



QuickStart Assessment Training

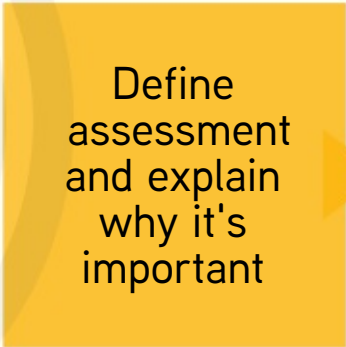
www.clemson.edu/assessment/resources/

Self-paced training in Assessment Basics and Weave®

Quick Start Objectives

A large, faint target graphic with concentric circles in shades of blue, orange, and grey, and a central bullseye, is positioned in the background on the left side of the slide.

Define
assessment
and explain
why it's
important

A yellow rectangular box containing the text 'Define assessment and explain why it's important'. A small yellow arrow points from the right side of the box towards the orange box.


Review how
assessment is
structured

An orange rectangular box containing the text 'Review how assessment is structured'. A small orange arrow points from the bottom of the box towards the green box.

Overview
basic features
in Weave®

A blue rectangular box containing the text 'Overview basic features in Weave®'. A small blue arrow points from the right side of the box towards the green box.

Describe
Assessment
Plans and
Assessment
Reports

A green rectangular box containing the text 'Describe Assessment Plans and Assessment Reports'. A small green arrow points from the left side of the box towards the blue box.

Terminology

Academic Programs are degree- or credential-granting programs of academic study.

Administrative Units include administrative support services, academic and student-support services, research, and community/public services units.

**What
assessment
is and why
it's
important**

Assessment

: an ongoing process of gathering, analyzing, and interpreting evidence to determine how well outcomes and performance expectations are being achieved.

contexts

Clemson University is committed to sustaining quality, and emphasizes this core value in its strategic plan.

Students, families, and taxpayers want to know their investments in higher education are good ones.

Institutional quality and improvement are important principles of accreditation.

Assessment is used as a tool to determine how well the university is doing in terms of its mission and goals.

Assessment is iterative. Insight from one cycle should inform the next cycle.

Assessment evidence is used for planning, decision-making, and improvement initiatives.

**How
assessment
is
structured**

Assessment is Systematically Aligned

Assessment occurs at the course, program or unit, college or administrative division, and institutional levels.

College and administrative officers (often called assessment liaisons) are primary leaders of assessment within their areas.

Program Coordinators oversee assessment activities within academic programs.

Best Practices

For academic programs, there is linkage of course content to program goals/objectives.

There is broad faculty and staff involvement.

There are faculty and staff development activities for learning assessment / evaluation techniques.

Assessment information is shared with campus leaders, faculty and students.

Assessment information is used for planning.

Assessment Coordinators

Assessment Coordinators design an assessment framework and plan, coordinate assessment activities, and complete a final assessment report on behalf of their programs.

This role may be served by the program coordinator, a department leader, or other designated faculty or staff member.





University- level advisory committees and leadership

University
Assessment
Committee
(UAC)

Undergraduate
Curriculum
Committee

Graduate
Curriculum
Committee

Office of
Institutional
Effectiveness
and
Assessment

Assessment Plans and Assessment Reports

Assessment Plan

: defines what will be assessed in the upcoming assessment cycle. It should incorporate evidence and suggested improvements from the previous cycle, and should establish expectations for the current cycle.

Structural elements are automatically copied over but should be edited as needed. Due January 31st.

Includes Mission, Goals, Outcome Statements, Measures, and Performance Expectations

Assessment Report

: provides assessment evidence (Findings), and proposes how findings have been or will be used for improvement. Due October 15th.

Includes Findings, Use of Results, and Annual Report



annual cycle

Assessment Plan Checklist

Required elements of an Assessment Plan include:



Outcome Statements:

Academic programs should include at least 2 Student Learning Outcomes, 2 Educational Program Outcomes, and 1 or more Student Achievement Outcomes each cycle. (refer to additional slides)

Non-academic programs should include at least 3 Administrative Outcomes and any Student Learning Outcomes as appropriate.



Measures: provide 2-3 measures for each outcome statement whenever possible. Academic programs should use direct measures of student work (e.g., papers, tests, presentations, etc.).



Performance Expectations. Increase Performance Expectations based on assessment evidence (Findings) and analysis from the previous assessment cycle.

Assessment Report Checklist

Required elements of an Assessment Report include:



Findings:

Provide a finding for each Measure whenever data is available. If data is not available during the current cycle, within the Finding field provide a note about when data can be expected (next cycle, etc.) and choose 'Not Reported in this Cycle.'



Use of Results: (Q1 required)

In Question 1, describe how your program / unit used or will use assessment results to improve your program / unit. Use separate paragraphs for independent themes such as changes to the assessment plan or framework, changes to curricula / pedagogy, changes to processes / procedures, etc.

