Dalton State College  
Institutional Effectiveness Program  
Checklist and Notes to Assist Faculty in Weave Assessment Reporting

**Objective**

To assist Dalton State College to successfully maintain compliance with SACS accreditation comprehensive standard related to institutional effectiveness (3.3.1.1 – educational programs, to include student learning outcomes).

**Weave Checklist**

On the Assessment tab on the WEAVEOnline web page (https://app.weaveonline.com//login.aspx), you begin entering your findings and analyses for the year in “Measures and Findings.” The following checklist will help to produce a correct and effective way for faculty to report on their course and program assessments:

**Findings:** Findings should include the following:

- (a) The number of students enrolled in the course.
- (b) A brief description of whether the class was taught on campus or at the off-campus site in Ellijay and whether it was taught as a face-to-face, online, or hybrid course.
- (c) The percentage of students who achieved the target as well as the number of students in the class.
- (d) The percentage of students who did not achieve the target.
- (e) The class average for the assessment measure.
- (f) The weaknesses for the students who did not achieve the measure (and for those who did if the class average on the assessment warrants a discussion of their weaknesses). In other words, which test questions were problematic or where did students have difficulty on the assignment?
- (g) The strengths of the measures. What did the students do especially well?
- (h) If you assessed the course the previous semester, discuss the effect of your action plans as they pertain to the measure. Was last previous Action Plan successful? Does it need tweaking? Should it be continued?
- (i) Your discussion of the weaknesses in students’ performance (or possibly their strengths) should lead logically to your new action plans.
- (j) Measures should be clearly specified (e.g., Project Assignment, Mid-term exam, and not Chapter 1) and listed as either Met or Not Met (not partially met). If more than one assignment was used for each measure, average the two or three assignments together for an overall percentage. Use the overall percentage to determine whether the measure was achieved.
- (k) Organize data in a meaningful manner within the findings area of WEAVE online. If tables or graphs are desired for reporting findings, these documents can be added to the Document Management area.
Action Plans

All measures must have action plans. Give action plans a very specific title (they should not be labeled Improvement Plan or Action Plan) in the Condensed Description box. Then in the detailed description box, begin the action plan with a brief reminder of the reason for the action plan based on findings (e.g., since the drafts of the research papers for some students were weak, the action plan will focus on the use of peer-editing).

Here are some useful tips for completing this section. First, review the achievement targets for <PREVIOUS CYCLE> which were marked as Not Met. Describe in detail what actions you took in <CURRENT CYCLE> to address those issues. Then summarize the impact of those actions on this year’s findings. Upload any applicable documentation under “Document Management” (see below).

Second, review the achievement targets for <CURRENT CYCLE> which were marked as Not Met. Describe how you intend to address these issues over the next year with an action plan. If you marked Met on all or any targets in <CURRENT SEMESTER/CYCLE>, describe what specifically you intend to do in <NEXT SEMESTER/CYCLE> to promote continuous improvement in your course. The key point here is “continuous improvement” – using what you’ve done well and replicating it in subsequent classes/courses. In other words, you must include an action plan for continuous improvement even if the target was met. For very successful measures, your plan could be to continue doing something that you did during the semester that worked well and contributed to high student success rates.

Achievement Summary/Analysis Section

Don’t forget to complete it. This is a very important component of the WEAVE plan and what SACS considers as “closing the loop.” It is one thing to establish outcome/objectives and measure progress, but it is how you use those results to promote improvement that really counts! In fact, the significant criticism of our assessment by the SACS reaffirmation committees was that “the institution failed to provide sufficient evidence of improvement.” Here are some useful tips to complete this section.

First, provide a general overview of the assessment year – providing a summary of your course, program, or school/department’s activities in <CURRENT SEMESTER/CYCLE>. What are some perceived strengths and weaknesses you discovered in the course assessment for the year? What might you do differently the next time? Here, it is important to describe two to three major accomplishments or significant improvements you put in place (or will put in place) as a result of your assessment. You can also mention some of the action plans you previously described here. If possible, explain how your area contributed to the institution’s mission. Upload any applicable documentation.

