Evaluation of Reporting Process

Number of daily responses for courses (similar for programs and services)

EVALUATION OF REPORTING PROCESS

August 31, 2013 was the third cycle of standardized online reporting required for all courses and programs and the second in which these forms were also completed for all programs and services. Improvements in the actual reporting included continued streamlining of forms (per past feedback and recommendations), and a username and password requirement (for editing and ease in associating particular report entries with the person who entered them). That greatly reduced the frustration on the end-user side in terms of gaining more continued control of their reports. However, it also required them to remember their passwords (and ensure they asked for copies to be mailed to them). That turned out to be an issue for some. Not clear if the workload was higher or lower. More hand holding in getting and using usernames and passwords; more time in creating these (with the help of IT department), less time spent by coordinators editing entries. Other interesting stats:

- # of username/password requests and/or password resets for those who already had accounts but had forgotten them (minimum): 383
- # of report submitters (coordinators) for Aug. 31, 2013 forms = 480

Improvements in this version:

- We really improved the reporting process in terms of meeting deadlines. Some possible reasons include a second SLO Coordinator to assist in reaching out to departments with missing reports, more highlighted reports pushed to chairs and deans to note the missing reports (prior to deadline), better report format visible online (so chairs can see better what’s been submitted), more help from School Deans.
- Online instructions and continued weekly drop-in help labs seemed to help with the ongoing training issues of what’s required, how to coordinate with multiple instructors, and how to manage technology issues.
- More department chairs and coordinators shared the load and responsibility over a greater number of their faculty.

Some of the continuing challenges include:

- Single email account for a department or program – makes editing hard (hard to find original entry in email system), and makes it hard to follow up on reports that have problems (if no knowledge of who entered it). Suggestion: discourage departmental or program shared email accounts – and encourage folks to
- Although it appeared to happen only twice (only two individuals indicated this happening), it is always frustrating to have the browser crash before hitting submit (recommended solution: continue to advise students to save work in word file first; cut and paste to protect).
- Folks NOT checking “Send me a copy” and having to resubmit entire form if want to make an edit (is there a way to set this up to be automatic)?
- Folks forgetting their passwords (recommended solution: automatic password reset through Web4 like with students)
- Folks with multiple email accounts getting confused (should get easier with time…)
- There are still a few departments in which one person enters all form information. The biggest concern there is ensuring that all instructors/colleagues know the process and that this person can sustain the workload.
- Reaching part-timers, especially those without email accounts, and helping them see this report process as part of their regular duties. (Drop-in labs help.)
- Weekly emails provided tutoring/training on key issues, but so many folks seem not to read them or even access the website. There are still folks who aren’t aware of their own department web pages!
- For many departments and faculty, this online reporting form is yet another task on top of department forms, external accreditation agency forms, and individual instructor reports and notes. It can seem like busy work for many.
- Development and maintenance of these forms depends on the technological know-how of a limited number of people (unsustainable).
- Although an increasing number of reports are of very high quality, there are still some reports that clearly were done with little thought.
- Folks are using the reporting process to DO work as opposed to just reporting on work already done. Causes big time sinks.
- Report deadline timing (Jan. 31/Aug. 31) is causing extra stress and confusing the point of the reports. Some folks submitted reports twice, because they did so in May/June and then forgot…and did it again in August with the next push. Many couldn’t remember what they’d already done.
- Preparing Excel Spreadsheets with tallies of active courses and programs and keeping them current is too much work for limited personnel and unsustainable.
- Still having a disconnect in some areas of the college in which instructors are NOT coordinating on the process and each simply submits their own report, overwriting one that’s already there.
- Problem with GE-Area C – didn’t ask for analysis of data if said assessed no other SLOs. Should this reporting happen through a separate form (not posted online automatically)?

RECOMMENDATIONS:

- Continue to summarize, share, and celebrate results from these reports – using them to foster college-wide dialogue and meet Accreditation needs.
- Upgrade to a more robust software product, like eLumen or TracDat to ensure sustainability.
- Change reporting deadline to end-of-semester and change name of reports to make it really clear they are SNAPSHOT progress reports – an opportunity, twice a year, to record what’s happened the last 6 months, and what plans there are for the coming 6.
- Shift responsibility for meeting the reporting deadlines to the department chairs (and remove the excel spreadsheet for tallying – get chairs to review their online data) themselves.
- Additional questions to ask on forms: how many SLOs are there currently? How many have been assessed? What is your assessment cycle for completing assessment of all your SLOs? (Give options with the longest being 3 years to reinforce the 3-yr maximum.)
- Forms: Get rid of proposed changes and associated SLOs from the Analysis section.
- Forms: Summarize your data AND analysis (in same box) – collapse
- Fix assessment stage descriptions to be more clear. Suggested new ones:
  1. SLOs exist, assessments are in development, but no further progress yet.
  2. SLO assessments have been developed and have been deployed once only, with no further progress yet.
  3. SLO assessment data/results are currently being analyzed and discussed, but no further progress yet.
  4. Course improvements or changes based on assessment results are being implemented or have been implemented, but no further progress yet.
  5. Course has undergone at least one full closed-loop cycle – implemented improvements have been assessed. Process is now on a continual cycle of repeated assessment and review.
- Checklist for assessment methods: folks are checking a lot of methods in use, but not providing any results or evidence – Note: work on instructions to ensure that folks don’t report on using an assessment method unless they provide details in the following questions.
- Add model reports to website – and maybe monthly highlights. Departments can highlight through posters visually in shared faculty rooms.
- Add checklist questions along the way. Did you provide sufficient details and criteria in your answer?