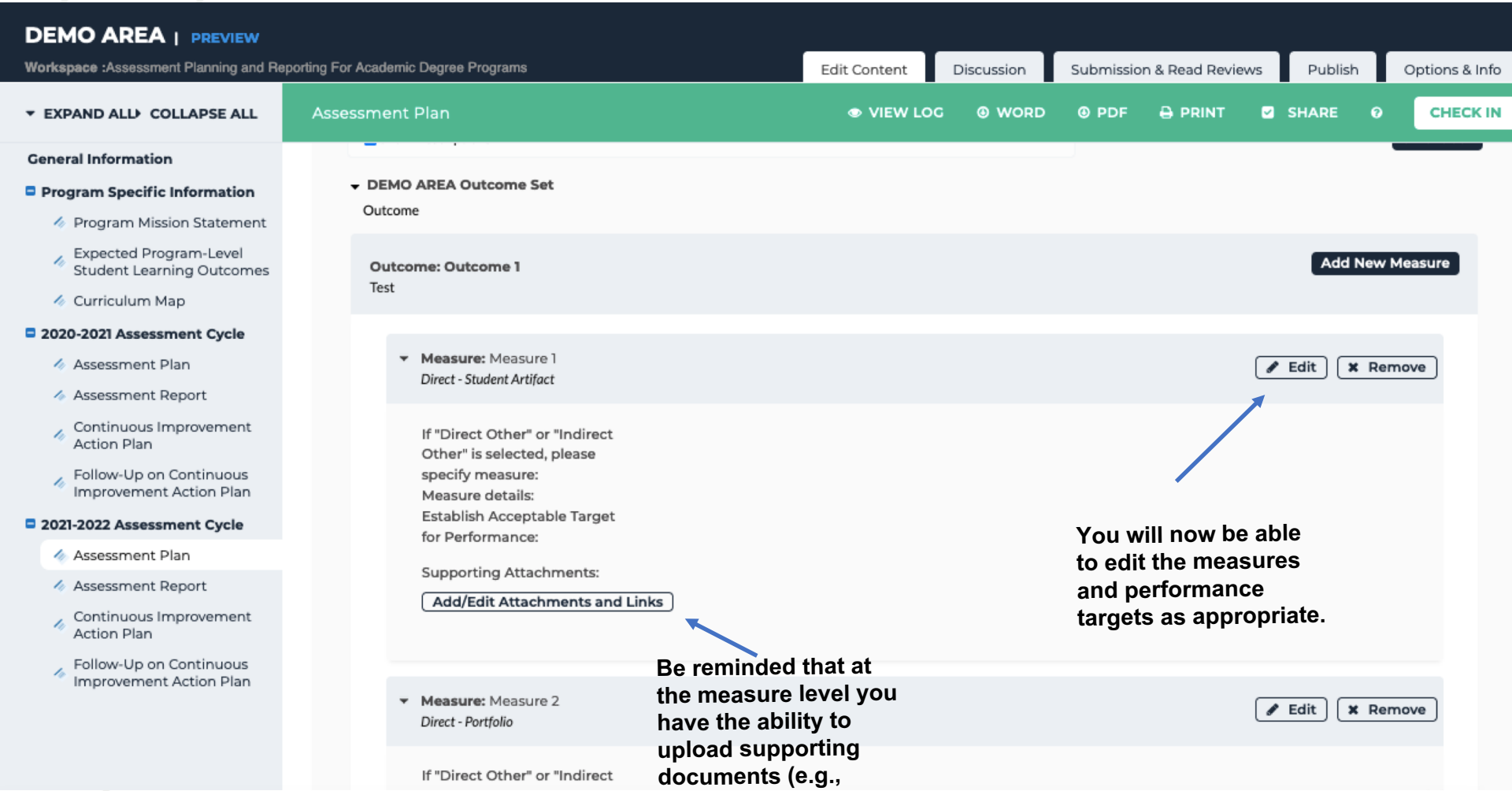

You will now be able to edit the measures and performance targets as appropriate.

