

2026-2027 Assessment Cycle: Building Strong Assessment Plan(s) for Your Academic Degree Program(s)

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Agenda

- About the Office of Academic Effectiveness (OAE)
- Overview of GT assessment process
- Developing program-level student learning outcomes
- Connecting outcomes to curriculum learning experiences
- Selecting measures to evaluate student performance
- Setting targets to track progress and success
- Introduction to cloud-based Assessment Management System (AMS)
- Q&A session



Session Learning Outcomes

Upon completion of this session, participants will be able to:

- **Develop** clear, measurable, and meaningful **program-level student learning outcomes (SLOs)**.
- **Design** curriculum and assessment maps to effectively guide the assessment process
- **Select** appropriate and effective **assessment measures** for assessing program-level SLOs.
- **Establish** realistic and data-informed **performance targets** for tracking and reporting progress.

About The Office of Academic Effectiveness



Who we are



Mission

Foster a culture of **improvement and sustained excellence across academic programs and support units** through ongoing engagement and assessment support services.

Vision

Be a **leader in shaping and influencing academic quality assurance** across the post-secondary landscape.

What we do

Core functions



Assessment

Provide leadership and support continuous improvement in student learning and institutional effectiveness across degree programs, general education, and academic and student support services.



Surveys

Provide leadership in the administration and analysis of Institute-level surveys, including the end-of-semester Course Instructor Opinion Survey (CIOS), Exit Surveys, Career and Salary Survey, as well as a range of national and University System of Georgia (USG) surveys.



Accreditation & Accountability

Provide leadership and support for institutional accreditation efforts and support programmatic accreditation initiatives. The office provide guidance and resources to meet the accreditation-related needs of the Institute community.



Academic Program Review

Coordinate academic program review and planning. The office also provides support for new degree program development and long-term planning.

Advancing academic effectiveness through assessment, planning, data-informed insights, and continuous improvement.

Enhance capacity for continuous improvement



Capacity-building activities

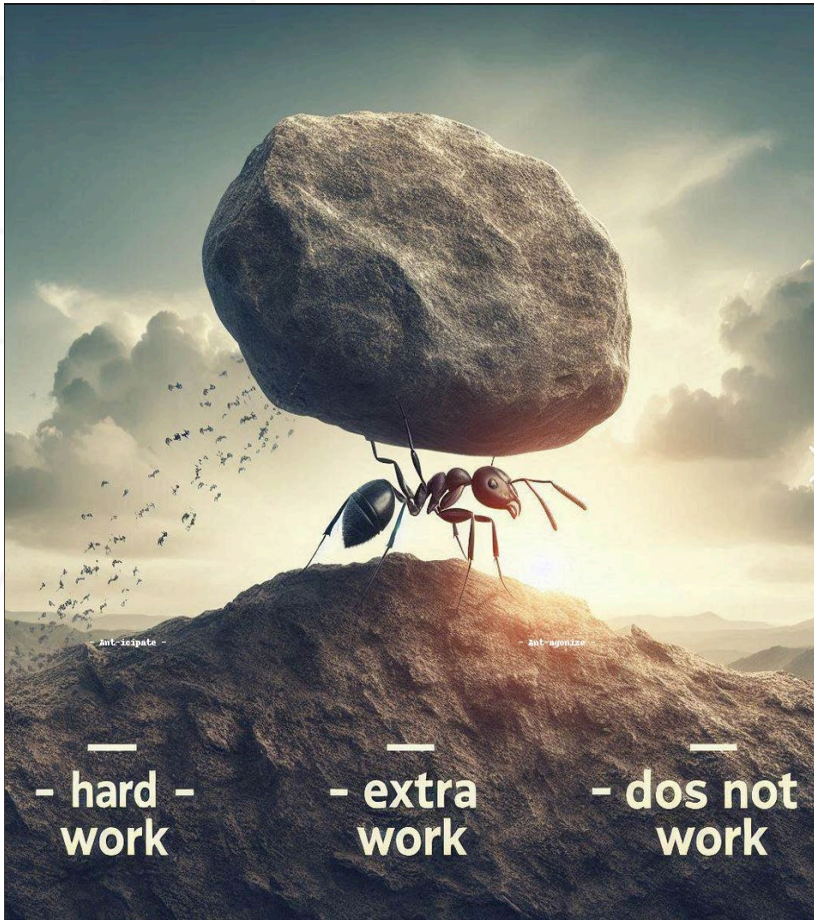
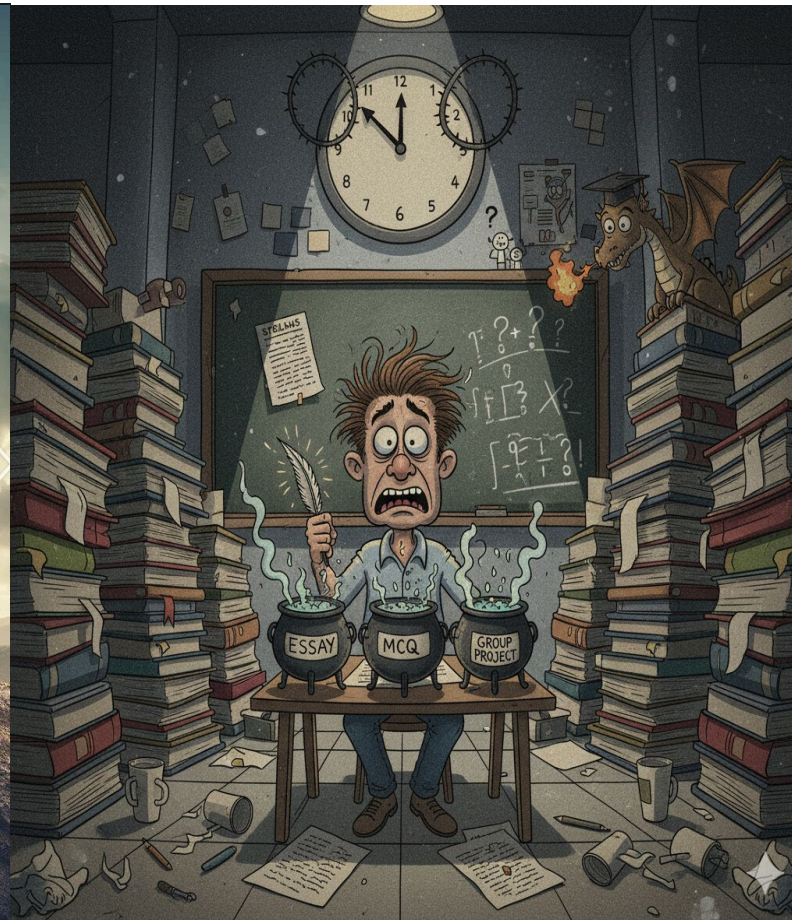
- Provide assessment workshops, resources, and consultation on best practices
- Convene the Institute Survey Coordination Committee
- Convene the Effectiveness Across the Institute Working Group
- Convene the Institute Assessment Council
- Coordinate Institute level survey administration and communication
 - Support national, system, and in-house surveys