Document Management

Upload any key documents that provide evidence of your assessment process and the progress you’ve made toward achieving your outcomes/objectives. For example, upload the course syllabus, tests used for assessment, instructions for papers or projects used for assessment, and grading criteria or rubrics if not included in the instructions for the papers or projects. Schools or departments with specialized accreditation (e.g., Social Work, Business, Education, Nursing, and
Health Professions) should also upload their letters of successful accreditation from their respective boards for program assessment. You must upload documents in PDF format. Never upload documents that contain identifying student information.

Other Points to consider when creating Weave Assessment Reports

• Pay careful attention to the language used in your assessment reporting. The Assessment Report will be viewed by others outside your discipline so avoid using acronyms and highly technical terms.

• Provide only aggregate data. **DO NOT** submit data/information that may reveal individual student information.

• Evaluation of the Weave assessment report will focus on the quality of evidence that demonstrates an honest assessment of student learning accompanied by the implementation of strategies to improve learning.

• When reporting assessment results include both expected and unexpected results. Departmental discussions involving unexpected results may be extremely useful. For instance, a graduate survey may reveal graduates feel they are lacking skills in a particular area.

• Remember, assessment reporting allows programs to take a close look at student learning. This is also one of the outcome variables addressed in the academic program review process. Time spent on the assessment report will aid in preparing for future review of the program.

• Enter your data in the year in which it was collected. WEAVE operates on cycles. Each cycle is considered a year and for administrative purposes at Dalton State, runs from July 1 to June 30; however, reports are given some time flexibility and should be due at the end of the semester.

• Rely on your department/school assessment coordinator for assistance, since he/she work closely with the director of institutional research
Guide for Organizing Assessment Data

For those who need assistance for organizing assessment data, the following guide is provided. The guide is intended **ONLY** to assist departments/programs/units with organizing assessment data and should **NOT** be viewed as a required format for submitting assessment data.

**Introduction**
- Give a brief overview such as an introduction of the data collected. Begin with the end in mind.
- State any assumptions or hypothesis regarding the student learning outcome being measured. For instance, students have historically struggled to develop professional communication skills regarding verbal communication. However, students should score higher than in the past as a result of the improved curriculum.

**Data Collection Process** (*This information may already be in the measures section of your assessment plan. If so, please skip this section.*)

Explain how your data were collected. If sampling was used, explain how sample was selected.
- Who submitted data?
- How many students are in the program (or, how many graduate each year)?
- How many were asked to participate in the study?
- How were they selected?
- How many participated?
- How many non-responses were there?

List timelines of key events
- January 1, 2012 – assessment began with a pre-test of LDR 141
- May 5, 2012 – assessment ended with a post-test of LDR 141
- Department Assessment Committee evaluated results on May 15
- Conclusions were approved by the department on May 20th.

**Results**
- List the results in the same manner as the achievement target was stated. For instance, if percentages were used in the achievement target, report the results in the same manner.
- How many students passed the exam?
- How many student scored “1,” “2”, “3”, “4” on the rubric.
- How many faculty members agreed, disagreed, and were neutral?

**Evaluation Process** (*This information may already be in the measures section of your assessment plan. If so, please skip this section.*)

Explain how the data were evaluated.
- What were the benchmark samples of student work, if any?
- Explain the scoring rubric and how it was used to evaluate student work.
- How was the exam scored?
- Was there an assessment committee that evaluated the evidence?
Summary of Conclusions and Discoveries (This is one of the most important sections of the findings, since this information will help to answer the analysis questions.)

- Conclude with recommendations, discoveries, and conclusions of the assessment findings for the particular outcome being assessed.
- What stood out with results of the data?
- Were there limited changes in student learning even though past improvements were made?
- What were the limitations with regard to the data collection efforts?
Examples of Reporting Assessment Data (Findings)

**Example 1: Communication and Dramatic Arts: Communication MA**

**Comprehensive Exam Findings**
The 2009-2010 academic year was the first year of our new plan to offer the comprehensive exam option for completing the degree. Six students (two in Fall 2009 and four in Spring 2010) sat for the comprehensive exam this year. New rubrics were tested for assessing students’ comprehensive exam responses for evidence of achievement of the learning outcomes. Rubric scores on this learning objective ranged from 1.8 to 5.5 on a 7-point scale (1=strongly disagree that student demonstrated achievement of this objective, 7=strongly agree that student demonstrated achievement of this objective). Four of the six students who took the comprehensive exam met or exceeded the achievement target; all of the students who passed the comprehensive exam met or exceeded the achievement target.

