ASSESSMENT GUIDE FOR ACADEMIC UNITS
Texas A&M University- Corpus Christi
For more information about the assessment process or for assistance with WEAVEonline, please contact Bryan Baker, Institutional Effectiveness Officer, at:

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Additional information on assessment and the assessment process at Texas A&M University-Corpus Christi can be found at:

http://assessment.tamucc.edu
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Introduction

The primary purpose of this guide is to act as a resource for academic unit assessment. This includes the assessment of student learning outcomes (SLOs) at the program-level. This guide will also act as a quickstart guide for the WEAVEonline assessment reporting system that the University utilizes.

Logging in to WEAVEonline

1. In order to login to WEAVEonline, first go to http://assessment.tamucc.edu.

2. Select WEAVEonline in the navigation menu.
3. Click the **Login to WEAVEonline** link.

4. Enter credentials and login.

   Note: If the following screen appears, enter **tamucc** into the **abbreviation** box.
Navigating WEAVEonline

For a majority of users, only the Assessment menu tab will be needed to navigate WEAVEonline.

Detailed information regarding the navigation of each section under the Assessment tab can be found in the related section within this guide.

For basic information regarding each drop-down item tab, please refer to the table below.

<table>
<thead>
<tr>
<th>Drop-Down Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Purpose</td>
<td>Add, edit, or close out the Mission/Purpose statement</td>
</tr>
<tr>
<td>Goals</td>
<td>Optional- Allocates space for documenting a broad statement about what the unit wishes to accomplish.</td>
</tr>
<tr>
<td>Outcomes/Objectives</td>
<td>Add, edit, or close out outcomes established. Outcomes are generally statements of general intentions, describing intended accomplishments.</td>
</tr>
<tr>
<td>Measures &amp; Findings</td>
<td>Add, edit, or close out measures and achievement targets. The measure identifies the process, procedure, project, and/or report used to determine the unit’s ability to achieve its outcome(s). Targets are the level of success that the unit wants to meet in order to show that the connected outcome has been achieved. Findings are the results or levels of accomplishment that the unit actually achieves.</td>
</tr>
</tbody>
</table>
**Action Plan Tracking**
Add, edit, or close out a planned action. Action plans are created and implemented by the unit to address partially met and unmet achievement targets.

**Achievement Summary/Analysis**
Subjective questions requiring thoughtful responses pertaining to unit performance during the assessment cycle. Questions are designed to address two key areas of unit performance: improvement and strength—both of which are based on unit performance as reported in the findings.

**Annual/Special Reporting**
This section allows for reporting in the following areas:
- Program Accomplishments
- Faculty/Staff Contributions
- Anticipated Challenges for next cycle
- Continuous Improvement Initiatives planned for next cycle. These include changes that were made due to findings from past assessment cycles.

**Document Repository**
Where users can upload supporting documentation. Note: Personally identifiable information should not be uploaded for confidentiality purposes. Personal information should be limited to award recognition, presentation participation and/or publication.
Outcomes/Objectives

Choosing SLOs

Student learning outcomes (SLOs) for each program should match what is in the university catalog. SLOs identify knowledge, skills, and abilities students should gain or improve upon through engagement in an academic program or other learning experience.

SLOs should:
- Be observable and measurable
- Encompass a discipline-specific body of knowledge (they may also include general competencies such as proficiency in written communication)
- Include action verbs (see Bloom’s Taxonomy Chart)
- Describe the level of mastery expected
- Encompass the mission of the program

All programs require at least three SLOs. Minors require only one SLO.

If a major has more than three SLOs, the program can create an assessment schedule where a minimum of three of the SLOs are assessed each cycle. It should be clearly indicated within the program’s assessment report what set schedule they follow. This information can either be included in the measures section or included as an attached document within WEAVE. An example of such a schedule can be seen below.

Note: All findings still need to be reported even for outcomes not being assessed during the current cycle. Findings for outcomes not assessed can be a short explanation for why it was not assessed for the cycle.