Examples: CIOS, USG surveys, CIRP, NSSE, Exit Surveys, Career & Salary Survey

Assessment Unpacked

What comes to mind when you think about assessment?





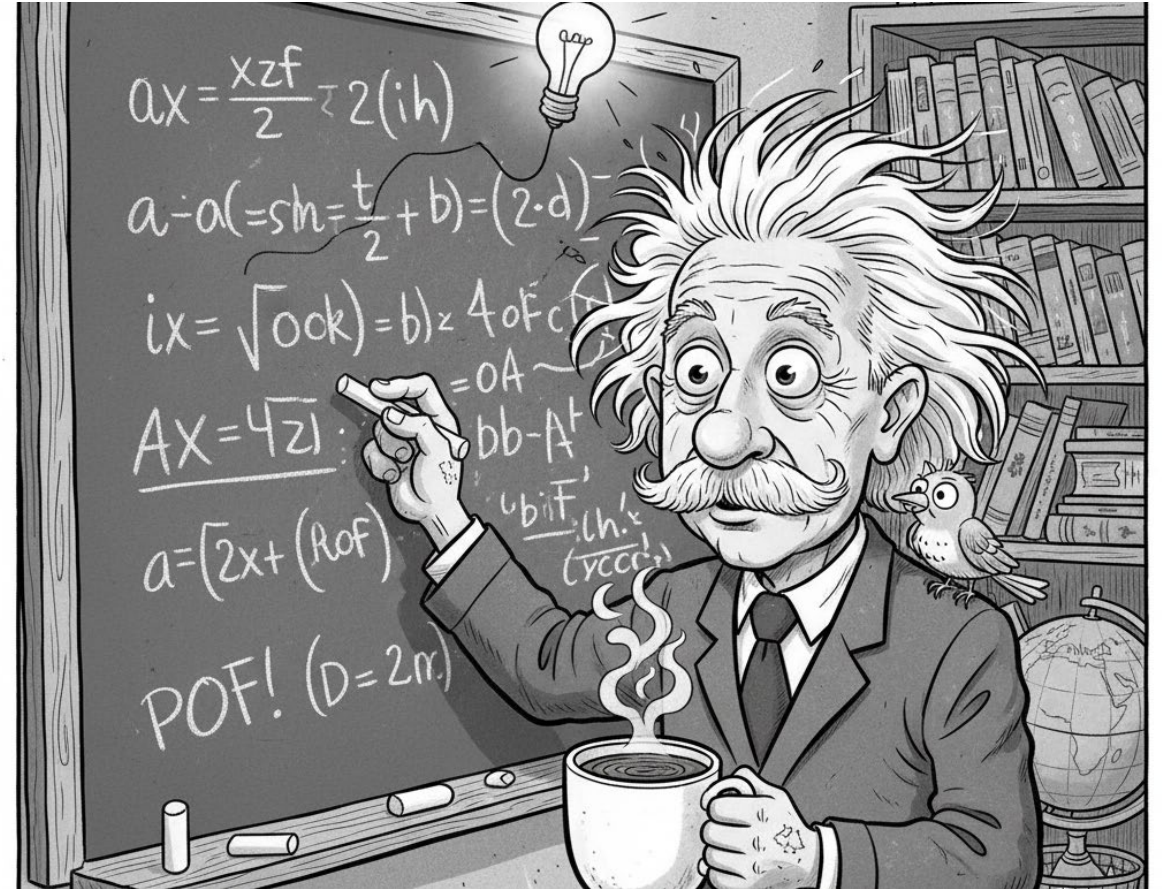
Assessment Defined

What is Assessment?

