GUIDELINES AND INSTRUCTIONS FOR COMPLETING 2014-2015 ASSESSMENT REPORTS


The WEAVE log-in link and instructions are also found on the IE Web site:

http://www.usm.edu/institutional-effectiveness/weaveonline

Your user name is w+employeeID#

If you have forgotten your password, click on Reset Password on the login page and a new password will be e-mailed to you. (Remember WEAVE is not linked to SOAR. WEAVE requires you to choose your own password. Both the user name and the password are case-sensitive.)

Login

IMPORTANT UPDATES

Revision to Academic Plan Guidelines to include a Student Achievement Program Objective:

The guidelines state: Program-level Assessment Plans have a minimum of five outcomes. At least four outcomes must be Student Learning Outcomes and at least one outcome must be a Program Objective focused on student achievement. Student achievement includes enrollment and retention rates, graduation rate, job placement rate, licensing, and certification. At least one measure is required for Program Objectives.

Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in the Continuous Improvement Initiatives (Additional Action Plans) field.

Revision to Academic Plan Guidelines to include SLO progression among degree levels:

The guidelines state: Student learning outcomes must show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit.
ACADEMIC PROGRAM ASSESSMENT PLAN AND REPORT GUIDELINES

PLAN GUIDELINES:
1. All USM degree programs on the IHL Academic Program Inventory assess student learning outcomes at the program level.
2. Separate assessment plans are encouraged at the emphasis level.
3. To assist with the National Council for Accreditation of Teacher Education (NCATE) assessment requirements, all teacher licensure programs assess at the emphasis level.
4. Programs that offer separate online emphasis areas or distinct emphasis areas at different sites assess separately.
5. Programs with two degrees at the same level in the same subject can choose to assess within one plan or separate plans.
6. Program-level Assessment Plans have a minimum of five outcomes. At least four outcomes must be Student Learning Outcomes and at least one outcome must be a Program Objective focused on student achievement. Student achievement includes enrollment and retention rates, graduation rate, job placement rate, licensing, and certification.
7. Student learning outcomes must show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit.
8. Each student learning outcome must have two measures; one must be a direct measure. At least one measure is required for Program Objectives.
9. Course grades cannot be used as measures.

REPORT GUIDELINES:
Programs offered at multiple teaching sites or by multiple delivery modes must report their findings by site and include all sites and/or modes in the findings analysis.

The following components are required for a complete assessment report:
1. Findings (separated by site/mode if applicable)
2. Action Plans (required in year 2 of the assessment cycle; recommended in year 1 if applicable)
3. Implemented Action Plans (updated)
4. Analysis (Two Fields: Strengths or Progress and Continued Attention)
5. Program Summary - Programs are asked to describe the program and summarize program highlights of the past year. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field.
6. Continuous Improvement Initiatives/Additional Action Plans - Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.
7. Closing the Loop/Action Plan Tracking – Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.
Certificate Program Assessment Plan and Report Guidelines
All certificate programs must identify a minimum of two student learning outcomes. Each student learning outcome must be assessed with at least one direct measure.

Certificate programs must assess annually, following program-level calendars. The following components are required for a complete assessment report:
1. Findings (separated by site/mode if applicable)
2. Action Plans
3. 2-part Analysis to include Closing the Loop as applicable

Stand-alone Minor Assessment Plan and Report Guidelines
All stand-alone minors must identify a minimum of two student learning outcomes. Each student learning outcome must be assessed with at least one direct measure.

Stand-Alone Minors must assess annually, following program-level calendars. Stand-Alone Minors shall follow certificate reporting guidelines.


Choose your program.

Go to Assessment at the top of the page and click on Measures & Findings.

If you have not already done so, under Assessment Summary, click Copy Associations and Connected Documents from 2013-2014. Caution: WEAVE is easier to manage when one measure is associated with one outcome. If you have multiple outcomes associated with one measure, please make sure all outcomes are relevant. There should be a different target for each associated outcome.

Scroll down. Under Measures & Findings, click the arrow next to your first Measure.

Under Achievement Targets and Assessment Results / Findings, click Add Finding or Edit Finding under 2014-2015. (If Fall 2014 data was not entered, please do so now if applicable.)