<table>
<thead>
<tr>
<th>Rotating 3-Year Assessment Schedule Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
</tr>
</tbody>
</table>
Creating SLOs in WEAVEonline

1. Select **Outcomes/Objectives** from the **Assessment** tab.

2. Click the **Add** button underneath the Outcomes/Objectives section of the page.

3. Enter the Outcome title in the **Condensed Description** text box. For example, if the outcome being entered is “Students will demonstrate an ability to communicate effectively in written form,” the Condensed Description could simply be “Written Communication”.

4. Enter the full outcome in the **Description** text box.
5. Select whether the outcome is a student learning outcome or not.  
   **Note:** All outcomes at the program level should be student learning outcomes. Administrative outcomes should be housed at the department and college-level.

6. Identify **Active Through Cycle**.  
   **Note:** This should be left as **Keep Active** unless the outcome is not anticipated to stay active in future years.

7. The **Entry Status** should be set to **Final** only when the entry is ready for review. Even once the status is set to Final, changes can still be made to the entry.
8. Save changes.

Editing SLOs in WEAVEonline

Editing already existing SLOs mostly follows the same process as adding new ones. However, instead of clicking on the Add button, the user will click Edit in order to edit SLOs.

1. In order to reach the Edit button, the SLO(s) must first be expanded by clicking the arrow button or Expand All button.
2. Once expanded, click the **Edit** button to reach the Edit page.

   ![Outcomes/Objectives](image1)

3. Make the changes to the outcome and **Save**.

   ![Entry Status](image2)

**Note:** If the changes being made are major (edits that completely change the wording or context of the outcome) the outcome needs to be closed out and the new outcome should be added (Contact the Office of Assessment, Accreditation, and Compliance for assistance with closing out items at x2846).
Measures

Measures are the sources of evidence referred to when determining the extent to which an outcome has been accomplished.

One of the biggest mistakes made in assessment is using a course or assignment grades as a measure of SLOs. Using coursework is acceptable, but only if it is evaluated in a way that allows for the identification of assessment findings for the specific SLO(s) being assessed. For example, designing a rubric and having an outside evaluator apply it to samples of student work.

**Note:** Outside evaluators are faculty members who were not instructors for the particular course section that the student assignments are pulled.

**Adding Measures in WEAVEonline**

1. Click the **Add** button under Measures and Findings

![Outcomes/Objectives and Measures & Findings in WEAVEonline](image)
2. Select a **Source of Evidence**
   
   **Note:** Can only select one, so select closest match

   ![Assessment Summary - Add Measure](image)

<table>
<thead>
<tr>
<th>Academic Direct Measures:</th>
<th>Academic Indirect Indicators:</th>
<th>Administrative Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Other Acad Dir.</td>
<td>○ Other Acad Ind.</td>
<td>○ Other Admin</td>
</tr>
<tr>
<td>○ Capstone Assign</td>
<td>○ Advisory Board</td>
<td>○ Activity</td>
</tr>
<tr>
<td>○ Comprehensives</td>
<td>○ Alumni Survey</td>
<td>○ Benchmark</td>
</tr>
<tr>
<td>○ Internship Eval</td>
<td>○ Benchmarking</td>
<td>○ Climate</td>
</tr>
<tr>
<td>○ Licensure Exam</td>
<td>○ Curriculum</td>
<td>○ Discussion</td>
</tr>
<tr>
<td>○ Performance</td>
<td>○ Employer Survey</td>
<td>○ Doc. Assess</td>
</tr>
<tr>
<td>○ Portfolio</td>
<td>○ Exit Interviews</td>
<td>○ Efficiency</td>
</tr>
<tr>
<td>○ Pre/Post Test</td>
<td>○ Focus Groups</td>
<td>○ Evaluation</td>
</tr>
<tr>
<td>○ Presentation</td>
<td>○ Graduate Accept</td>
<td>○ Existing</td>
</tr>
<tr>
<td>○ Project</td>
<td>○ Honors/Awards</td>
<td>○ Evaluation</td>
</tr>
<tr>
<td>○ Standard. Test</td>
<td>○ Placement Data</td>
<td>○ Focus Group</td>
</tr>
<tr>
<td>○ Thesis/Project</td>
<td>○ Satisfaction</td>
<td>○ Gov't Survey</td>
</tr>
<tr>
<td>○ Video/Audiotape</td>
<td>○ School Perform</td>
<td>○ Prof. Standing</td>
</tr>
<tr>
<td>○ Written Assign.</td>
<td>○ Student Evalu</td>
<td>○ Satisfaction</td>
</tr>
<tr>
<td>○ Writing Exam</td>
<td>○ Transfer Accept</td>
<td>○ Service</td>
</tr>
</tbody>
</table>
3. In the **Condensed Description** text box, enter a title for the measure. The title will appear on the main Assessment page and in reports.

