Clemson University Assessment Handbook

The Clemson University Assessment Handbook was developed under the auspices of the University's Office for Institutional Effectiveness and Assessment (OIEA), and is intended to provide guidelines, tools, and terminology necessary for the development and improvement of academic and administrative assessments. This resource is updated as new information or conditions emerge. It is also reviewed and updated annually by OIEA for accuracy and relevancy. OIEA works collaboratively with students, faculty, staff and other stakeholders, and welcomes your feedback and suggestions.

Revised July 29, 2015

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CLEMSON UNIVERSITY ASSESSMENT HANDBOOK

Table of Contents ....

Introduction ....

Accreditation has been a feature in American higher education for over a century. It is designed to assure educational quality and improvement. It is also a basic requirement for institutions in order to access federal and state funds such as student financial aid and other federally sponsored programs. *Institutional accreditation* is coordinated by regional accrediting organizations and guided by standards and federal requirements. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting body in eleven states in the southeastern U.S., and is the regional accreditor for Clemson University.

A central feature of accreditation is *assessment*, an ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well goals are being achieved and whether expectations are being met. Formalized assessment has been a part of the higher education landscape since the 1990s, and expectations of using assessment to enhance quality continue to increase.

Different authors have conceptualized assessment and its outcomes in various ways, including Deming's "Plan-Do-Study (Check)-Act," and Suskie's Four-step Continuous Cycle (see Figure 1).

Figure 1: Assessment as a Four-Step Continuous Cycle. Adapted from *Assessing Student Learning* (Suskie, 2010).

Why is assessment important? ....

Assessment results have long been used to improve teaching and learning and are also an essential part of the planning and budgeting processes of the university. Additionally, regional and professional accreditors require formalized assessment systems as part of an organization's ongoing internal and external review.

Two SACSCOC (2012) accreditation statements guide the University's assessment activities:

Core Requirement 2.5: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Comprehensive Standard 3.3.1: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional Effectiveness)**

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

External accreditation reviewers look for evidence that assessment is occurring throughout the institution and that results are being used to improve institutional quality. The University also addresses institutional quality in *The Clemson 2020 Road Map* and *2020Forward*.

Who is involved in assessment? ....

Assessment Roles and Responsibilities

College and administrative officers are primary leaders of assessment within their areas of oversight. These officers are ultimately responsible for monitoring the annual assessment activities of assessment coordinators, and for implementing improvements based on assessment results.

Each academic program has a *Program Coordinator* who may also oversee assessment activities within the program. An *Assessment Coordinator* for each program is tasked with designing an assessment framework, coordinating assessment planning, and reporting for a particular program.

The *Office for Institutional Effectiveness and Assessment* (OIEA) supports the University's commitment to academic and operational excellence by consulting with academic and administrative units as the units collect, analyze, and report data. In pursuit of this mission, the assessment team applies nationally-recognized practices, strategies, and standards. OIEA guides annual assessment and reporting, and collaborates with stakeholders throughout the process through trainings, meetings, and regular communication.

The *University Assessment Committee* (UAC) provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance institutional effectiveness. In addition to other duties, the committee reviews results of assessment activities and recommends improvements, and reviews the progress of the University in implementing assessment results.

Units and programs are also encouraged to create *unit/program assessment committees* to steer local assessment planning and reporting activities, and to ensure continuity of those efforts as members cycle off and on the committee.

How is assessment organized? ....