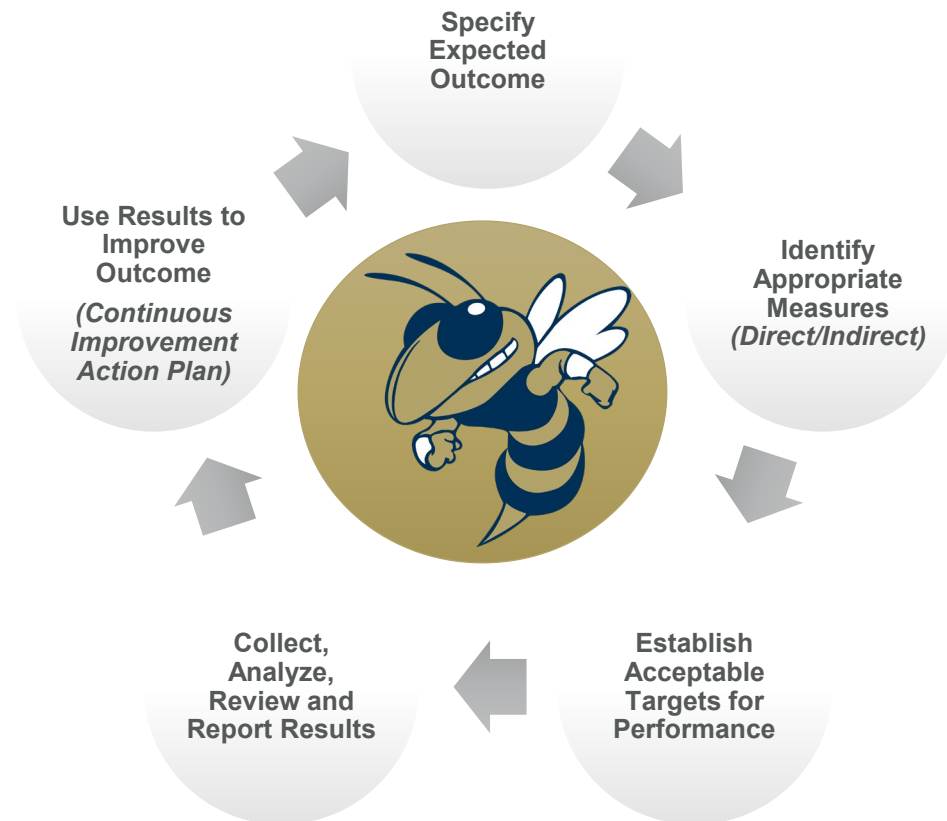
- Assessment is a **systematic process of gathering, analyzing, and interpreting evidence** to determine the extent to which outcomes meet established expectations (Suskie, 2004).
- “Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do,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

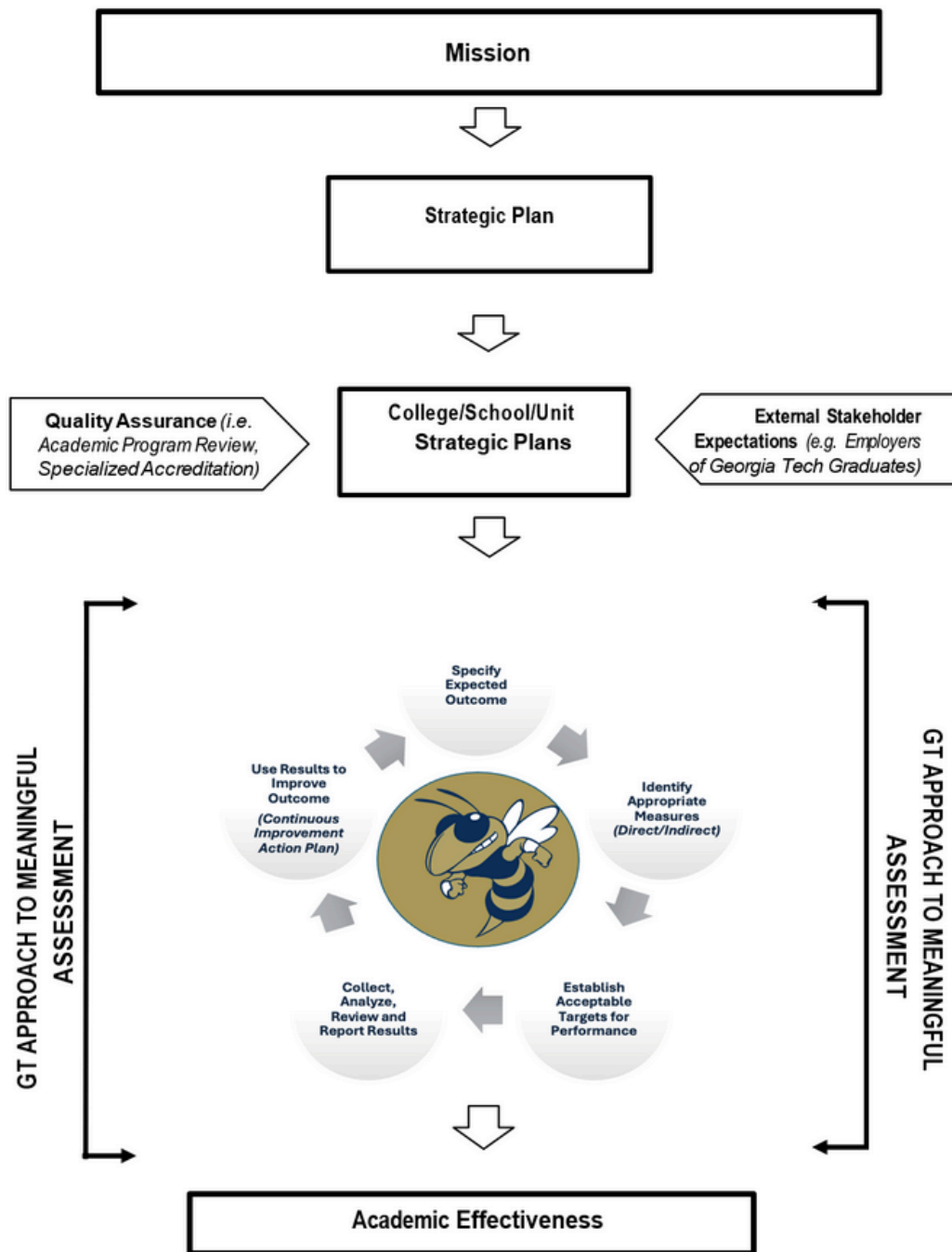
What is a Program Level Student Learning Outcome