4. In the **Description** text box, describe the measure.

5. Select the outcome(s) that the measure relates to.
6. Identify Active Through Cycle.
   **Note:** This should be left as Keep Active unless the outcome is not anticipated to stay active in future years. The **Entry Status** should be set to **Final** only when the entry is ready for review. Even once the status is set to Final, changes can still be made to the entry.

7. **Save** changes.

**Editing Measures in WEAVEonline**

Editing already existing measures mostly follows the same process as adding new ones. However, instead of clicking on the **Add** button, the user will click **Edit** in order to edit measures.

1. In order to reach the **Edit** button, the measure(s) must first be expanded by clicking the arrow button or **Expand All** button.
2. Once expanded, click the **Edit** button to reach the Edit page.

3. Make the changes to the measure and **Save**.

**Note:** If the changes being made are major (edits that completely change the wording or context of the outcome) the outcome needs to be closed out and the new measure should be added (Contact the Office of Assessment, Accreditation, and Compliance for assistance with closing out items at x2846).
Targets

Deciding on Targets

Targets refer to the set level of competency to be reached for a given SLO.

For example, a target may be that 85% of students will demonstrate competency in the acquisition of a certain skill.

The findings or rubric should then explain how “competency” is defined. By uploading the rubric or supporting documentation into WEAVEonline (see Section 8) and attaching it to the related measure/target, what was deemed competent can be identified.

Eighty percent of students will successfully complete the written communication component of the project.

The problem with this target is that it does not clearly define what success is.

Below is a target that does not explain what successful completion is. Is it simply passing the project? If so, this would not be an acceptable target since assignment/project grades are not specific enough to identify student performance for each skill it is assessing.
Applying rubrics to samples of student work is a good way of producing assessment findings for each specific outcome that the assignment is measuring.

Creating Targets

Adding targets follows the same process as adding measures or outcomes.

1. Expand the measure that will have a target added.

2. Click the Add Target button.
3. Identify the target in the Target text box.

![Image of Measure: Capstone Project, Outcome/Objective: Written Communication]

Eighty percent of projects will be rated at least a 3 for each rubric dimension.

4. Identify **Active Through Cycle**.
   
   **Note:** This should be left as **Keep Active** unless the outcome is not anticipated to stay active in future years

![Image of Established in Cycle: 2015-2016, Active through Cycle: Keep Active]

5. The **Entry Status** should be set to **Final** only when the entry is ready for review. Even once the status is set to Final, changes can still be made to the entry.

![Image of Entry Status: Final, Editing Log: Empty]
6. Save changes.

Editing Targets in WEAVEonline

Editing already existing targets mostly follows the same process as adding new ones. However, instead of clicking on the Add button, the user will click Edit in order to edit targets.

1. In order to reach the Edit button, the measure(s) must first be expanded by clicking the arrow button or Expand All button.