Type your findings statement in the text box (see “How to Write Findings Statements” guidelines below or refer to the Assessment Showcase Booklets).

Mark Achievement Target as Met, Partially Met, or Not Met. If your target was 90% and your finding was 88%, then your target was “Not Met.” Remember Partially Met is only to be used when you have a multi-part target. (An example of a two-part target: 80% of students will score 5/10 and 20% will score 8/10.) When you are finished, mark Entry Status as Final and click Save.
**HOW TO WRITE FINDINGS STATEMENTS**

Degree programs offered on both the Hattiesburg and Gulf Coast campus or by more than one mode must report their findings BY SITE. In the findings field for each measure, simply write out “Hattiesburg” (or simply “H”) and give the Hattiesburg findings and write out “Gulf Coast” or “Online” and give the site/mode findings. **You may combine all semesters, but please make sure it is apparent that all semesters are accounted for in the data.**

A quantitative finding must be entered for each measure. Findings should mirror phrasing in the target description. Begin with a numeral when possible and include SAMPLE SIZES. Specific numbers are essential for findings; give the actual percentage or numbers that resulted from the measures. The sample size is reported to provide context and add validity to the results. If a quantitative finding cannot be entered for the measure, please insert a detailed statement to explain why findings are not entered for that particular measure.

**Example A – One site; reported by semester**

| Target: 90% will receive an overall rubric score of 80 or greater. |
| Findings: | Summer 12: 72% (18/25) received an overall rubric score of 80 or greater.  
Fall 12: 90% (47/52) received an overall rubric score of 80 or greater.  
Spring 13: 77% (35/45) received an overall rubric score of 80 or greater. |

**Example B – One site; combined semesters**

| Target: 90% will receive an overall rubric score of 80 or greater. |
| Findings: | 79% (37/48; fall & spring semester combined) received an overall rubric score of 80 or greater. |

**Example C – Dual site; assessment only occurs once a year**

| Target: 90% will receive an overall rubric score of 80 or greater. |
| Findings: | Hattiesburg - 81% (22/27; spring-only assessment) received an overall rubric score of 80 or greater.  
Gulf Coast - 100% (11/11; spring-only assessment) received an overall rubric score of 80 or greater. |

**Example D – Dual site/mode; combined semesters**

| Target: 90% will receive an overall rubric score of 80 or greater. |
| Findings: | F2F Fall & Spring--83% (n=12) received an overall rubric score of 80 or greater.  
Online Fall & Spring--100% (n=5) received an overall rubric score of 80 or greater. |

**HOW TO ENSURE ALL FINDINGS ARE ENTERED**

**Click on Reports** at the top of the page.

Make sure you are in 2014-2015 (current) and choose Measures that Need Findings under the Audit Reports.

**Select the program** you are working in and click Next.
Leave all the defaults and **click Run**. Any missing Findings statements will be listed.

**SUPPORTING DOCUMENTATION**

If you have any supporting documentation (sample rubrics, surveys, etc.) to include with your assessment findings, you can upload the document to WEAVE. The link to the document appears in the Detailed Assessment Report.

**Go to Assessment** at the top of the page and **click on Document Repository**.

**Click Upload, Click Browse**, and give the document a name and description. **Click Save & Continue**.

For Rubrics, Surveys, and other Assessment Instruments:

**Click on the arrow** next to **Measures/Achievement Targets/Findings**

**Mark** the connected Measure. Please note that only one connection is necessary, and do not connect to the associated achievement target or finding.

Caution! Do not store documents in WEAVEonline that contain individually identifiable information. Remove such references before uploading the document.

**NEW ACTION PLANS – DUE JUNE 30, 2015**

**Action Plans are not required in 2014-2015 Assessment Reports, but are encouraged if action is needed.** Action Plans are improvement initiatives related to Student Learning Outcomes planned for the 2015-2016 year. Action Plans not related to a particular outcome/measure should be entered in the Annual Reporting **Continuous Improvement Initiatives** field.