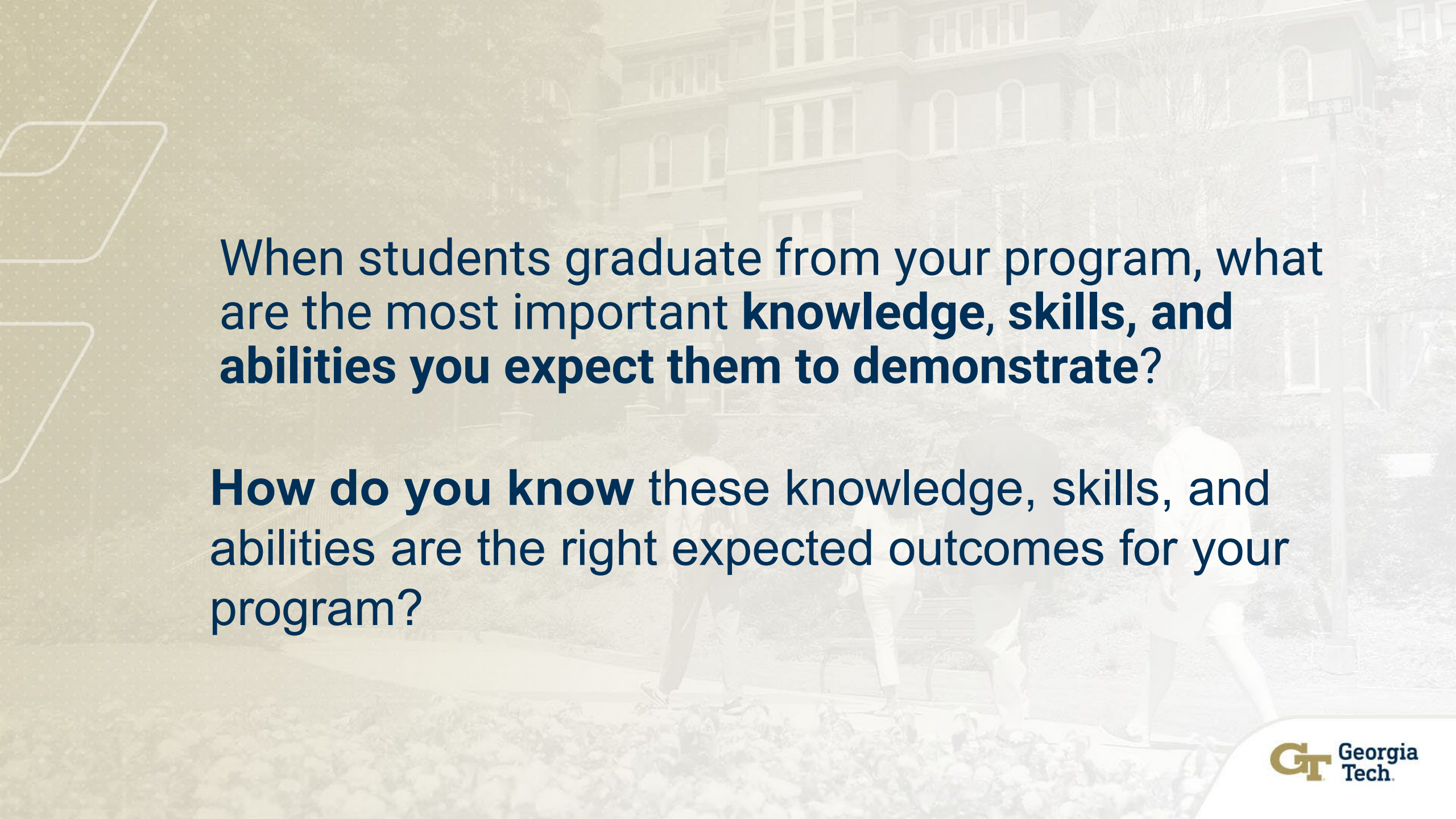
- Specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a program of study.



Approach to Meaningful Assessment







When students graduate from your program, what are the most important **knowledge, skills, and abilities you expect them to demonstrate?**

How do you know these knowledge, skills, and abilities are the right expected outcomes for your program?

Developing Program-Level Student Learning Outcomes



Developing PL -SLOs

Student Learning Outcomes (SLOs) are the specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a learning experience or program of study. With respect to program-level assessment, **SLOs should be informed where appropriate by the following:**

- Discipline-related skill set
- Accreditation and other external accountability expectations
- Program goals and objectives



Discipline-related
skill set



Accreditation



Program goals



Measurable and
Aggregate

Developing PL–SLOs Cont...

Important: Program-level SLOs should be:

- **Meaningful** in helping the program to accomplish its mission.
 - Should be stated in **measurable** terms.
 - Should reflect the aggregate by focusing on the program as a whole.
 - Should be manageable.
-
- There are several useful frameworks and strategies for developing and writing SLOs. **Bloom's taxonomy** can be used as a guiding framework in the development of student learning outcomes. There are three domains of learning in Bloom's Taxonomy.
 - *Cognitive Domain – Intellectual skills and knowledge acquisition*
 - *Affective Domain – Addresses attitudes, values, and emotional responses*
 - *Psychomotor Domain – involves physical skills and coordination*

Writing PL-SLOs

Framework for Writing SLOs

Student learning outcome statements should include the following:

1. An action **verb** that identifies the performance to be demonstrated.
2. A **learning outcome statement** that specifies what learning will take place.
3. A **broad statement** reflecting the criterion or standard for acceptable performance.