Systematic Alignment of Assessment

Assessment should occur at every level of an institution including all academic programs and administrative units. Those directly involved in assessment activities should include program coordinators, instructors, department chairs, college deans, the Provost, administrative leadership, and the University president. The *Undergraduate Curriculum Committee*, the *Graduate Curriculum Committee*, and the *University Assessment Committee* also provide advisory and policy support to assessment.
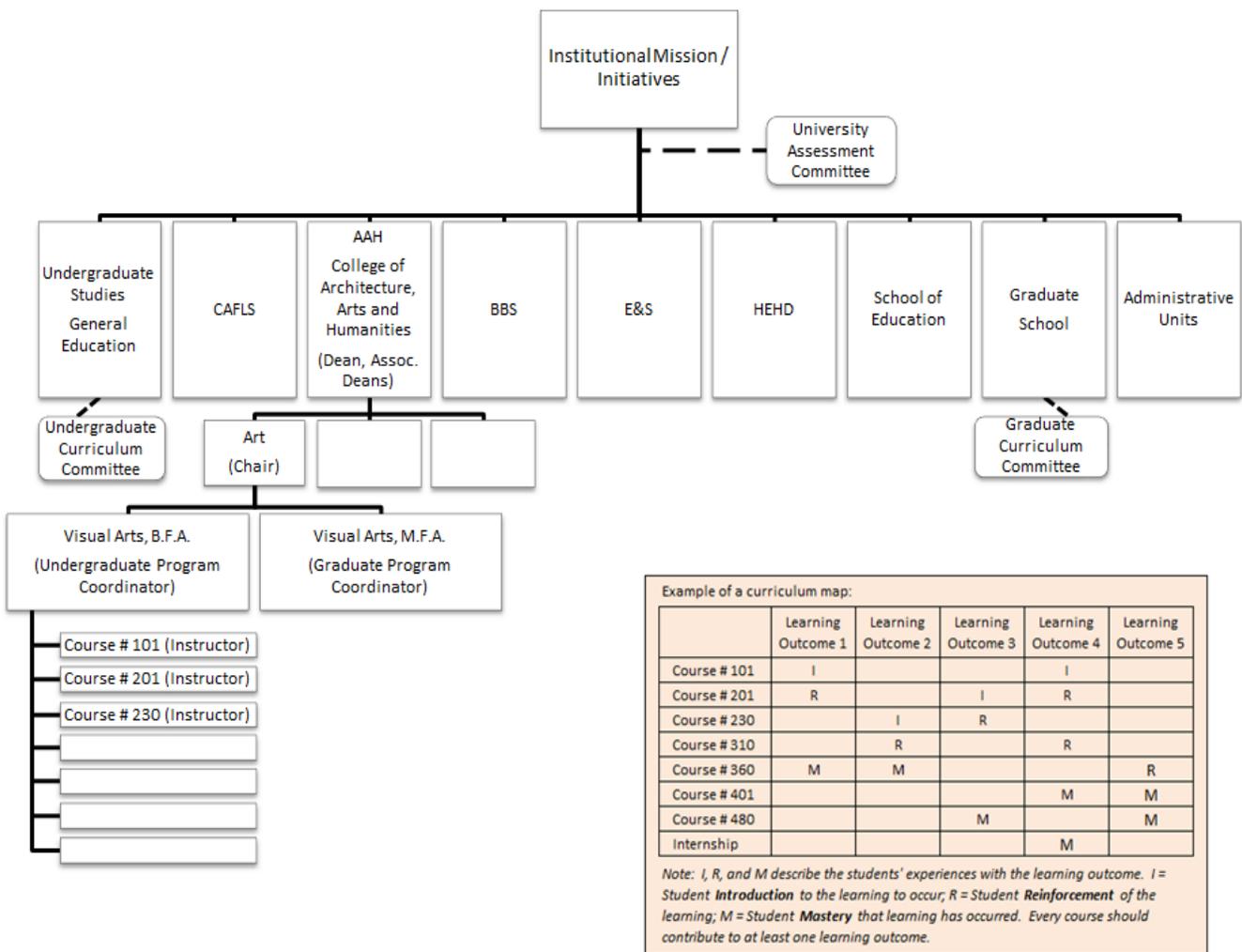

Figure 2: A Model of Systematic Alignment of Assessment and an Associated Curriculum Map. For more information on curriculum mapping, please see Curriculum Mapping on Page 12.

Assessment Cycle

The University's annual assessment cycle begins on October 16 and ends the following October 15. An Assessment Report that is due on October 15, 2015, would reflect the academic year 2014-2015 (including fall 2014, spring 2015, and summer 2015.) **Assessment Reports** include assessment results based on the previous year's plan, the use of results for improvement, and the program/unit annual summary. **Assessment Plans** for the upcoming year include outcomes and strategies used to measure program goals and/or the achievement of student learning. Assessment planning, including new or revised goals, should also reflect continuous growth or improvement.

Table 1: Clemson University's Annual Assessment Cycle

ACTIVITY	DEADLINE
Assessment cycle opens	October 16
Assessment Reports due	October 15 of following year
Provost review (Annual Assessment Summary)	Spring
President's review (Annual Assessment Summary)	Spring

Assessment Steps and Examples

An Assessment Plan includes:

- Mission: Clear, succinct, high-level expressions of the reasons a unit/program exists and how it supports Clemson University's mission.