Populate remaining questions when applicable. If an item is not applicable, enter 'Not Applicable' in the field.



Annual Report: (Q1-Q3 required)

Answer questions 1 - 3. Other items are optional but are recommended. If an item is not applicable, enter 'Not Applicable' in the field.

Outcome Statements

: brief, clear, precise, measurable statements that align with the academic program or administrative unit mission

Outcome statements establish expectations of:

Who

: the individuals or entities to be measured

Does

: the level of learning or activity taking place

What?

: the important, measurable concept or activity

: statement used by academic programs about what a student should know, think, or be able to do when they complete the program

Student Learning Outcome (SLO) Statement

Examples:

Effectively communicate business problems and solutions orally
Apply the scientific method to define and solve problems
Design and develop an organizational research project from inception to presentation of the results
Apply chaos theory in real-world scenarios within the field
Use SPSS to analyze research data



Bloom's Taxonomy
for academic
outcome statements

**: statement used by
academic programs
about the quality of
the program**

Educational Program Outcome Statement

Examples may include enrollment trends, retention and graduation rates, scholarly or professional student experiences, program advising, etc.

Examples: ^

The program attracts and retains quality students.
Students engage in scholarship / and or internships.
The program has an appropriate graduate rate.

**: statement used by
academic programs
about the
accomplishments of
students who complete
the program**

Student Achievement Outcome Statement

Examples may include post-graduation employment, post-graduate enrollment in advanced degree programs, scholarship produced by the student, etc.

Examples:

Graduates will secure post-graduate placement in the field

Students will pass the state licensing examination

**: statement used by
administrative units that
describe their services
and activities**

Administrative Outcome Statement

Examples may include service delivery, quality, efficiency, effectiveness, customer service, etc.

Examples:

[Finance and Operations]
Provides efficient and
effective business systems
and exemplary decision
support

[Advising Center]
Assists students in
exploring career and
educational opportunities

Other Examples and Resources

Student Learning Outcomes Statement Resources (NILOA):

<http://www.learningoutcomesassessment.org/SLOSresources.html>

Examples from multiple institutions (Transparency Framework, NILOA):

<http://www.learningoutcomeassessment.org/TFComponentSLOS.htm>

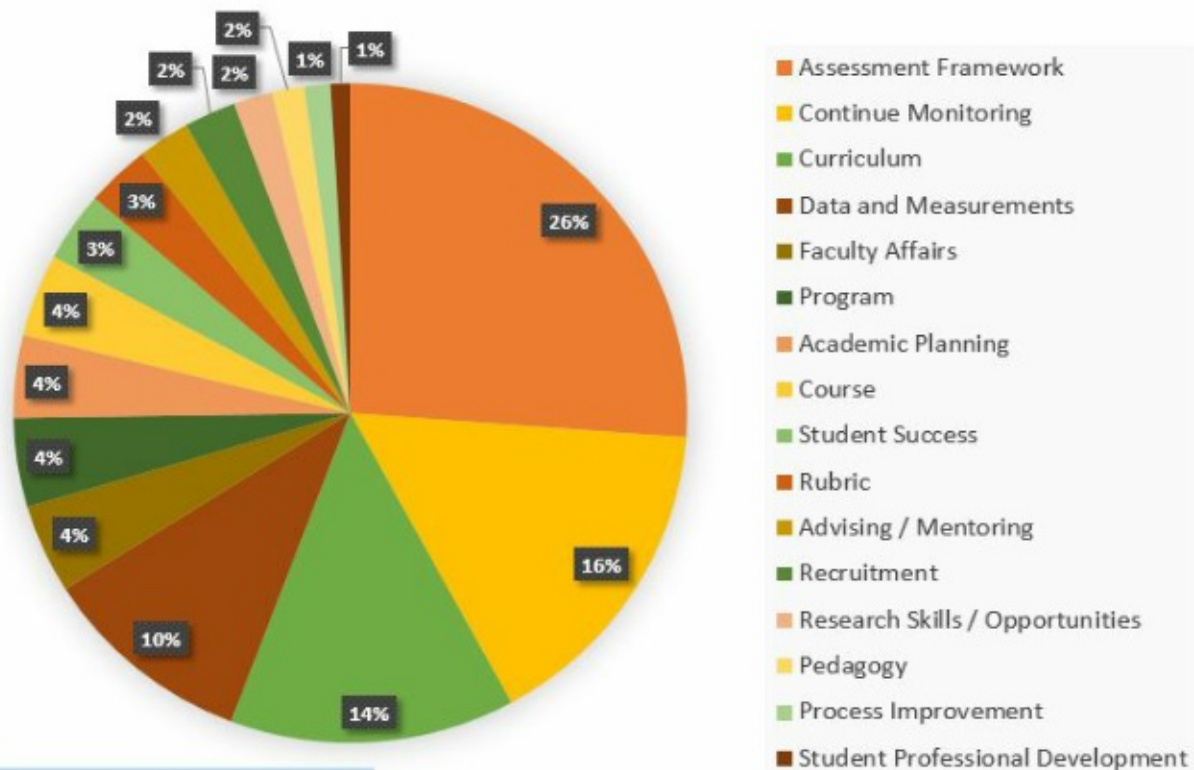
Use of Results

Describe how you used or will use assessment results to improve your program / unit.