Resources on Developing Student Learning Outcome Statements

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



Example Outcomes

Students will be able to.....

Action Verb	Learning Outcome Statement	Criterion
apply	knowledge of mathematics, science and engineering principles	in addressing aerospace engineering problems
conduct	secondary data analysis using quantitative techniques to solve problems	in urban city design
demonstrate	knowledge of contemporary issues	that impact the field of business

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

What Your Program should focus on

- **Relevance** – Are the Program-level Student Learning Outcomes still aligned with the needs of the discipline, profession, and students?
- **Clarity** – Do my faculty share a common understanding of what each PL-SLOs means?
- **Usefulness** – Do the PL-SLOs provide meaningful information that can guide curriculum decisions and continuous improvement?

Curriculum and Assessment Mapping

Definition of 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**.

Note: This is the foundation of meaningful program-level assessment of student learning.



Step-by-Step Guide to Curriculum Mapping

Step 1: Define Program-Level Student Learning Outcomes

Step 2: Identify Courses and Learning Experiences

Step 3: Map Outcomes to Courses

- For each course, indicate the relationship to each outcome:
 - **I** = Introduced
 - **R** = Reinforced/Practice
 - **M/A** = Mastery/Assessed

Step 4: Analyze the Map

- Check for gaps (outcomes not addressed) and any potential redundancies.
- **Ensure each outcome is measured at least twice, with at least one direct measure** (e.g., rubric-based assignment, test, etc.).
- Confirm that students have multiple opportunities to practice and demonstrate mastery.

Step 5: Share and Use the Map

- Regularly review the map with faculty and other stakeholders where appropriate.
- Use the map to guide curriculum review, faculty onboarding, and strategic planning.
- Update the map as courses and outcomes evolve.

Example Mapping Template

Courses and Learning Experiences	Program Level Student Learning Outcomes (PL SLOs)			
	PL SLO 1	PL SLO 2	PL SLO 3	PL SLO 4
Course A				
Course B				
Course C				
Course D				

Mapping Templates published in the OAE Assessment Toolkit

<https://www.academiceffectiveness.gatech.edu/sites/default/files/2021-04/Curriculum%20Mapping%20Template.pdf>

Example Mapping Template

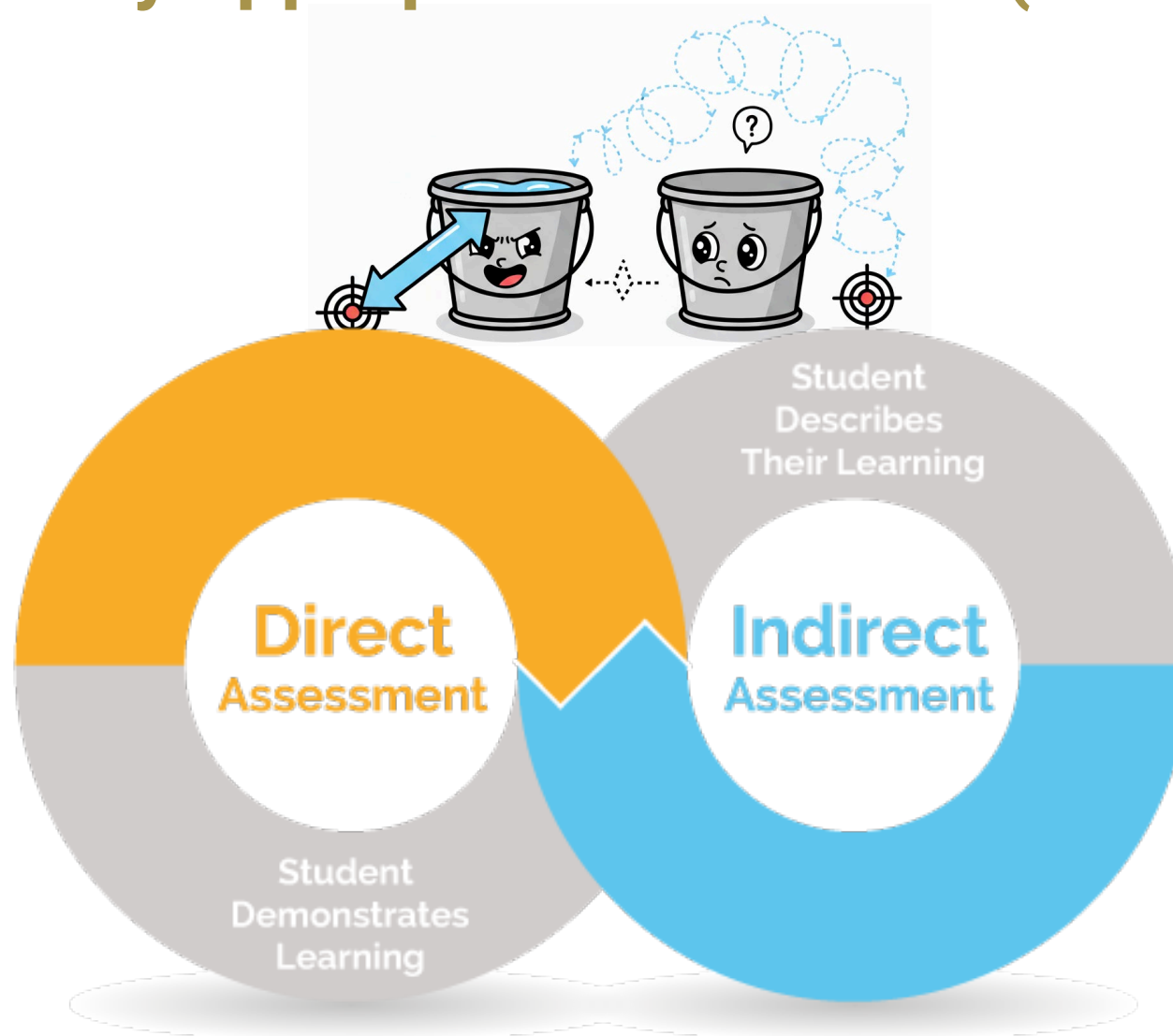
Program: BS Architecture				
Courses and Experiences	Program Level Student Learning Outcomes			
	Students will be able to communicate effectively orally and in writing within the discipline.	Students will demonstrate the ability to work collaboratively with diverse design teams.	Students will be able 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	R	R
Arch 3855 Design Studio III	R	R		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	