Be reminded that at the measure level you have the ability to upload supporting documents (e.g., scoring rubrics, surveys etc.)

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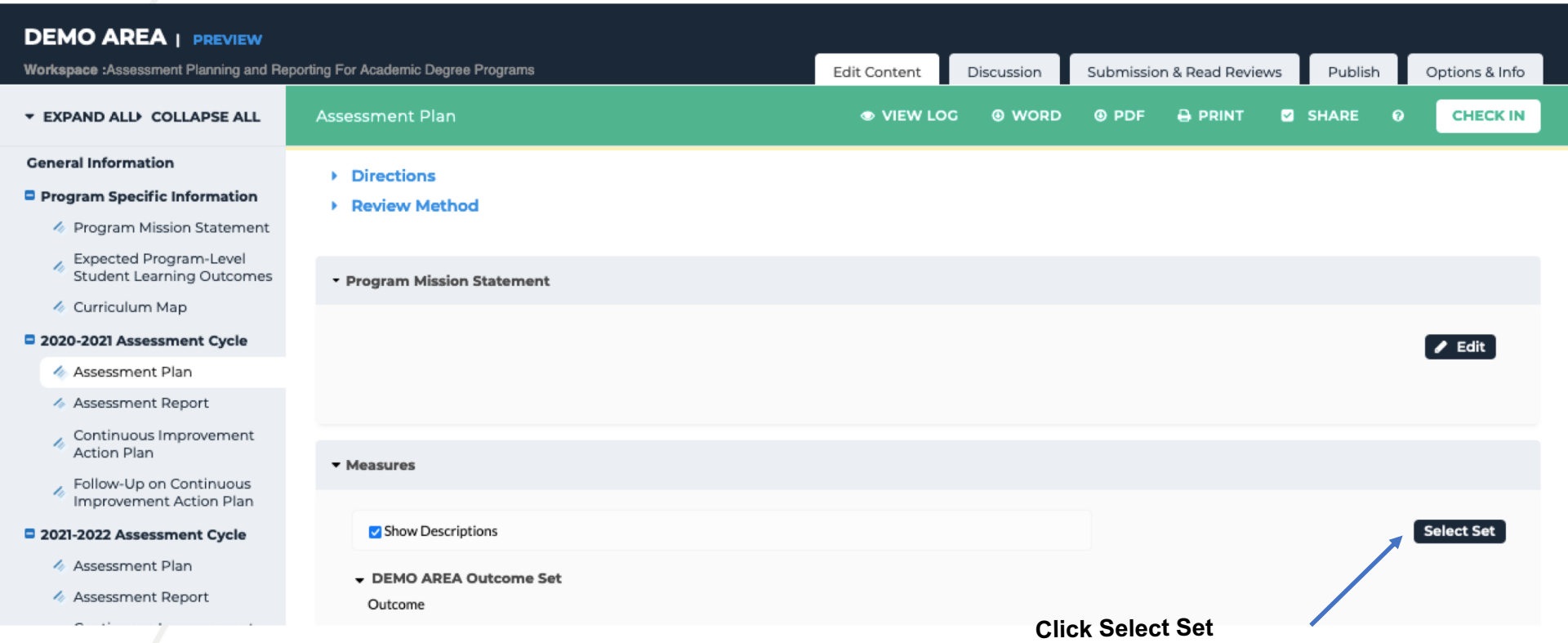
Subset of Existing Outcomes



