

How to Access and Edit Your Program SLO

Files on Google Drive*

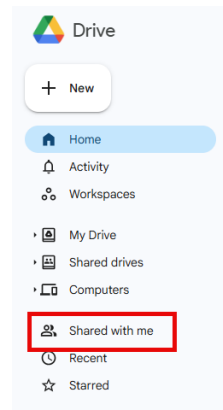
This guide provides simple, step-by-step instructions to access and edit your Academic Program Student Learning Outcomes folders and files.

Step 1: Go to Google Drive

Open your web browser and navigate to **Google Drive** at **drive.google.com**. Make sure you are signed in with your @charlotte Google account.

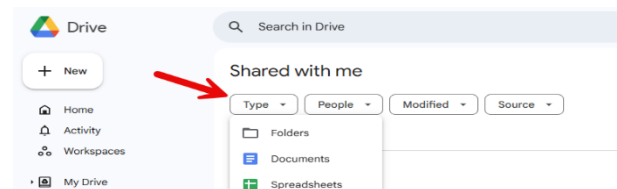
Step 2: Select "Shared with me"

Look at the **left-hand navigation menu**. You'll see several options like "My Drive," "Shared with me," and "Shared drives." Click on **Shared with me**.



Step 3: Open the College or Department Folder

Locate your College or Department Folder and **Double-click** on it. If you need to search for the Department folder, you can use the **Type** dropdown to search for only Folders, Documents, and Spreadsheets.



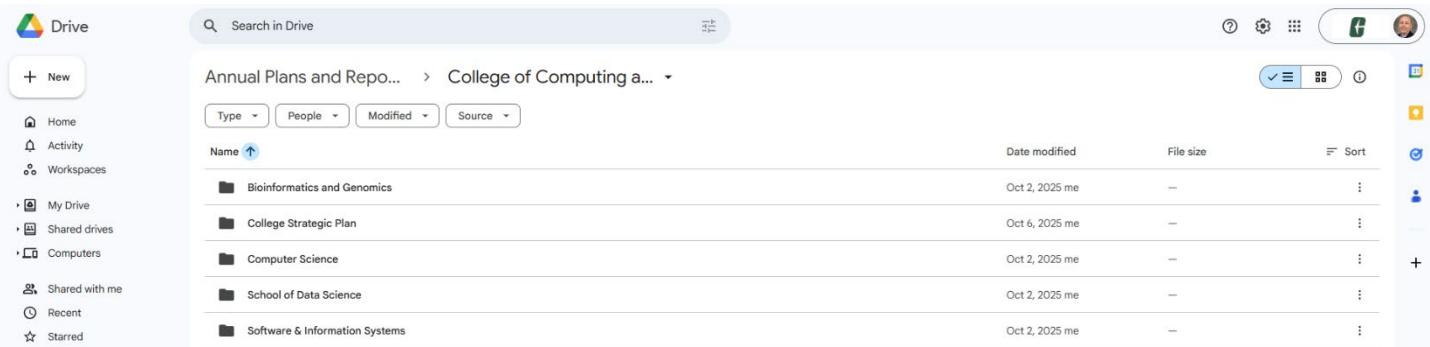
Step 4: Folders Organization

Note Access Level: There are three levels of access that you may be assigned. Each level has specific permissions which can be changed but will require a request to be sent to Mitchel Cottenor (mcotteno@charlotte.edu).

Contributor: Can add/edit files (cannot delete/move).

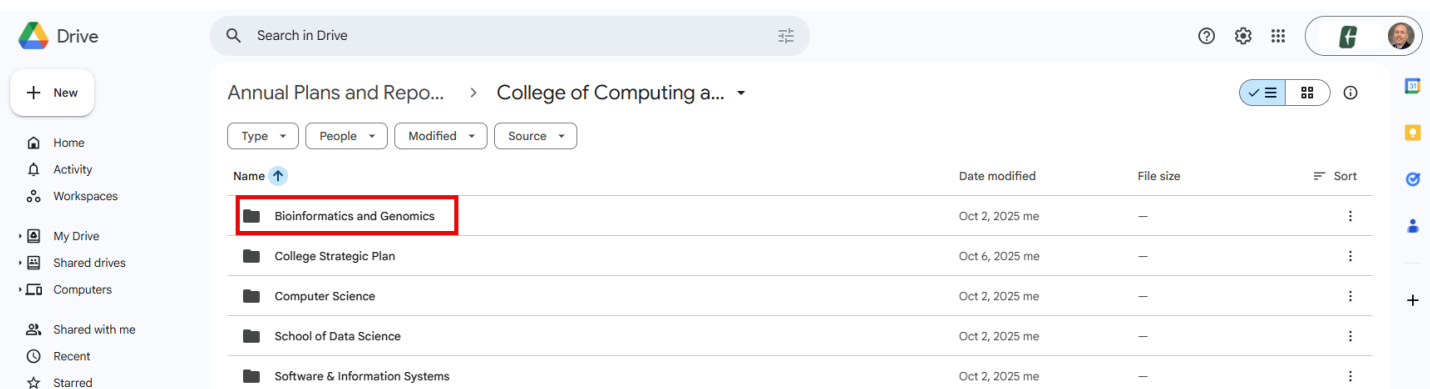
Commenter: View and comment only.