I= Introduced; R=Reinforced; M/A; Mastery/Assessed

Courses and Learning Experiences	Program Level Student Learning Outcomes (PL SLOs)			
	PL SLO 1	PL SLO 2	PL SLO 3	PL SLO 4
Course A	I		I	
Course B		I		I
Course C	R			I
Course D	R			
Course E		R	R	
Course F	M/A Final exam designed to test students' knowledge of descriptive and inferential statistics			
Course G		R	R	R
Course H		M/A Research design project assessed with Research Design project Rubric		R
Course I			R	R
Course J			M/A Presentation of capstone project assessed with Oral and Written Communications Rubric	M/A Capstone project evaluated with Capstone Project Rubric
Graduating Student Exit Survey (Indirect Measure)	A	A	A	A

Assessment Measures

Step 2 – Identify appropriate measures (Direct/Indirect)



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

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



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

- Student surveys
 - Graduating Student Exit Survey
 - Departmental surveys
 - Employer surveys
 - Alumni surveys
- Focus groups
- Exit Interviews
- Curriculum/syllabus analysis



Key Considerations

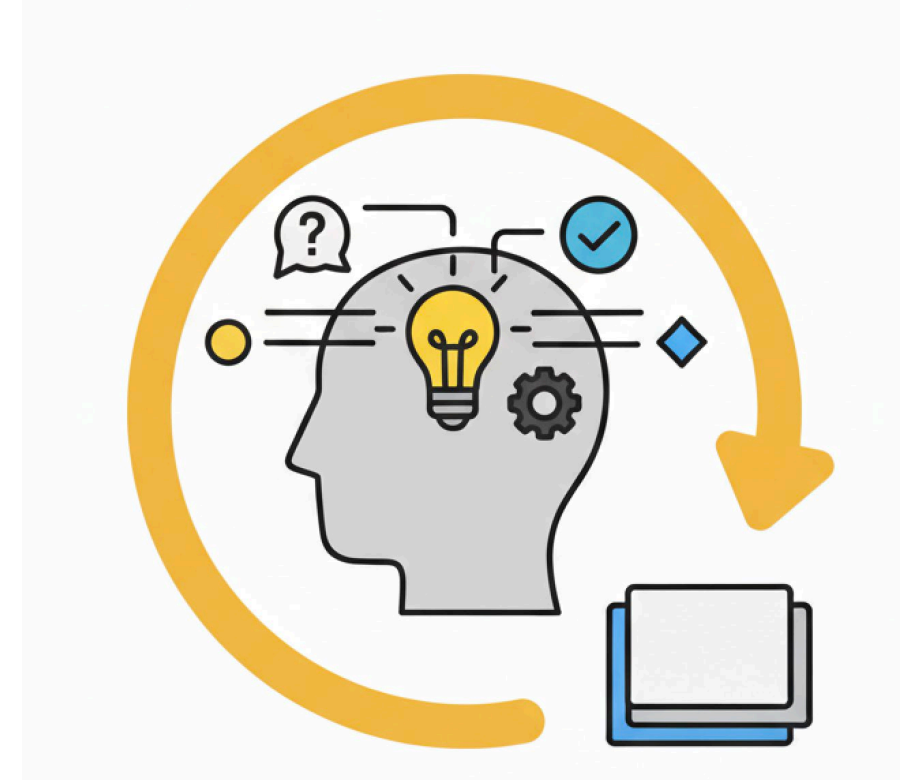
The evidence you collect depends on the focus of your learning outcome.

Key Questions

- Does the **measure “fit” the student learning outcome** it is designed to measure?
- Is the **measure appropriate for assessing learning at the program level?**

Other Considerations

- 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.



Establishing Targets for Performance

Step 3: Targets for Performance

The expected level of performance or the benchmark indicator for success.

- What level of performance do you expect students to attain?