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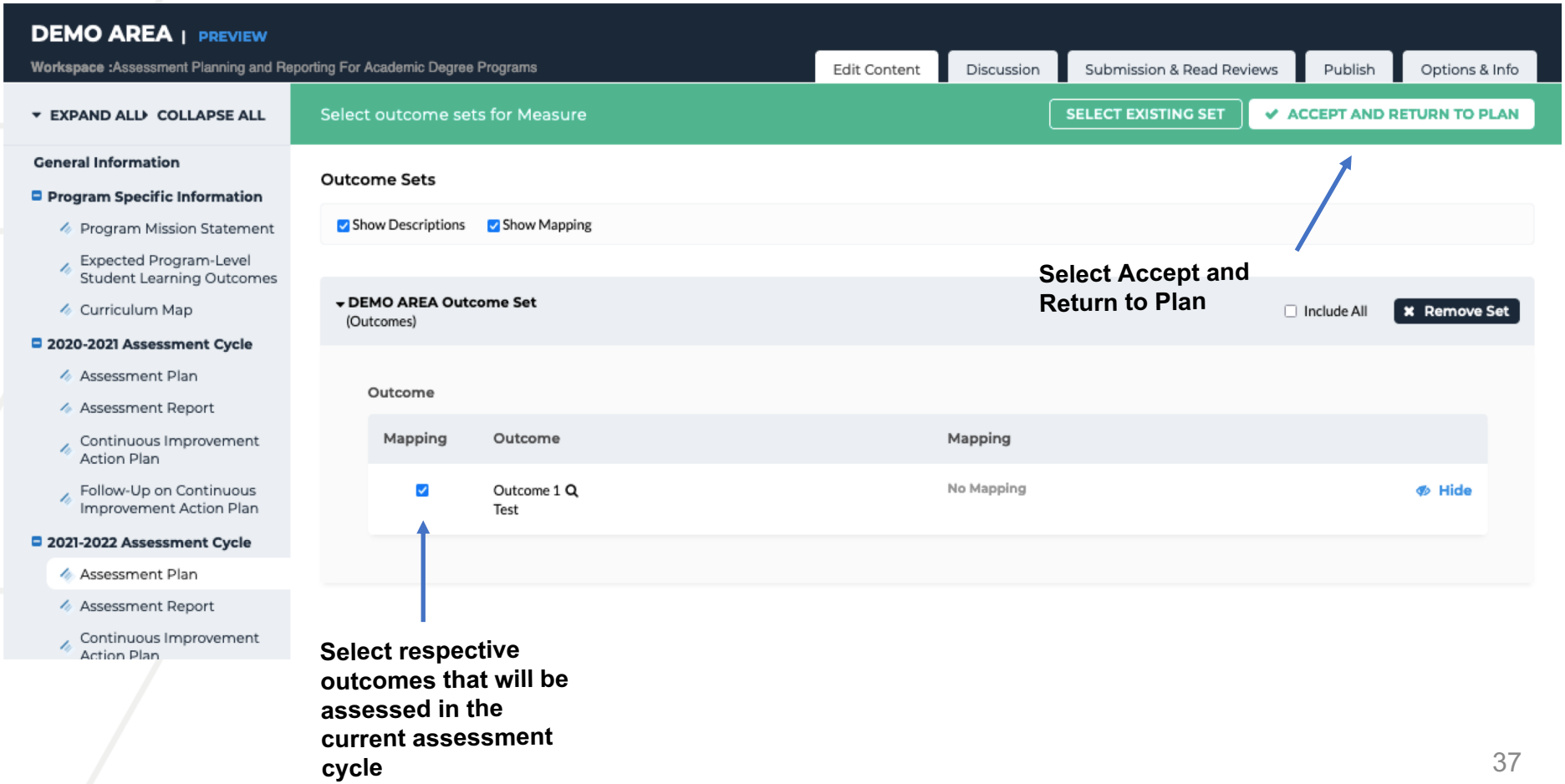
Subset of Existing Outcomes Cont…