2. Once expanded, click the Edit button to reach the Edit page.
3. Make the changes to the target and **Save**.

**Note:** If the changes being made are major (edits that completely change the wording or context of the target) the target needs to be closed out and the new target should be added (Contact the Office of Assessment, Accreditation, and Compliance for assistance with closing out items at x2846).
Findings

Documenting Findings in WEAVEonline

After having collected the data for the respective measure, findings will need to be added in WEAVEonline. When documenting findings, it is important to be as specific as possible. Simply putting that the students met the target or that they were overall sufficient is not enough. Information regarding how the sample was collected can be included in either the measures or findings sections.

1. Under the Measures & Findings section, click the Add Finding button
2. Enter findings in the **Update Finding** text box.

3. Record whether target was **Met**, **Partially Met**, **Not Met**, or **Not Reported This Cycle**.

4. The **Entry Status** should be set to **Final** only when the entry is ready for review. Even once the status is set to Final, changes can still be made to the entry.
5. **Save** changes

Below is an example of what should be avoided when documenting findings.

**Assessment Summary - Edit Finding**

- Target: Eighty percent of students will successfully complete the Capstone Project
- Measure: Capstone Project
- Outcome/Objective: Written Communication

Please save work often. For security, WEAVEonline times out 90 minutes after the last Save or Update.

* Update Finding: 14 of 2,500,000

Target was met

The target is said to have been met, but with what percentage? If a sampling method was used, what was it and what caused the program to decide on that method? These are important things to consider when documenting findings.

Below is an example of good documentation of findings.

**Assessment Summary - Edit Finding**

- Target: Eighty percent of projects will be rated at least a 3 for each rubric dimension.
- Measure: Capstone Project
- Outcome/Objective: Written Communication

Please save work often. For security, WEAVEonline times out 90 minutes after the last Save or Update.

* Update Finding: 528 of 2,500,000

Thirty samples of student work were collected from [enter specific course/section]. The course had had forty-five students, so instead of taking a random sample of 30 percent, 30 samples were randomly pulled.

The results follow:

- Ninety percent of papers were rated a 3 or higher for Context and Purpose for Writing
- Eighty-three percent of papers were rated a 3 or higher for Content Development
- Seventy-three percent of papers were rated a 3 or higher for Genre and Disciplinary Conventions
- Sixty-seven percent of papers were rated a 3 or higher for Sources and Evidence
- Eighty percent of papers were rated a 3 or higher for Control of Syntax and Mechanics

Two of the five rubric dimensions did not meet the set target. Further analysis regarding the weaknesses in these two areas will be included in the Analysis Questions section.

In addition to the findings for each rubric dimension, the sampling method is included. Brief analysis of the findings can also be included, but there is a separate area in WEAVEonline for more thorough analysis.
After entering the findings, select whether the target was met, partially met, or not met.

- Target:  ○ Met  ○ Partially Met  ○ Not Met  ○ Not Reported This Cycle

Especially if the Target is Partially Met or Not Met, develop an Action Plan to improve future results.

NOTE: If your institution provides other instructions for Action Plans, please follow those.
Action Plans

Creating Action Plans

Action plans are responses to targets that were only partially met or not met at all. They can also be used for targets that are met, but they are not required in these cases. An example of this would be creating an action plan in order to maintain the success that an outcome has seen through continuously meeting its set target. Action plans plot out a program’s plan(s) for improving student learning.

An action plan describes what the goal of the plan is, how it will be implemented, and who will be responsible for its implementation. Action plans can also be prioritized and assigned completion deadlines. To do this, select Edit Relationship on the edit page.

It is important to connect the action plan to the target or targets that were not met. On the edit action plan menu, select ‘Edit Relationships’. Select which targets to be connected to the action plan (as seen below).