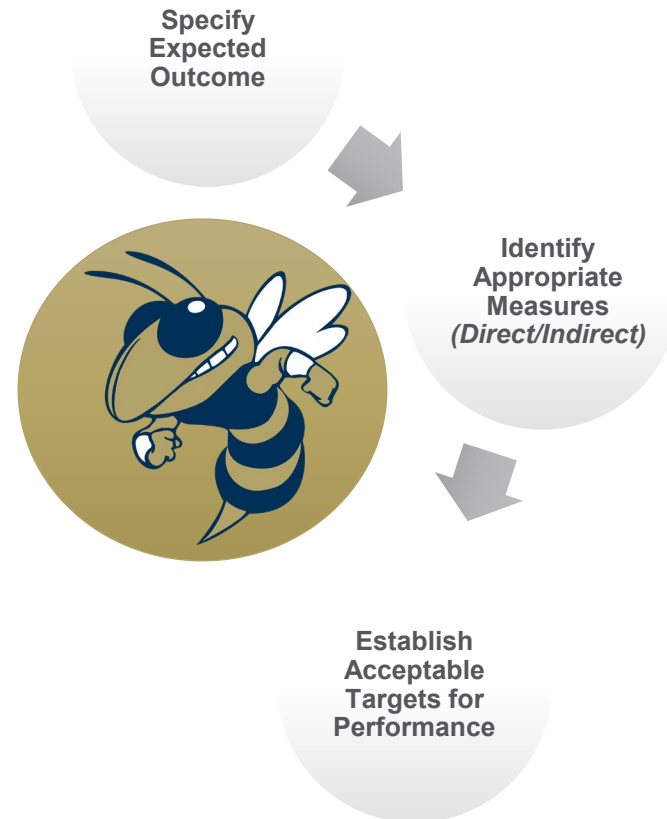
Key Considerations

- 1. Establish a Baseline** – Targets should not be arbitrary
 - Use past data (1-3 years) to establish the baseline
 - Recommended that the target reflects an improvement on the baseline
- 2. Align with External Stakeholders** – specialized accreditation/national data
 - The target should be equal to or higher than the minimum expectations set by the accountability bodies.
- 3. Involve Faculty** – Faculty ownership is critical for setting targets and using the results for seeking improvement.

Assessment Planning Components

Your assessment plan is key in sustaining an assessment process that meets the **3Ms of assessment**.

3M - Meaningful, Measurable, Manageable



Assessment Plan: Best Practice Checklist

Program type	Program-level SLOs	Assessment measures	Performance targets
Graduate*	At least 3 SLOs	2+ measures per SLO, including a direct measure	A clear, measurable target for every measure, aligned with the assessment tool.
Undergraduate*	4–5 SLOs	2+ measures per SLO, including a direct measure	A clear, measurable target for every measure, aligned with the assessment tool.
Certificate	At least 2 SLOs	2+ measures per SLO, including a direct measure	A clear, measurable target for every measure, aligned with the assessment tool.

2026-2027 Assessment Cycle

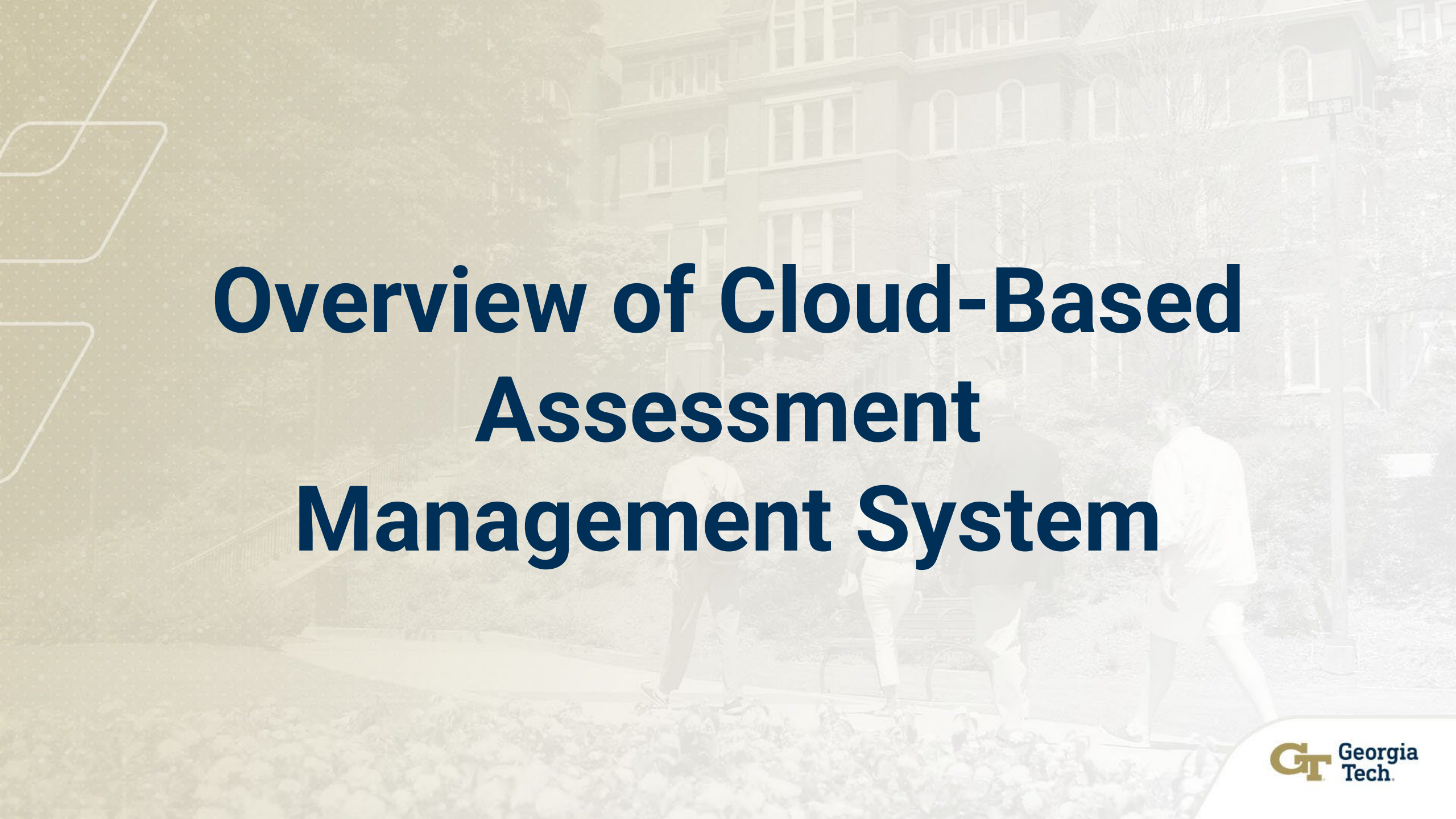
Program-level SLOs

- Identify the program-level SLOs to assess this year.