    The mission of Clemson University's Horticulture degree program is to promote personal discovery, professional communication, and responsible application of horticultural experiences, knowledge, and scholarship. (CU example)

- Outcomes/Objectives: Brief, clear, precise, measurable statements that align with the mission/goals (stated using action verbs whenever possible). High quality objectives and outcomes are Specific, Measurable, Achievable, Relevant, and Time-Referenced (SMART). Student Learning Outcome (SLO): A statement of the measurable achievement a student will be able to know, think, or do as a result of completion of the degree program or course.

    Students will demonstrate critical thinking by examining, differentiating, and describing contrasting theoretical viewpoints in the field of Economics. (CU example of SLO statement)

The program will provide quality mentoring and advising as reported through student satisfaction, fewer student enrollment complications, and alumni feedback. (CU example of administrative outcome statement)

- Measures: Evidence used to verify the extent to which a program achieves its objectives (see examples in Table 2 below).
    - direct measure: The preferred type of measure used to verify a specific student learning or administrative outcome/objective.
    - indirect measure: Supplemental indicators of student learning or institutional quality such as alumni surveys, graduate school placement rates, and employment data.
    - administrative measure: Verification evidence not associated with student learning, and typically related to a variety of academic support functions. Administrative measures may include evaluations, satisfaction surveys, and adherence to established professional standards.

Table 2: Examples of Measures and Indicators

ACADEMIC DIRECT MEASURES	ACADEMIC INDIRECT MEASURES	ADMINISTRATIVE MEASURES
Capstone Assignment	Advisory Board	Activity Volume
Comprehensive Exam	Alumni Survey	Benchmarking
Internship Evaluation	Benchmarking	Climate/Environmental
Licensure Exam	Curriculum	Discussions
Performance	Employer Survey	Document Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standardized Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Government Standards
Video/Audiotape	School Performance	Professional Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

Source: Weave®

- Performance Expectation: The anticipated level of achievement (for the current assessment cycle) based on the measure(s) chosen to represent a specific outcome/objective.

> *At least 80% of students will score at least 80-percent on a botanical nomenclature review test. A score of 80-percent indicates that the student understands the basic rules of botanical nomenclature. (CU example)*

An Assessment Report includes:

- *Results*: The actual results ("evidence") found for each measure. All related results for at least one outcome must be reported annually.
- *Use of Results*: Programs should provide an overview of how assessment results are used to make decisions and improve learning or administrative activities.
- *Annual Report*: Programs should provide context and elaboration regarding assessment results, make a case for the merit and value of programs and activities, and provide rationale for future directions in serving the institutional priorities of Clemson University.

What are some useful techniques and tools used in assessment? ....

Bloom's Taxonomy refers to a classification of the different learning objectives that educators set for students, and is considered to be a foundational and essential element within the education community. Table 3 lists this classification, and a representation of Bloom's Taxonomy is presented in "Bloom's Wheel" (multiple examples are available on the Internet).

Table 3: Bloom's Taxonomy (1956)

COGNITIVE (knowing, awareness, insights)	POSSIBLE VERBS
Knowledge (recalling information)	define repeat memorize list recall name state relate label select
Comprehension (explaining information)	restate discuss describe identify locate report explain express recognize interpret
Application (solving closed-ended problems)	translate apply practice illustrate operate discover predict change compute demonstrate
Analysis (solving open-ended problems)	identify analyze criticize compare differentiate contrast examine test infer distinguish
Synthesis (creating "unique" answers to problems)	design compose plan create formulate manage construct revise rewrite explain
Evaluation (making critical judgments based on a sound knowledge base)	judge evaluate value compute assess appraise conclude critique discriminate support
Affective (attitudes, appreciations, relationships)	claim cooperate defend join share avoid assist help select attempt
Psychomotor (action)	create design compose place align follow display move show reproduce

Anderson and Krathwohl (2001) revised the taxonomy and proposed a two-dimensional framework. It includes active verbs that are well suited for outcome-oriented language and workable objectives. Both tools are useful for curriculum planning and instruction delivery.

Table 4: Anderson and Krathwohl's revision of Bloom's Taxonomy (2001)

REMEMBER	UNDER-STAND	APPLY	ANALYZE	EVALUATE	CREATE
Arrange	Classify	Apply	Analyze	Appraise	Arrange
Define	Convert	Change	Appraise	Argue	Assemble
Describe	Defend	Choose	Categorize	Assess	Combine
Identify	Distinguish	Compute	Compare	Conclude	Compose
Label	Explain	Demonstrate	Contrast	Defend	Construct
List	Estimate	Dramatize	Criticize	Evaluate	Create
Match	Interpret	Employ	Diagram	Judge	Design
Outline	Infer	Illustrate	Differentiate	Justify	Develop
Recognize	Paraphrase	Manipulate	Discriminate	Support	Formulate
Recall	Summarize	Modify	Distinguish	Value	Generate
Repeat	Translate	Operate	Examine		Plan
Reproduce		Practice	Experiment		Synthesize
		Produce	Question		Write
		Solve	Model		

Curriculum Mapping

Programs can map student learning outcomes throughout a curriculum by course and student experience. The *Mapping* module in Weave® can be used to develop a curriculum map within a degree program.