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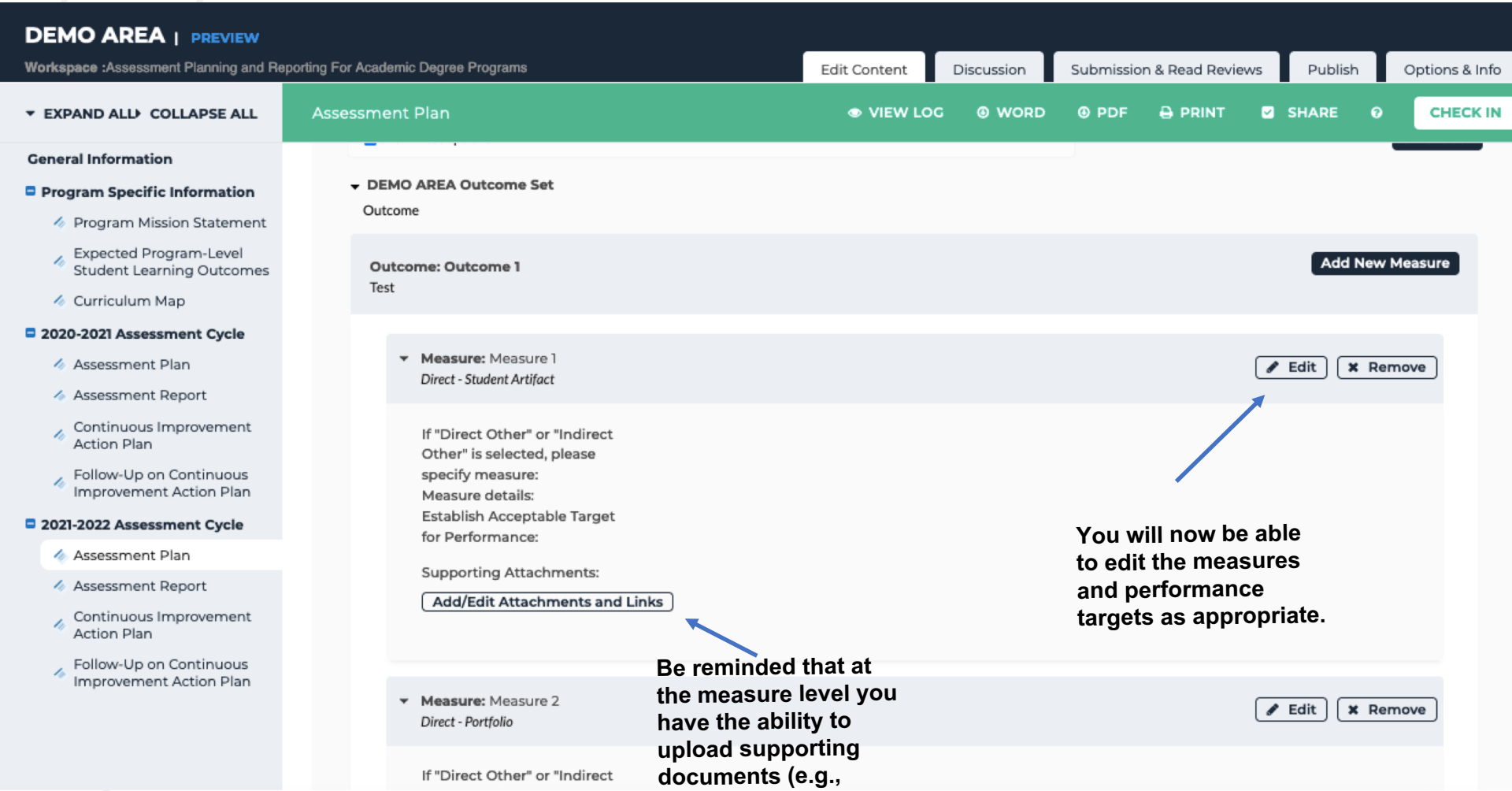