Viewer: View only.

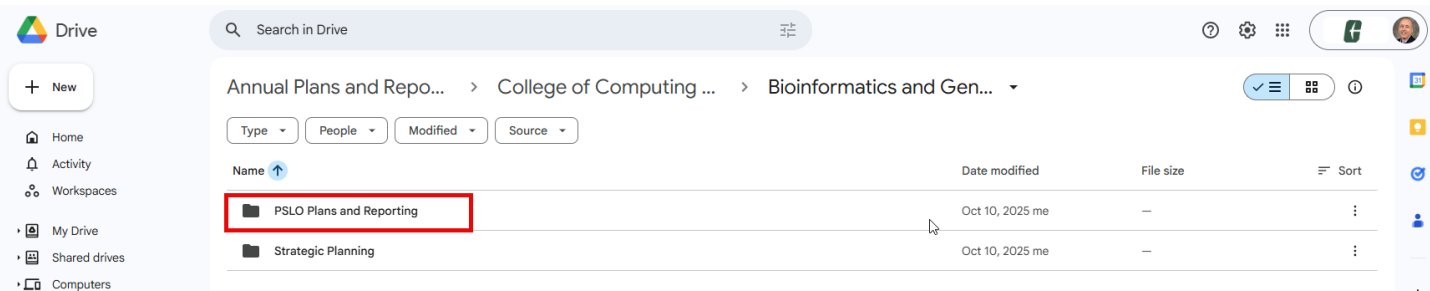


Step 5: Accessing PSLO Plans and Reports

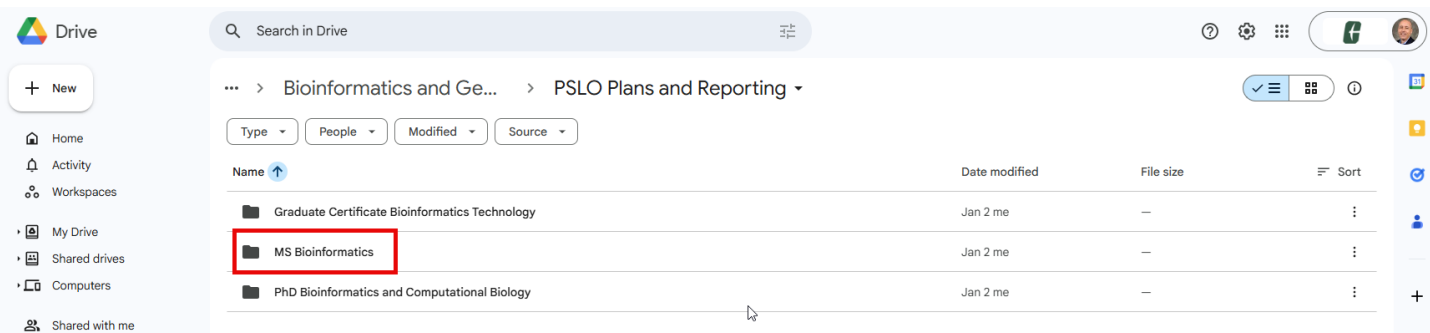
- a. **Double-click** on Department Folder. For Interdisciplinary Programs **Double-click** on the Program Folder and then skip to step 5.d.



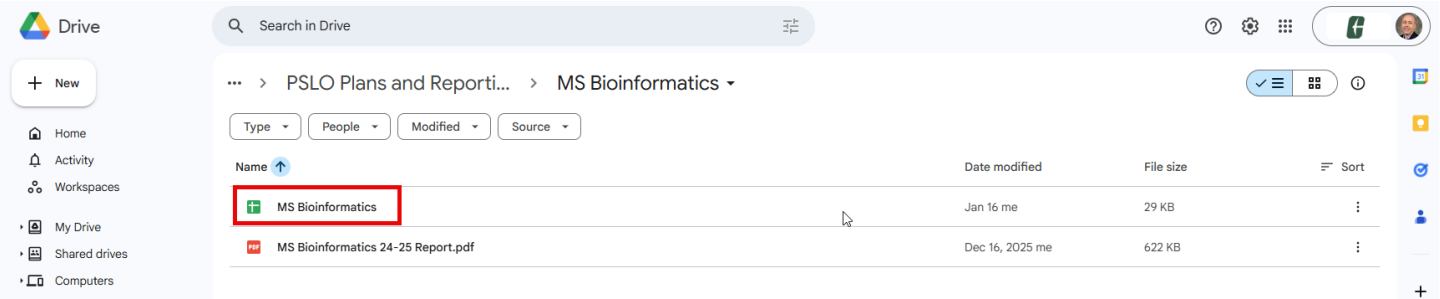
- b. **Double-click** on the PSLO Plans and Reporting Folder.