Table 5: Example of a Curriculum Map

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Course # 101	I			I	
Course # 201	R		I	R	
Course # 230		I	R		
Course # 310		R		R	
Course # 360	M	M			R
Course # 401				M	M
Course # 480			M		M
Internship				M	
Note: I, R, and M describe the students' experiences with the learning outcome. I = Student **Introduction** *to the learning to occur; R = Student* **Reinforcement** *of the learning; M = Student* **Mastery** *that learning has occurred. Every course should contribute to at least one learning outcome.*					

Rubrics

A rubric is a standard of performance that is communicated in a table or matrix. A curriculum rubric assigns performance in one or more dimension(s) on which performance is rated, and may include definitions and brief examples. Dimensions are generally referred to as criteria, the rating scale as levels, and definitions as descriptors. A scoring rubric mimics a curriculum rubric, but is used for scoring of performance.

Rubrics are inherently divided into varying levels of performance, and Brookhart[1] suggests:

> "The most important aspect of the levels is that performance be described, with language that depicts what one would observe in the work rather than the quality conclusions one would draw. A common misconception...is that after criteria are identified, they are given evaluative scales (for example, Excellent, Good, Fair, Poor). These are not rubrics; they are old-fashioned grading scales. Descriptions of performance levels can be general, describing a whole family of tasks, or task-specific."
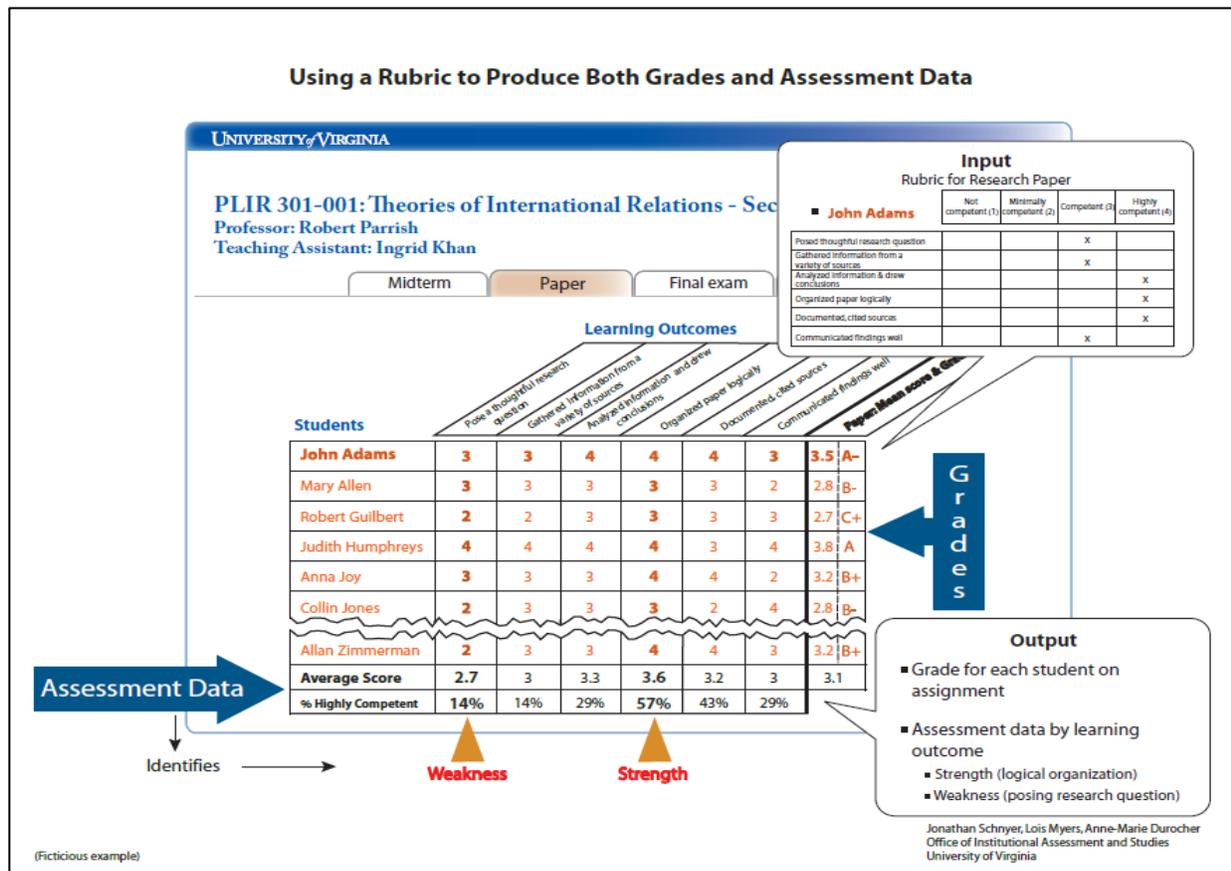