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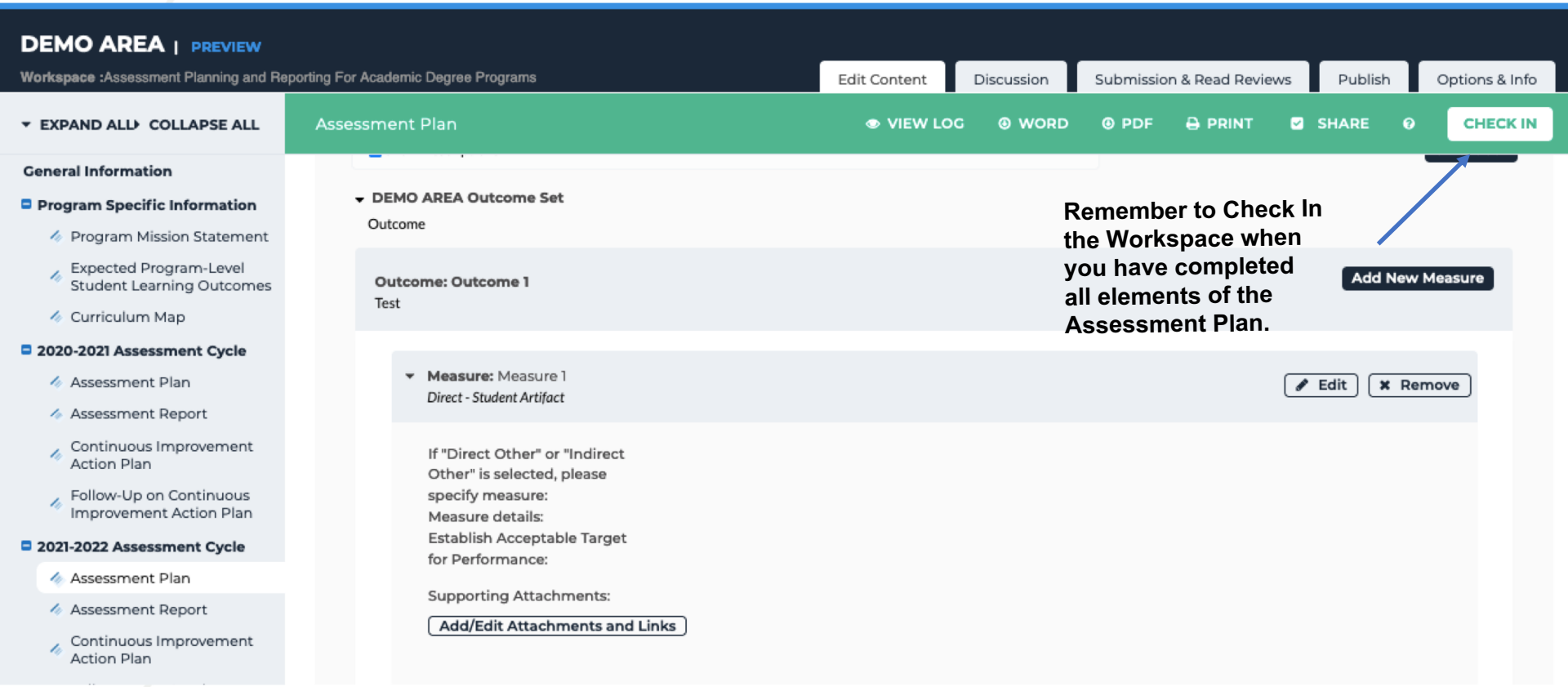

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Helpful links

Assessment Toolkit:

https://academiceffectiveness.gatech.edu/assessment-toolkit

Developing Student Learning Outcome Statements

https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements

Assessment Measures

https://academiceffectiveness.gatech.edu/assessment-toolkit/assessment-measures/

Assessment Resources

https://academiceffectiveness.gatech.edu/assessment-toolkit/assessment-resources/

Accessing AMS (i.e., cloud-based Assessment Management System)

https://w.taskstream.com/cas/login?partnerId=uafjfjf9eu

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