Measures and targets

- Use the curriculum map to select courses or learning activities for assessment.
- Schedule data collection for fall, spring, or both semesters.
- Agree on a data collection plan with faculty.

Prior-cycle follow-through: Review 2025-2026 improvement actions with faculty and decide which priorities to advance, refine, or expand this year.



Overview of Cloud-Based Assessment Management System

Link to AMS & Assessment Toolkit

Link to GT AMS <https://w.taskstream.com/cas/login?partnerId=uafjff9eu>



Welcome to Taskstream by Watermark

Sign In

Username

Password

Sign In

[Forgot Login?](#)

[Create/Renew Account](#)

[Get Help](#)

Assessment Toolkit



Link to Assessment Toolkit

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

Accessing Your Degree Program Workspace

Greetings

Welcome to Georgia Tech Assessment Management System (AMS). This system has been customized to help programs and units more effectively and efficiently document and report assessment activities in a spirit of continuous improvement. The Office of Academic Effectiveness looks forward to working with you to leverage the system to document and tell your story.

Office of Academic Effectiveness
<https://academiceffectiveness.gatech.edu/>

Workspaces - All Access Mode

☐ Assigned Workspaces ☐ Preview Mode ☒ All Access Mode

Ivan allen

Search

Clear

Academic Program Assessment » Ivan Allen College of Liberal Arts » Interdisciplinary Degree/Certificate Programs in Ivan Allen

Bachelor of Science in Economics and International Affairs (3020101)

- select report -

Go

Assessment Planning and Reporting For Academic Degree Programs

Academic Program Assessment » Ivan Allen College of Liberal Arts » Interdisciplinary Degree/Certificate Programs in Ivan Allen

languages (30999902)

- select report -

Go

Select Assessment Planning and Reporting for Academic Degree Programs to access the workspace for your degree program.

Academic Program Assessment » Ivan Allen College of Liberal Arts » Interdisciplinary Degree/Certificate Programs in Ivan Allen

Bachelor of Science in International Affairs and Modern Language (30999901)

- select report -

Go

Assessment Planning and Reporting For Academic Degree Programs

Accessing Your Degree Program Workspace

Bachelor of Science in Computer Science (11010101) | PREVIEW

Workspace :Assessment Planning and Reporting For Academic Degree Programs

Edit Content | Discussion | Submission & Read Reviews | Publish | Options & Info

▼ EXPAND ALL | COLLAPSE ALL

General Information

- Program Mission Statement
- Expected Program-Level Student Learning Outcomes
- Curriculum Map

2020-2021 Assessment Cycle

2021-2022 Assessment Cycle

2022-2023 Assessment Cycle

2023-2024 Assessment Cycle

2024-2025 Assessment Cycle

2025-2026 Assessment Cycle

2026-2027 Assessment Cycle

- Assessment Plan
- Assessment Report
- Continuous Improvement Action Plan
- Follow-Up on Continuous Improvement Action Plan

Edit Content:

A number of options are available in this workspace:

- To view, add or edit content, select the item from the panel on your left, and then click 'Check Out'
- To initiate discussion topics or add comments about the content added to these requirements, click the Discussion tab
- Once work is completed, submit items to your designated reviewer via the Submission and Review tab (if this tab does not appear, then review is not required for this Workspace).
- You can also use the 'Share' feature located at the top of each requirement content page to make items visible to others at any time

For more information on any of these options simply click the Help icon at the top of the AMS site.

Currently 6 cycles of Annual Assessment Reports in the System

Creating an Assessment Plan

Bachelor of Science in Computer Science (11010101) | PREVIEW
Workspace :Assessment Planning and Reporting For Academic Degree Programs

Edit ContentDiscussionSubmission & Read ReviewsPublishOptions & Info

Assessment PlanVIEW LOGWORDPDFPRINTSHARECHECK IN

Work Not StartedChecked out : 10/26/2026 08:05:19 AM (EDT)
Checked out to : Yahemn Baeza

Student Learning Outcomes

Curriculum Map

2020-2021 Assessment Cycle

2021-2022 Assessment Cycle

2022-2023 Assessment Cycle

2023-2024 Assessment Cycle

2024-2025 Assessment Cycle

2025-2026 Assessment Cycle

2026-2027 Assessment Cycle

Assessment Plan

Assessment Report

Continuous Improvement Action Plan

Follow-Up on Continuous Improvement Action Plan

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

CREATE NEW ASSESSMENT PLANCOPY EXISTING PLAN AS STARTING POINT

Select here to
create a 2026-2027
assessment plan

**What you do in this
space matters.**

Thank You

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Helpful links

Academic Degree Program Assessment Quality Rubric

<https://www.academiceffectiveness.gatech.edu/sites/default/files/2022-09/Academic%20Degree%20Program%20Assessment%20Quality%20Rubric%20Final%2002-25-2022.docx>

Assessment Toolkit:

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

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=uafjff9eu>

Exit Survey Visualizations and Summary Data

<https://www.academiceffectiveness.gatech.edu/surveys/institute-surveys#ExitSurveys>