Figure 3: Fictitious Example of a Rubric. Source: UVA IAS

Rubric Design

Table 6: Desired Characteristics of Criteria for Classroom Rubrics

CHARACTERISTIC	EXPLANATION
Appropriate	Each criterion represents an aspect of a standard, curricular goal, or instructional goal or objective that students are intended to learn.
Definable	Each criterion has a clear, agreed-upon meaning that both students and teachers understand.
Observable	Each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing.
Distinct from one another	Each criterion identifies a separate aspect of the learning outcomes the performance is intended to assess.
Complete	All the criteria together describe the whole of the learning outcomes the performance is intended to assess.
Able to support descriptions along a continuum of quality	Each criterion can be described over a range of performance levels.

[1] Brookhart, S.M. (2013). How to create and use rubrics for formative assessment and grading. Alexandria, VA: ASCD.

Additional rubric information can be found on the OIEA website at www.clemson.edu/assessment/.

Appendix A
Glossary (alphabetical)

The glossary terms and definitions listed below are adapted from various sources including Weave®, UVA, NACUBO, internet documents, and OIEA staff research. Items are useful in the context of assessment and accreditation in the U.S. This listing is not intended to be viewed as comprehensive or exhaustive. This resource is updated as new information or conditions emerge. It is also reviewed and updated annually by OIEA for accuracy and relevancy.

Action Plan: A plan that indicates activities that will be implemented in order to reach the desired Performance Expectation (if partially or not met during the cycle). If a Performance Expectation has been fully met, an action plan can be used to build upon what has already been implemented.

Analysis Questions: see Use of Results

Annual Report: This section in an assessment record requires a description of assessment and improvement this cycle; incorporates sections to provide an executive summary, a unit's contributions to the institution, highlights and other optional themes including challenges from this cycle, teaching/ research/scholarly activities of faculty, public/community service, and international activities.

Assessment: The continual setting of goals and objectives while measuring one's progress towards reaching said goals; the foundation of systematic, effective change implemented to foster the pursuit of improvement in the quality of education that satisfies the needs of the constituencies in a dynamic and competitive environment.

Assessment Plan: Plans for the upcoming year include outcomes and strategies used to measure program goals and/or the achievement of student learning. Assessment planning, including new or revised goals, objectives, measures, and targets, should also reflect continuous growth or improvement within the academic program or administrative unit.

Assessment Record: Includes assessment results based on the previous year's plan, the use of results for improvement, and the program/unit annual summary. Assessment Records are due by October 15th each year. The record is considered 'complete' when all required elements have been completed in Weave®. No formal 'submission' action is required

Association: Relationship between different layers of an assessment record; e.g., a measure has an association with the objective(s) to which it applies, and an objective has an association with the goal(s) to which it applies.

Bloom's Taxonomy (and revised by Anderson and Krathwohl): Bloom's taxonomy refers to a classification of the different learning objectives that educators set for students, and is considered to be a foundational and essential element within the education community. It was created in

1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). This taxonomy is divided into three "domains" including cognitive, affective, and psychomotor.

Curriculum Mapping: A technique that can be used by programs to map student learning outcomes throughout a curriculum by course and student experience. (Weave® account holders can use the *Mapping* module to develop a curriculum map within their degree program.)

Draft / In Progress: The default entry status setting of most information submitted to Weave®; marks content as incomplete and/or likely to be edited prior to a cycle's deadline; see *Final.*

Final: The entry status setting in Weave® that marks content as finished and completed; not the default setting.