There are two ways to enter Action Plans related to Outcomes/Measures:

1) This method is recommended if each Outcome/Measure will receive a different Action Plan:

   **Go to Assessment** at the top of the page and **click on Measures & Findings**. Scroll down to **Measures & Findings, click Expand All**. Under each Finding that needs an Action Plan, **click on Add New Action Plan** (look for the green + sign).

2) This method is recommended if multiple Outcomes/Measures will be associated with the same Action Plan(s):

   **Go to Assessment** at the top of the page and **click on Action Plan Tracking. Click Add Enhancement Action. Click on Add Relationships. Mark all measure-outcome relationships** for this Action Plan.

   **Implementation Status** should be set to “Planned.”
Give the Action Plan a Title in the Condensed Description text field. (All Action Plans must have something written in this field for associations to work properly.)

Describe the Action Plan in the Description text field. (Please refer to the Assessment Showcase Booklets for examples of exemplary Action Plans.)

The following are all optional fields: Project Completion Date, Implementation Description, Priority, Responsible Person/Group, Additional Resources Needed, and Budget Amount Requested.

Established in Cycle should be set to “2014-2015.”

Active through Cycle should be set to “Keep Active.”

When complete, mark Entry Status as Final and click Save.

**UPDATING OLD ACTION PLANS - DUE JUNE 30, 2015**


The Implementation Status for Action Plans developed in previous years should now be updated.

Go to Assessment at the top of the page and click Action Plan Tracking.

Next to each Action Plan developed in previous years, click Details.

**Click Edit Plan**

Implementation Status should be set to In-Progress, Finished, On-Hold, or Terminated.

If you choose the status “Finished” or “Terminated,” scroll down to the Active through Cycle and set it to 2013-2014. This will prevent the action plan from appearing in your 2014-2015 report.

Discuss these previously implemented action plans in the Annual Reporting Closing the Loop field.
(Instructions below).

**ANALYSIS - DUE JUNE 30, 2015**

Go to Assessment at the top of the page and click Achievement Summary / Analysis

Under Achievement Target Summary, click Expand All.

Under Analysis Questions, click Expand All. (Please refer to the Assessment Showcase Booklets for examples of exemplary Analysis answers.)

Under the Strengths or Progress question, click Add Answer.
Type your answer in the text box, mark Entry Status Final, and Save.

Repeat for the Continued Attention question.

**ANNUAL REPORTING - DUE JUNE 30, 2015**

**Go to Assessment** at the top of the page and **click Annual / Special Reporting.**

(Please refer to the Assessment Showcase Booklets for examples of exemplary Annual Reporting answers.)

**Click the arrow** next to each Annual Reporting field, **click Add Details,** type in the text box appropriately (see below), **mark Entry Status Final,** and **click Save.**

**Program Summary**
Programs are asked to summarize highlights of the past year for this particular academic program. The summary field is needed to provide context to an outside reviewer. Program contributions, activities, and accomplishments should be included in this field. Any data collected outside of the student learning outcome measures could be showcased in this field as well.

**Continuous Improvement Initiatives (Additional Action Plans)**
Any department-level or program-level action plans for improvement that are not necessarily tied to a specific student learning outcome or program objective should be described in this field. Efforts to improve enrollment and retention rates, graduation rate, job placement rate, licensing, and certification should be captured in this field.

**Closing the Loop (Action Plan Tracking)**
Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

**REVIEWING YOUR REPORT**

After you have entered your 2014-2015 Findings, Analysis, Action Tracking, and Annual Report, **click on Reports** at the top of the page.

Make sure 2014-2015 (current) is chosen.

**Select** Detailed Assessment Report (DAR).

**Select the program** you are working in and **click Next.**

Leave all the defaults and **click Run as Word.**
Read over your report.

Evaluate your report with the UAC Academic Assessment Report Evaluation Rubric (found on the IE website) to ensure all report components would receive a score of 3 or 4.

A complete report has a findings statement associated with each target, a two-part analysis, updated action plans, new action plans, and three annual report fields completed. A complete report would also have assessment data separated by site or mode if applicable.

If there are any edits to be made, go back to Assessment and click on the area that you need to work in.

The University Assessment Committee will begin reviewing 2014-2015 Academic Program Assessment Reports on October 1, 2015.

Thank you for your efforts and commitment to continuous improvement!