Edit Action Plan Detail

<table>
<thead>
<tr>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Music Skills Assessment:</strong></td>
</tr>
<tr>
<td>☐ Acquire knowledge of music theory, history, literature and culture.</td>
</tr>
<tr>
<td>☐ Acquire skills necessary to perform music.</td>
</tr>
<tr>
<td>☐ Apply critical thinking skills to musical styles</td>
</tr>
<tr>
<td><strong>End of Semester Performance Before a Faculty Jury:</strong></td>
</tr>
<tr>
<td>☐ Acquire skills necessary to perform music.</td>
</tr>
<tr>
<td><strong>Senior Capstone Project:</strong></td>
</tr>
<tr>
<td>☐ Acquire knowledge of music theory, history, literature and culture.</td>
</tr>
<tr>
<td>☐ Apply critical thinking skills to musical styles</td>
</tr>
<tr>
<td><strong>TExES Testing Results:</strong></td>
</tr>
<tr>
<td>☐ Acquire knowledge of music theory, history, literature and culture.</td>
</tr>
</tbody>
</table>

Last Updated 9/23/2016
Once these relationships are selected, scroll down and select Save.

**Keeping Action Plans Updated**

The **Action Plan Tracking** page can be accessed from the **Assessment** tab.

A list of the unit’s action plans are contained in this page.

It is important to update action plans if they are still active for multiple cycles. Simply going in and writing updates on the action plan’s description will suffice. Also, if an action plan is no longer relevant, its **Active Through** status should be updated. To do this, go into the action plan’s **Details** and change the **Active Through** option from ‘Keep Active’ to the current cycle. If an action plan is ended, make sure to select whether it was ‘finished’, ‘terminated’, or put ‘on-hold’.
Achievement Summary/Analysis

The Achievement Summary/Analysis section of the assessment report is where the assessment findings are analyzed and strengths, improvements, and concerns are identified.

**Important:** The identification and discussion of these should be based on analysis of the findings.

Overall, this is an area for discussion of the assessment findings and identification of strengths, improvements, and concerns within the program in relation to student learning.

The completion of this section in the WEAVEonline system is fairly straightforward. Simply click the arrow button next to the individual questions or the **Expand All button.** Click **Add** to respond to each question. Once completed, set the Entry Status as Final and **Save**.
Annual/Special Reporting

The Annual/Special Reporting section reflects on the past cycle, summarizes accomplishments and faculty contributions, while also looking forward into the next cycle and identifying possible challenges and how they will be approached.

The Continuous Improvement section is used to explain the program’s plans to turn weaknesses into strengths. This can be done by going over the action plans and how they will be implemented in the next cycle.

<table>
<thead>
<tr>
<th>Annual / Special Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand All</td>
</tr>
<tr>
<td><strong>Summary of Program Accomplishments for the Year</strong> (Final)</td>
</tr>
<tr>
<td><strong>Special Contributions of Program Faculty and/or Staff</strong> (teaching/service/research/support) (Final)</td>
</tr>
<tr>
<td><strong>Anticipated Challenges for the Next Cycle</strong> (Final)</td>
</tr>
<tr>
<td><strong>Continuous Improvement Initiatives Planned for the Next Cycle</strong> (Closing the Loop) (Final)</td>
</tr>
</tbody>
</table>
Document Management

WEAVEonline allows for the uploading of supporting documentation as well as the ability to connect these documents to related items (e.g. Outcomes, measures, findings). For instance, a rubric could be uploaded and then connected to the item it is measuring.

To attach a document, go to Document Management underneath the Assessment tab.

Choose to upload a new document or edit existing ones.

Once the new document is uploaded, its relationships can be chosen from the Edit Document Connections button.
It is possible to connect documents to anything in WEAVEonline (Outcomes, Measures, Action Plans, etc.). To do this, expand each of the categories by clicking on the arrow beside it, and then select the item or items that will be connected to the selected document.

- Outcomes/Objectives
- Measures/Targets/Findings
  - 1: Formal critiques
    - Outcome/Objective #1
      - Target: 80% of graduating BA students...
      - Finding: Graduating BA students consist...
  - 2: Testing and written final papers
    - Outcome/Objective #2
      - Target: 75% of graduating seniors will...
      - Finding: Graduating BA students continu...
  - Outcome/Objective #3
      - Target: 75% of graduating seniors will...
      - Finding: In Art History, written assig...