Findings: See Results

CHE (South Carolina Commission on Higher Education): The South Carolina Commission on Higher Education (CHE), established in 1967, serves as the coordinating board for S.C.'s 33 public institutions of higher learning. It acts both as an advocate for higher education and an oversight entity on behalf of the General Assembly. (Source: www.che.sc.gov/)

Goals: (Note: This module in Weave® is not currently activated.) Using the mission statement as a guide, convey a clear picture of meaningful expectations, establish the focus of the program or unit, and provide direction to mission implementation; more specific than the mission statement but still considered broad in nature.

Implementation Status: Term used to describe the categorization of a created action plan; can be labeled as *Planned, In Progress, Finished, On Hold,* or *Terminated*; should be updated annually by user.

Institutional Effectiveness: The systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution. It includes all programs, services, and constituencies and is strongly linked to the decision making process at all levels, including the institution's budgeting process. Refer to "Why is assessment important" on page 5 for accreditation standards related to assessment and Institutional Effectiveness.

Life cycle: The length of time (i.e., number of cycles) a goal, objective, measure, or performance indicator is valid as determined by the Weave® owner.

Measures: Direct, indirect, or administrative methods of determining if an objective has been met; a means of collecting data.

Mission Statement: A clear, succinct, high-level expression of the reasons a program exists. It is a guiding statement that is aligned and consistent with University/college/department missions, and aligned with relevant professional organizations. Mission statement narrative can typically be found on a program's website or in original CHE paperwork.

Outcomes/Objectives: Brief, clear, precise, measurable statements that align with the mission/goals of a program. For academic programs, they should relate to the skills, knowledge, and behaviors that students acquire in their progression through the program. State outcomes/objectives using action verbs whenever possible, including those that convey what a student should know, think, or do as a result of the experience. High quality objectives and outcomes are Specific, Measurable, Achievable, Relevant, and Time-Referenced (SMART). For administrative units, they should focus on administrative themes.

Performance Expectation (previously called Target in Weave®): Stated levels of achievement based on the measures chosen to represent an outcome/objective.

Results: The actual results (evidence) found for each measure used during assessment. Results can show that a Performance Expectation was fully met, partially met, or not met. Results must be reported annually.

Rubric: A standard of performance that is often communicated in a table or matrix. A curriculum rubric assigns performance in one or more dimensions on which performance is rated, and may include definitions and brief examples. Dimensions are generally referred to as criteria, the rating scale as levels, and definitions as descriptors. Scoring rubrics look like curriculum rubrics but are used for scoring performance. Sources: UVA, NACUBO, http://www.learningoutcomeassessment.org/Rubrics.htm), and Wikipedia.

Target: see Performance Expectation

SACSCOC: The Southern Association of Colleges and Schools Commission on Colleges, the regional accrediting agency of degree-granting higher education institutions in eleven southeast U.S. states. (www.sacscoc.org/)

South Carolina Commission on Higher Education (CHE): see CHE

Southern Association of Colleges and Schools Commission on Colleges: see SACSCOC

Student Learning Outcomes (SLO): A special type of outcome for academic programs. Brief, clear, precise, measurable statements that align with the goals of a unit and relate to the skills, knowledge, and behaviors that students acquire in their progression through the program. State outcomes/objectives using action verbs whenever possible, including those that convey what a student should know, think, or do as a result of the experience.

Use of Results (previously called Analysis Questions): This section in a Weave® record includes several questions where assessment coordinators can provide contextual information and explain how assessment has led (or will lead) to improvement in a program/unit.

Weave®, now Academic Effect™: A web-based assessment management system developed by Virginia Commonwealth University. This resource supports program/unit-level planning, reporting and improvement, and enhances institutional responses to SACSCOC Principles of Accreditation, program accreditation, and other accountability and improvement initiatives. (http://weaveengaged.com/)

Appendix B
Electronic Resources

Clemson University

Clemson University 2020 Road Map: www.clemson.edu/2020/ and 2020*Forward* www.clemson.edu/2020forward/

Clemson University Office for Institutional Effectiveness and Assessment (including Surveys): www.clemson.edu/assessment/

Clemson University Mission and Vision: www.clemson.edu/about/mission-vision.html

Accreditation

Council for Higher Education Accreditation: www.chea.org/

South Carolina Commission on Higher Education (CHE): www.che.sc.gov/

Southern Association for Colleges and Schools Commission on Colleges (SACSCOC): www.sacscoc.org/

- *Principles of Accreditation: Foundation for Quality Enhancement*: http://sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf
- Recent changes to the SACSCOC website: www.sacscoc.org/webChanges.asp

Assessment

Association for Assessment of Learning in Higher Education (AACSHE): http://aalhe.org or subscribe to their listserv at www.coe.uky.edu/lists/helists.php/.