**Example 2: Communication BA**

**Project Measure & Target**
Students must complete a project to earn their degree. Students prepare a project which is individually evaluated by professor for achievement of each of the seven learning outcomes on a 7-point scale (from 1=strongly disagree to 7=strongly agree). For each learning objective, the mean score for each student is calculated across professor’s ratings, then the range of average student scores on each objective is examined for evidence of achievement target for the learning objective. The program set an achievement target score for this measure of 4 on the 7-point scale. A score of 4 is considered the minimum achievement of the learning objective; higher scores indicate higher achievement of the learning objective, and a score of less than 4 is interpreted as failing to achieve the learning objective. At least 90% of students will achieve a score of 4 or higher.

**Project Findings**
Of the eight students who completed their project in 2009-2010, scores on this learning objective ranged from 4.0 to 6.7 on a 7-point scale (1=strongly disagree that student demonstrated achievement of this objective, 7=strongly agree that student demonstrated achievement of this objective). All eight students met or exceeded the achievement target.

**Example 3: Athletic Training/Sports Medicine, BA, BS, BAA**

**Board of Certification Exam**
The BOC (Board of Certification) summary report begins with the March/April 2010 exam and concludes with the January/February 2011 exam. The report was created by the BOC on 4/15/11. Items related to the 5th edition Role Delineation Study. The exam format changed for this exam cycle. The exam consisted of 175 questions representing a variety of item types including multiple choice, multi-select, drag-and-drop, and focused tests. With the past exams the multiple choice questions were the only items into the single domains. Therefore, the achievement targets related to each domain will need to be revisited and determined related to the new exam format.
2010-2011 Board of Certification exam results
Performance Target: 70%
Number of first time candidates: 25
CMU first time pass rate: 76%
National first time pass rate: 60.7%

Example 4: Professional Education Unit, Teacher Education

Alumni Survey
Summary: Data from this survey indicate overall that graduates of the teacher preparation program answer more closely to the rating of “Adequately prepared” than to “Well prepared” (cf., 53.0% v. 31.1% respectively, n = 127, M = 3.29, SD = .59). This suggests a less than confident sense of overall preparedness to teach by program graduates surveyed. On average, alumni were mixed on the helpfulness of program components guiding them towards teacher certification. Field experiences were viewed favorably, whereas advising and PEU coursework fared less well.
REQUIRED ANALYSIS QUESTIONS FOR THE ACHIEVEMENT SUMMARY/ANALYSIS SECTION in WEAVEonline

**Assessment Analysis Question 1 (Analysis of Results):**

*Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?*

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student learning outcomes). Your answer should be a bit different from your summary of discoveries included in the Findings section in WEAVE, since this answer is based on the program as a whole.

**Assessment Analysis Question 2 (Dissemination of Findings):**

*How and with whom were the results shared?*

Dissemination is at the discretion of the department; however, at a minimum results and findings should be shared with program faculty and chair/director. Discuss how the findings were shared among stakeholders (e.g. departmental discussions, classroom discussions with students, and web site postings). Describe how findings may have been distributed to alumni and other stakeholders.

**Assessment Analysis Question 3 (Action Plans):**

*Based on your program’s assessment findings, what subsequent action will your program take?*

The purpose of this question is to provoke thoughtful action to either improve the program or to maintain the high level of student learning already present within the program. If a program is producing exceptional results, obviously there are elements of success. The action plan details should describe how that level of success will be maintained in the future.

For programs striving to achieve a higher level of success, discuss how the program will take action to improve student learning as a result of the findings. Include a discussion of how faculty will help students overcome their weaknesses and improve their strengths.

As an assessment plan is implemented, program faculty may find that the plan itself needs to be modified. A discussion of these types of changes can be included in this section of the Assessment report as well.