QuickStart Assessment Training

www.clemson.edu/assessment/resources/

Self-paced training in Assessment Basics and Weave®
Quick Start Objectives

- Define assessment and explain why it's important
- Review how assessment is structured
- Overview basic features in Weave®
- Describe Assessment Plans and Assessment Reports
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.

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 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

<table>
<thead>
<tr>
<th>University Assessment Committee (UAC)</th>
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<tbody>
<tr>
<td>Undergraduate Curriculum Committee</td>
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<tr>
<td>Graduate Curriculum Committee</td>
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<tr>
<td>Office of Institutional Effectiveness and Assessment</td>
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</table>
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.
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.
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
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
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.
Graduates will secure post-graduate placement in the field.

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

Examples:

- Students will pass the state licensing examination
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
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  

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
<th>Learning Outcome 3</th>
<th>Learning Outcome 4</th>
<th>Learning Outcome 5</th>
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<tbody>
<tr>
<td>Course 101</td>
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**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.)

![Critical Thinking VALUE Rubric](image-url)
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.
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/