Blackboard® rubrics: https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Instructor/040_Student_Course_Experience/Student_Performance/Rubrics

ETS Proficiency Profile: www.ets.org/proficiencyprofile/about

Linda Suskie: www.lindasuskie.com/

Lumina Foundation: www.luminafoundation.org/

National Association of College and University Business Officers (NACUBO) rubrics: http://www.learningoutcomeassessment.org/Rubrics.htm

National Institute for Learning Assessment Outcomes (NILAO): http://learningoutcomeassessment.org/

National Survey of Student Engagement: http://nsse.iub.edu/index.cfm

Voluntary System of Accountability (VSA): http://www.voluntarysystem.org/index.cfm

Weave, now called Academic Effect™: http://weaveengaged.com/)

Higher Education

UVA Office of Institutional Assessment and Studies: www.web.virginia.edu/iaas/index.shtm

Appendix C: Rubric for Assessment Plan/Report Review (Clemson University)

Academic/Administrative Unit: _____ Rubric Completed By: _____ Date Completed: _____

Component (when due)	Characteristics to consider	Sufficient	Consider further development	Not addressed	Suggestions for improvement
Outcomes (Fall)	Are the outcomes/objectives limited in number?				
	Does each of the outcomes/objectives contain only one concept or service for assessment?				
	Are the outcomes/objectives measurable?				
	Do the outcomes/objectives target improvement?				
	Are the outcomes/objectives linked to and directly support the Program/Unit mission statement (and, therefore, linked to the University Mission and Purpose)?				
	Are the outcomes/objectives realistic in terms of the resources and support currently available within the unit?				
Methods/Means of Assessment and Measures/Levels of Expectation (Fall)	Are the method(s) for assessing targeted outcomes/objectives clearly stated?				.
	Does the method provide a measure of the desired outcome/objective with performance standards specified?				
	Are the levels of expectations appropriate for the resources and support currently available?				
Assessment Results (Spring)	Did the method collect sufficient evidence to formulate recommendations?				
	Do the data analyses explain achievement levels and strengths and weaknesses?				
Use of Results for Program Improvement (Spring)	Are the recommendations based on assessment results?				
	Does the report show where and when changes will be made in response to assessment results?				
Ways in which changes impact budget (Spring)	Does the report describe how changes based on assessment results could impact the budget?				

Comments:

Frequently Used Comments Listed by Rubric Category

Outcomes

1a. Student outcomes should be written in present tense.

1b. Avoid using hard to measure terms (familiarity, understanding, etc.). See Bloom's Taxonomy (*CU Assessment Handbook, p. 11*).

1c. Outcomes not written as student learning outcomes (*CU Assessment Handbook, pgs. 8-9*).

1d. Too many outcomes to measure in a cycle; simplification would make assessment sustainable over time.

1e. Outcomes contain multiple concepts to be assessed.

Methods/Means of Assessment and Measures/Levels of Expectation

2a. Student learning outcomes should include direct measures of student learning.

2b. Measurements not consistent with outcomes.

2c. Method of assessment unclear.

2d. Performance expectations should be clearly stated for each outcome. Where do you expect the majority of students to perform based on a rubric, exam, etc.?

2e. We would suggest, rather than averages, that you determine what percentage of students you expect to meet a preset score.

2f. Consider reviewing/refining rubric used to clarify the criteria for each level of rubric.

2g. Provide details of survey administration.

Assessment Results

3a. Discussion of results could be more clearly stated.

3b. Course grades are not an acceptable assessment measure (see Suskie, pgs. 10-11).

3c. Consider tables for summarizing assessment data.

3d. No data presented.

3e. Be more specific about sampling procedures, population size, and resulting sample size.

3f. When dealing with a small population, sampling may not be necessary.

3g. Include the number of students assessed.

Use of Results for Improvement

4a. Recommendations vague with no timelines for changes.

4b. A rubric should be considered a student learning tool, thus, we encourage sharing rubrics among faculty and students.

4c. How will the data lead to program improvement?

4d. Discussion of changes does not appear to be based on results

4e. Who reviews these results?

4f. In cases where expectations are met, how will the program move forward to seek improvement; either through setting a higher standard or by moving on to another area to study for improvement.