| | |
|--|---|
| Changes to the assessment plan | Revise intended outcomes Collect additional data to support and align with outcomes |
| Changes to curricula and / or pedagogy | Revise course content Revise course objectives Revise course sequence |
| Changes to processes | Modify frequency or schedule of course offerings Revise advising processes Create co-curricular activities Implement training and / or workshops |

Types of Change | Academic Programs

2015-2016 Assessment Cycle



321 responses from 192 programs

Important Tools

Curriculum Map

: a curriculum framework typically communicated in a table or matrix that reflects what is taught in a class or classes, and includes levels of mastery.

| | 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 | | | |
| 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 = Reinforcement of the learning;
M = Mastery that learning has occurred. Every course should contribute to at least one learning outcome.

Performance Rubric

: a standard of performance that is communicated in a table / matrix.

A performance rubric used by academic programs identifies levels of student performance for a particular outcome. It may also incorporate a performance scale or rating feature. (Note: Rubric styles, contexts and elements can vary.)



VALUE Rubrics

CRITICAL THINKING VALUE RUBRIC

for more information, please contact rubric@aaau.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (all are) level performance.

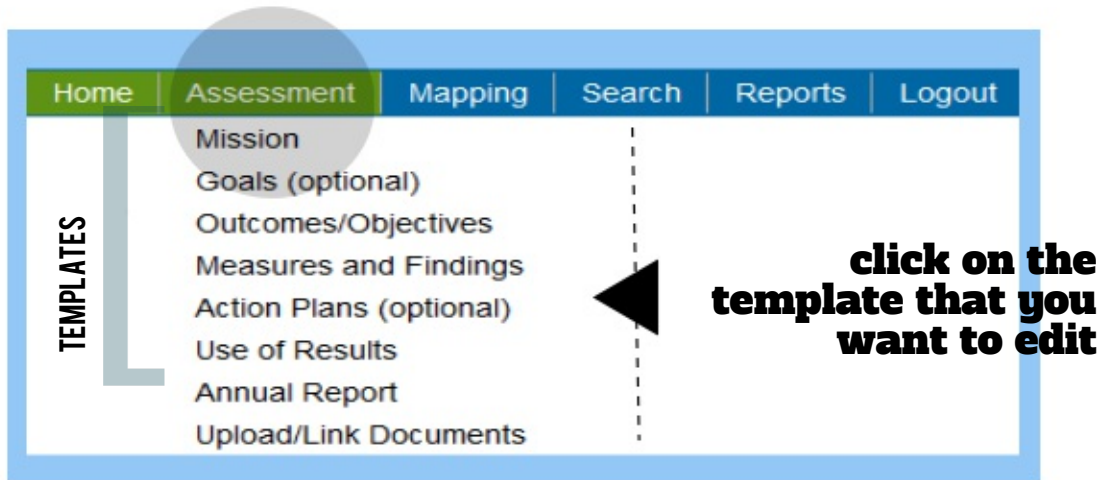
| | Capstone 4 | Milestones 3 2 | | Benchmark 1 |
|--|---|---|--|---|
| Explanation of issues | Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplained, boundaries undetermined, and/or backgrounds unknown. | Issue/ problem to be considered critically is stated without clarification or description. |
| Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. |
| Influence of context and assumptions | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |

Weave®
assessment
platform
and basic
features

Basic Weave® Features

Weave® is a commercially-available, Web-based assessment management and reporting platform.

Users can edit an assessment record using templates that are listed under "Assessment" on the Weave® menu bar.

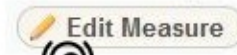


Edit an assessment record by clicking the 'Add' or 'Edit' button within the appropriate template and section.



when adding for the first time

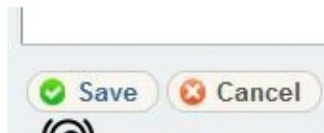
Click the Add Button, add narrative, then click Save.



