WEAVEonline for Beginners

Kimberlee Pottberg
Agenda

- Part 1: Why we use WEAVEonline
- Part 2: How to enter components
SACS Comprehensive Standard 3.3.1

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate
SACS Comprehensive Standard 3.3.1

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate
The Assessment Process

- Develop Program Mission & Outcomes
- Design an Assessment Plan
- Implement the Plan & Gather Information
- Interpret/Evaluate Information
- Modify & Improve

Adapted from: Trudy Banta, IUPUI
## Assessment Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Assessment Plans (mission, outcomes, and measures with achievement targets)</td>
<td>Done by 11/1/2013</td>
</tr>
<tr>
<td>Findings Entered</td>
<td>Done by 8/1/2014</td>
</tr>
<tr>
<td>Action Plan(s) Entered</td>
<td>Done by 9/1/2014</td>
</tr>
<tr>
<td>Cycle Closes</td>
<td>10/1/2014</td>
</tr>
</tbody>
</table>
How to use WEAVEonline
Mission Statement

- The mission statement links the functions of your unit to the overall mission of Texas A&M.
Entering/Updating the Mission Statement

Mission / Purpose

Mission / Purpose: [Preview Formatting]
The Office of Student Success seeks to provide students the knowledge and understanding relevant to advancing excellent Institutional Assessment and assist with institutional effectiveness and continuous improvement efforts across Texas A&M University.

Established in Cycle: 2011-2012
Active Through: Keep Active
Entry Status: Final
Last Updated By: Ryan Beard on 12/8/2011
Established By: Ryan Beard on 12/8/2011

If desired, use the next box for relationships to Institutional Missions / Purposes or external professional statements.

Copy Edits Forward

Select Fields

Save | Cancel
Assessment Summary Page

Cycle and Entity Selection:
2013-2014 (Future) (Demo) Office of Student Success

Assessment Summary

Goals
- Graduate High Quality, Professional Students
- Serve the University

Outcomes/Objectives
- Critical Thinking Competence
- Communication Competence
- Professional Development
- Office Information & Resource Utilization

Measures & Findings
- Critical Thinking Assessment Test
- Writing Skills Analysis
- Development Workshops
- Student Survey - Information & Services
- Student Survey - Website

Home | Admin Tools | Assessment | Mapping | WEAVER

Texas A&M University
Elizabeth Bledsoe

Local News

Deadlines
- November 1, 2012: Update assessment plans (related to Master Plan Outcomes.)
Goals:

- Additional objections which may be tied to specific portions of a program’s mission.
- Not considered in the progress reports sent to each Assessment Liaison, but be used by individual offices if found to be useful.
Outcomes

- **Learning Outcomes**
  - **Learning statements**
    - Defines the information or skills stakeholders/students will acquire from the program

- **Program Outcomes**
  - **Process statements**
    - Relate to what the unit intends to accomplish. Examples include:
      - Level or volume of activity
      - Efficiency with which you conduct the processes
      - Compliance with external standards of “good practice in the field” or regulations
  - **Satisfaction statements**
    - Describe how those you serve rate their satisfaction with your unit’s processes or services
Adding/Editing Outcomes

Outcomes/Objectives

1: Critical Thinking Competence (G:1) (Final)

Students will demonstrate good analytical and critical thinking skills.

Student Learning
Outcome/Objective: Yes
Connected Document: 2011 Critical Thinking Assessment
Established in Cycle: 2011-2012
Active Through: Keep Active
Entry Status: Final
Last Updated By: Jeffory Roberts on 10/30/2012
Established By: Ryan Beard on 12/8/2011

Relevant Associations:
- General Education/Core Curriculum Associations
- Strategic Plan Associations

Assessment Summary - Edit Outcome/

Condensed Description:
Critical Thinking Competence

Description: 71 of 400,000

Students will demonstrate good analytical and critical thinking skills.

Goal Associations
Included:
1. Graduate High Quality, Professional Students

Standard Associations
No Standard Associations Available

General Education/Core Curriculum Associations
Included:
1. Master the depth of knowledge required for a degree
2. Demonstrate critical thinking

Graduate Outcome Associations

Strategic Plan Associations
Included:
- Texas A&M University
  2. Strengthen our graduate programs.
  3. Enhance the Undergraduate Academic Experience.

Design HTML Preview
Measures:
- Define and identify the sources of evidence used to determine the degree to which an outcome is met.
Measures & Findings

(Numbers inside parentheses show related Outcomes/Objectives.) Toggle triangles to add/edit Target, Findings, or Action Plan.