4g. We recommend greater dissemination of results.

Overall Suggestions

1. Review Suskie, *Assessing Student Learning*.

2. See *CU Assessment Handbook* for suggestions.

3. Consider using a rubric to review student work. See information on rubrics on the [OIEA website](#) or the *CU Assessment Handbook* (p. 13) for ideas.

4. Multiple programs being assessed with the same set of outcomes. How do you show distinctiveness among these programs?

5. Consider use of a curriculum map to illustrate how courses map to program outcomes. (see *CU Assessment Handbook, p. 12*).

6. GRADUATE PROGRAMS: How is this program progressively more advanced in academic content than the undergraduate program? (SACSCOC CS 3.6)

7. Please update your report and notify OIEA when final data is submitted.

Appendix D
Weave® Quick Reference Guide

Step 1: Access Weave® using a browser and Internet connection.

Begin at www.clemson.edu/assessment/weave/ or locate Weave® in the Clemson A-Z listing.

- Click **Log in to Weave®** and enter your individualized login information (Note: Weave® login information does not sync with your University network account.)
- By default you will enter the last Weave® record you edited. To access another cycle or record, chose options at the top of the webpage.
- Use the drop-down *Assessment* menu tab to access assessment plan or assessment report sections.

Step 2: Enter or update an Assessment Plan

Note: Ensure that all elements are finalized by clicking on the *Final* entry status option at the bottom of the page. Click *Save* after any editing in Weave®.
- Mission Statement
    - To add: Click on *Assessment→Mission→Add*
    - To edit: Click on *Assessment→Mission→Edit*
- Outcomes/Objectives
    - To add: Click on *Assessment→Outcomes/Objectives→Add* button within Outcomes/Objectives box
    - To edit: Click on *Assessment→Outcomes/Objectives→*Gray arrow next to Outcome/Objective→*Edit*
- Measures
    - To add: Click on *Assessment→Measures/Performance Expectation/Results→Add Measure* button within Measures & Results box
    - To edit: Click on *Assessment→Measures/ Performance Expectation/Results→*Gray arrow next to Measure→*Edit Measure*
- To associate a measure to an objective, click on a measure to edit.
- Within the *Select Related Outcomes/Objectives* box, click on *Edit Relationships.*
- Check the box next to the outcome(s) or objective(s) to associate with the measure.
- To associate an objective to an institutional priority, click on the outcome or objective to edit.
- Within the *Institutional Priority Associations* box, click on *Add Associations.*
- Check the box next to the institutional priorities that associate with the outcome or objective.

Step 3: Enter or update an Assessment Report

Note: Ensure that all elements are finalized by clicking on the *Final* entry status option at the bottom of the page. Click *Save* after any editing in Weave®.

- Performance Expectations (previously called Targets)
  - To add: Click on *Assessment →Measures and Results →*Gray arrow next to corresponding Measure *→Add Performance Expectations*
  - To edit: Click on *Assessment →Measures and Results →* Gray arrow next to corresponding Measure *→Edit Performance Expectations*
- Results
  - To add: Click on *Assessment →Measures and Results →*Gray arrow next to corresponding Measure *→Add Result*
  - To categorize: While in editing feature, click on radio button that correctly associates with the corresponding Performance Expectation being *Met, Partially Met, Not Met*, or *Not Reported This Cycle*.
- Action Plan (optional)
  - To add: Click on *Assessment →Action Plan →Add New*
  - To edit or update: Click on *Assessment →Action Plan →Details* button next to corresponding action plan *→Edit*
- Use of Results (previously called Analysis Questions)
  - To add or edit: Click on *Assessment →Use of Results*
  - For each question, click Add or Edit
- Upload/Link Documents
  - Click on Assessment→Upload/Link Documents→Upload Document button, name document, click Save. *Note*: Do not upload documents with student identifying information.
  - Click on uploaded document and then "Edit Document Connections" and choose where in the Weave® record you want this document linked.
  - Click Save.
  - Click Return to Document List or click on another Weave® section under "Assessment."

Step 4: Run a Report

- To generate a report (e.g., Detailed Assessment Report, Data Entry Status Report, Audit Report, etc.) click on the *Reports* tab:
  - Select the appropriate assessment cycle.
  - Select the appropriate report to generate.
  - Select the appropriate program or unit
  - Click *Next*.
  - Accept default report settings or choose additional ones.
  - Click Run. Document may open in a new window or may download in your browser's 'download folder.'
  - Print or Save report.