when adjusting an existing item

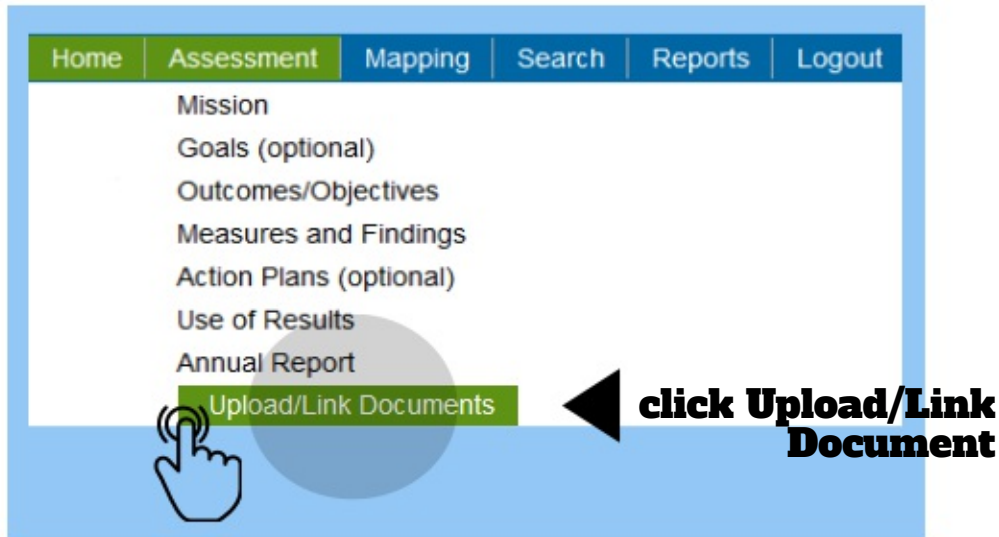
Click the Edit Button, edit existing narrative, then click Save.

Reminder: Click "Save" when editing is complete. The Save button is located in the bottom-left of the section being edited.

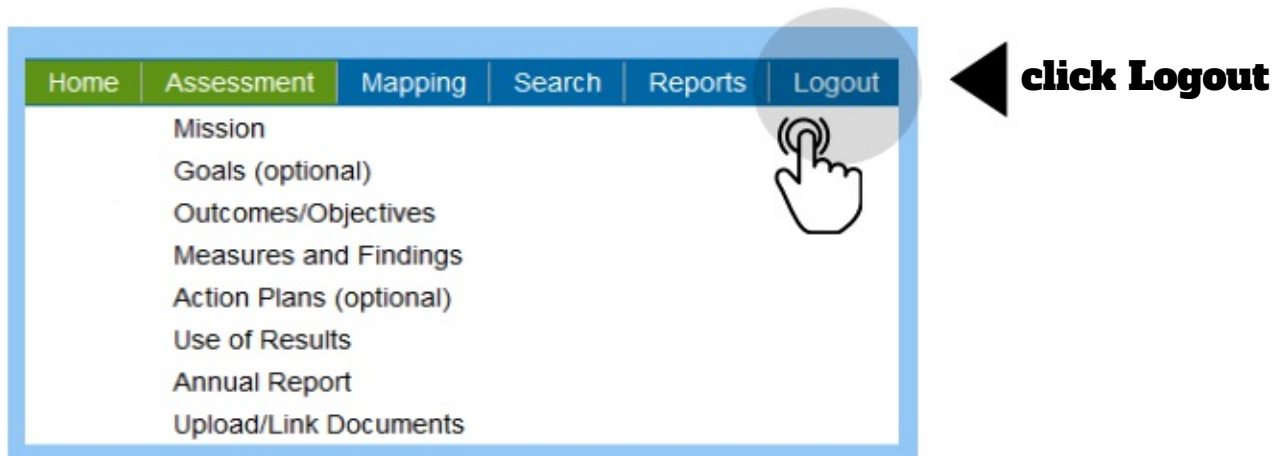


Click 'Save,' then continue editing or Logout. If unsure about an edit, click the 'Cancel' button.


Upload documents such as rubrics, curriculum map, reports, survey forms / data, tables, charts, and specialized accreditation letters to your Weave® record to provide additional documentation. After uploading documents, 'connect' your document to various elements of your Weave® record.



'Logout' of Weave® when editing is complete. Users can return to a current or previous cycle to edit a record, even after a cycle has closed.



 Weave® Editing Guide

 Request a Weave® account

 Request training

Acknowledgements / Sources

Association of American Colleges & Universities

College of Charleston, Office for Institutional Effectiveness and Strategic Planning

National Institute on Learning Outcomes Assessment (NILOA)

Southern Association of Colleges and Schools Commission on Colleges

^ University of Mississippi, Office of Institutional Research, Effectiveness, and Planning

Virginia Polytechnic Institute and State University (Virginia Tech), Office of Assessment and Evaluation

Weave®

Additional Resources

www.clemson.edu/assessment/resources

Contact Us

www.clemson.edu/assessment/
assessment@clemson.edu

<http://www.clemson.edu/assessment/contact-us.html>

About Weave®

www.weaveeducation.com/