



GUIDELINES AND INSTRUCTIONS FOR COMPLETING 2018-2019 ASSESSMENT REPORTS

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IMPORTANT UPDATES

- A. Licensure Programs** – Teacher licensure programs may combine assessments, provided appropriate distinctions are made within the report. These distinctions include at least one separate student learning outcome for licensure and at least two student achievement objectives, with one for licensure (Praxis).
- B. En Route Programs** - Graduate programs that offer en route degrees may combine assessments, provided appropriate explanation is provided within the report. An en route degree is a degree option for students pursuing a doctoral degree (e.g. EdS/PhD, MS/PhD). This combined assessment should be explained in the assessment plan/report.
- C. Revision to Academic Plan Guidelines to include Post-baccalaureate Program Rigor and Graduate Curriculum requirements** - To ensure continued compliance with SACSCOC Standard 9.6, **Post-baccalaureate program rigor and curriculum**, student learning outcomes must show progressive distinction between degree levels (BA,MA, PhD) in the same academic unit and Graduate Program Student Learning Outcomes/Measures must demonstrate (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences. UAC members will review plans/reports to ensure each graduate program meets these requirements. Adherence to the requirements will be included in the overall assessment of 2017-2018 Reports.

Graduate Programs are asked to read the [Guide to Additional Assessment Requirements for Graduate Programs](#) to ensure the plan/report supports this standard.

- D. Student Achievement Program Objective** - To ensure continued compliance with [SACSCOC Core Requirement 8.1, Student Achievement](#), **all programs must have at least one Program Objective focused on student achievement. This Objective is labeled O/O in WEAVE.** Student achievement includes enrollment and retention rates, graduation rate, job placement rate, licensing, and certification. At least one measure is required for Program Objectives. This requirement has been fully implemented and adherence to the requirement is included in the overall assessment of reports.

ACADEMIC PROGRAM ASSESSMENT PLAN AND REPORT GUIDELINES

ACADEMIC PROGRAM-LEVEL ASSESSMENT 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. Licensure programs may choose to assess within one plan. These plans must have a minimum of one student learning outcome and one student achievement objective focused on licensure.
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. Graduate programs that offer en route degrees may combine assessments. (See Assessment of Student Learning Outcomes Participants Policy for items 1-5.)
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. This Objective is labeled O/O in WEAVE. 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. Graduate Program Student Learning Outcomes/Measures must demonstrate (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.
9. Each student learning outcome must have two measures; one must be a direct measure. At least one measure is required for Program Objectives.
10. Overall course grades cannot be used as measures.

ACADEMIC PROGRAM-LEVEL ASSESSMENT 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** (A new action plan is required at least every other year.)
3. **Updated Implemented Action Plans**

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 AND MINOR ASSESSMENT PLAN AND REPORT GUIDELINES

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.

ENTERING FALL 2018 AND SPRING 2019 DATA - DUE MAY 31, 2019

On the Home page, under **Cycle and Entity Selection**, make sure you are in the **2018-2019** cycle.

Choose your program.

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

Under **Assessment Summary**, **click Copy Associations and Connected Documents from 2017-2018**. 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 **2018-2019**.

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 **2018-2019 (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 Management**.

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, 2019

An Action Plan is an organized activity undertaken to help programs more effectively achieve intended outcomes, or an activity developed by program faculty to improve and grow the program for the future. The results of action plans should provide evidence of continuous improvement activities.

Action Plans do not contain vague phrases such as “we will look into this” or “No Action Required.”

Action Plans established in 2017-2018 or 2018-2019 2017-2018 are required in 2018-2019 Assessment Reports. Action Plans are improvement initiatives related to Student Learning Outcomes planned for the upcoming 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 "2018-2019."

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, 2019

A Complete Report includes updated Action Plans. This must be done every year.

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 2018-2019**. This will prevent the action plan from appearing in your 2019-2020 report.

Discuss these previously implemented action plans in the Annual Reporting **Closing the Loop** field.

(Instructions below).

ANALYSIS - DUE JUNE 30, 2019

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, 2019

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 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 2018-2019 Findings, Analysis, Action Tracking, and Annual Report, **click on Reports** at the top of the page.

Make sure **2018-2019 (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](#) 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 (if applicable), 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.

Thank you for your efforts and commitment to continuous improvement!