- c. **Double-click** on the Academic Program Folder.



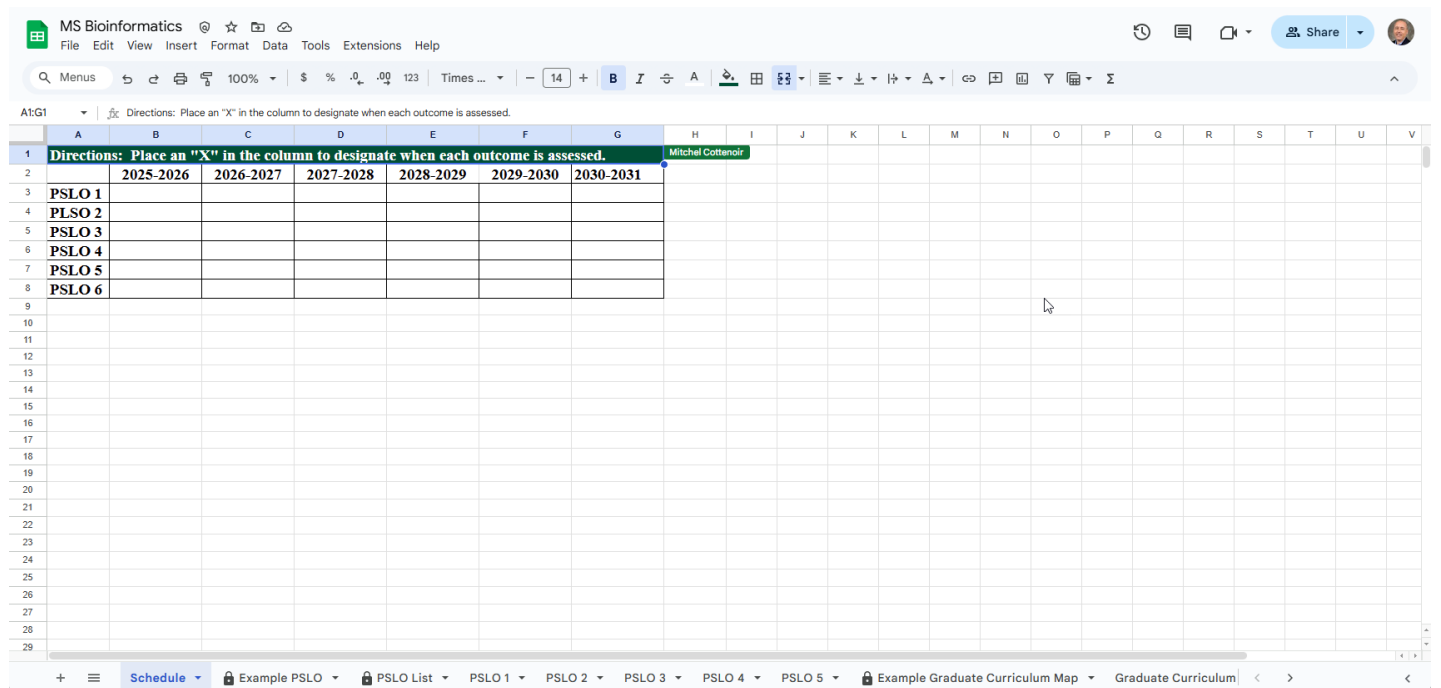
d. **Double-click** on the Program Google Sheet File.



The Program file contains multiple tabs depending on the type of program:

- 1) Undergraduate Program
- 2) Graduate Program
- 3) Certificate Program

The following is a description of each tab.



Schedule: The tab is used to develop a denote the year when a program will report on each program student learning outcomes.

Example PSLO: This tab provides an example of a program student learning outcome plan and report to help provide guidance on what is expected to be entered for each PSLO. *Locked from editing.*

PSLO List: This tab contains the active and previous PSLO. *Locked from editing.*

PSLO #: Each tab contains three sections:

- 1) Planning
- 2) Reporting
- 3) Use of Results for Improvement.

MS Bioinformatics

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At:E1 Planning

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	Planning														
2	Program Student Learning Outcome	Students will possess strong Scientific Communication Skills.													
3	SLO Area Select the area from the dropdown box that aligns with the PSLO.	Graduate													
4	Delivery Mode List all locations, other than the main campus, where students can attend face-to-face courses.	Face-to-Face (50% or more class time face-to-face with students)													
5	Other sites: Please list locations other than the main campus where students can attend face-to-face courses.	N/A													
6	Assessment Item(s) Please select from the dropdown menu all assessment items used to assess student performance on the PSLO.	Final Presentation													
7	Assessment Method Describe each artifact (i.e. specific test questions, project, portfolio, national exam, survey, etc.), measurement tool(s) (i.e. rubric, evaluation form, etc.) the course(s) where artifact(s) are generated.	The MS program in Bioinformatics measures student learning in this SLO by evaluating the students ability to communicate various aspects of scientific projects. Some elements of scientific communication evaluation include: Poster quality, poster clearly provides rationale for the work that was done, poster uses informative figures or tables to highlight key results, poster is appropriately balanced between text and figures, poster is well executed, student clearly explains key findings of study, student uses the poster as a tool to strengthen their conversation with poster visitors, student speaks clearly and confidently, student interacts well with poster visitors including appropriate eye contact and body language, student recognizes visitors at the edge of their area and engages with them.													
8	Expected Performance Target Clearly state the percentage of students that you expect to show a specific level of performance.	Passing is defined as 80% of measurements achieving a score of at least 3 out of 5 or 70%. While some outcomes are scored out of 4, all scores are calibrated so that a "3" consistently represents passing. To reflect increasing expectations across the curriculum, we adjust difficulty within the rubrics rather than changing the passing threshold—so early assessments may require less advanced performance than those later in the program.													
9															

+ ≡ Schedule Example PSLO PSLO List PSLO 1 PSLO 2 PSLO 3 PSLO 4 PSLO 5 Example Graduate Curriculum Map Graduate Curriculum

Step 7: Fill the Reporting Section (Row 11-19)

The reporting section includes:

- 1) Reporting Year
- 2) Results Exception
- 3) Results
- 4) Performance Target Met
- 5) Reflection on Results 1, 2, and 3
- 6) Implementation Fidelity
- 7) Impact on Student Learning

Complete each of the sections above in **Column B**. Please use the dropdown box to select appropriate information in rows 11,12, and 14.

MS Bioinformatics

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Reporting

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
10	Reporting																							
11	Reporting Year Select the academic year in which the reporting section was completed.																							
12	Results Exception Data was collected but not reported because there were less than 5 students for graduate programs or less than 10 students for undergraduate programs.																							
13	Results Report the assessment data collected for each effectiveness measure. Include the number of students assessed for each effectiveness measure. Please include results from previous cycles. Important: If the program offers face-to-face and online delivery of the course, disaggregate the results by delivery mode.																							
14	Performance Target Met Was the selected performance target met on all effectiveness measures?																							
15	Reflection on Results What strengths and weaknesses did you observe in the data collected?																							
16	Reflection on Results Please explain similarities or differences between student groups (face-to-face vs online, any other disaggregated populations).																							
17	Reflection on Results What is the frequency over the past 3 years of meeting the selected achievement target?																							
18	Follow through on planned improvements (aka Implementation Fidelity) What actions were taken to implement the planned improvements described during the last assessment cycle? Refer to the "Planned Improvement Narrative" of the previous reporting year.																							
19	Impact on Student Learning Describe how the changes implemented since the last assessment impacted student learning.																							
20																								

+ Schedule Example PSLO PSLO List PSLO 1 PSLO 2 PSLO 3 PSLO 4 PSLO 5 Example Graduate Curriculum Map Graduate Curriculum Map

Step 8: Complete the Use of Results for Improvement Section (Rows 22-24)

The Use of Results for Improvement section includes:

- 1) Next Reporting
- 2) Planned Improvement Type(s)
- 3) Planned Improvement Narrative

Complete each of the sections above in **Column B**. Please use the dropdown box to select appropriate information in rows 22 and 23.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
21	Use of Results for Improvement													
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Step 9: Repeat steps 6-8 for each PSLO # tab.

College Assessment Directors (CAD)

Belk College of Business – Sharon Bailey, sbaile64@charlotte.edu

College of Arts + Architecture – Ben Still (interim), bstill@charlotte.edu

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College of Health and Human Services – Devrim Ozdemir, dozdemir@charlotte.edu

College of Humanities and Earth & Social Sciences – Courtney Hill, chill133@charlotte.edu

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School of Professional Studies – Steve Carter, scarte79@charlotte.edu

William States Lee College of Engineering – Kistin Villanueva (interim), kvillan1@charlotte.edu

*created with the help of Google Gemini