Add Measure  Expand All  Collapse All  Reorder

1. Critical Thinking Assessment Test  (0.1)  (Final)

The instructor of designated senior level course (within each major) will administer the National Foundation of Academic Enhancement's Critical Thinking Assessment and the Formatting.

Source of Evidence: Written Assign. - Written assignment(s), usually scored by a rubric
Connected Document: 2011 Critical Thinking Assessment
Established In Cycle: 2011-2012
Active Through: Keep Active
Entry Status: Final
Last Updated By: Ryan Beard on 12/8/2011
Established By: Ryan Beard on 12/8/2011

Edit Measure

Targets and Findings:

1: Critical Thinking Competence

Target (Final)  [Preview Formatting]
80% of the department level results will indicate an overall competency level that is higher than the national institutional norm.
Established In Cycle: 2011-2012
Active Through: Keep Active

Edit Target  Add Finding

Findings:
2012-2013  Assessment Summary / Findings
Target: Met
83% of the department level results indicated an overall competency level that was higher than the national institutional norm.  [Preview Formatting]
Established by Jeffery Roberts on 10/30/2012

2011-2012  Assessment Summary / Findings
Target: Not Met
72% of the department level results indicated an overall competency level that was higher than the national institutional norm.  [Preview Formatting]
Established by Ryan Beard on 12/8/2011

Related Action Plan(s)
Critical Thinking Advisory Committee 2011-2012
Critical Thinking within the Curriculum 2012-2013
Adding/Editing a Measure

Assessment Summary - Edit Measure

* Select Source of Evidence: (Currently: Written Assign.)
  - Edit

* Condensed Description:
  - Critical Thinking Assessment Test
  - 128

* Description: 248 of 250,000

The instructor of designated senior level course (within each major) will administer the Critical Thinking Assessment Test.

Source of Evidence: Written Assign - Written assignment(s), usually
Connected Document: 2011 Critical Thinking Assessment
Established in Cycle: 2011-2012
Active Through: Keep Active
Entry Status: Final
Last Updated By: Ryan Beard on 12/8/2011
Established By: Ryan Beard on 12/8/2011

* Select Source of Evidence: (Currently: Written Assign.)

Academic Direct Measures:
- Other Acad Dir
- Capstone Assign
- Comprehensives
- Internship Eval
- Licensure Exam
- Performance
- Portfolio
- Pre/Post Test
- Presentation
- Project
- Standard Test
- Thesis/Project
- Video/Audiotape
- Written Assign.
- Writing Exam

Academic Indirect Indicators:
- Other Acad Ind
- Advisory Board
- Alumni Survey
- Benchmarking
- Curriculum
- Employer Survey
- Exit Interviews
- Focus Groups
- Graduate Accept
- Honors/Awards
- Placement Data
- Satisfaction
- School Perform
- Student Evals
- Transfer Accep

Administrative Measures:
- Other Admin
- Activity Volume
- Benchmarking
- Climate/Environ
- Discussions
- Doc. Analysis
- Efficiency
- Evaluations
- Existing Data
- External Report
- Focus Groups
- Gov't Standards
- Prof. Standards
- Satisfaction
- Service Quality
Targets:

- The result, target, benchmark, or value representing success or the achievement of a given outcome.
Screenshots

Assessment Summary - Edit Target

Measure: Critical Thinking Assessment Test
Outcome/Objective: Critical Thinking Competence

Target: 137 of 20,000

80% of the department level results will indicate an overall competency level that is high

Established in Cycle: 2011-2012
Active through Cycle: Keep Active
Entry Status: Draft / In Progress Final
Editing Log:

Related Action Plan(s)
- Critical Thinking Advisory Committee 2011-2012
- Critical Thinking within the Curriculum 2012-2013

Office of Institutional Assessment
Findings

Findings:
- A concise summary of the results gathered from a given assessment measure.

Note:
- The language of this statement should parallel the corresponding achievement target.
- Results should be described in enough detail to prove you have met, partially met, or not met the achievement target.
Adding Findings

Measures & Findings

(Numbers inside parentheses show related Outcomes/Objectives.) Toggle triangles to add/edit Target

Add Measure  Expand All  Collapse All  Reorder

1: Critical Thinking Assessment Test  (C.1)  (Final)  

The instructor of designated senior level course (within each major) will administer the National Found Formatting.

Source of Evidence:  Written Assignment(s), usually scored by a rubric
Connected Document:  2011 Critical Thinking Assessment
Established in Cycle:  2011-2012
Active Through:  Keep Active
Entry Status:  Final
Last Updated By:  Ryan Beard on 12/8/2011
Established By:  Ryan Beard on 12/8/2011

Edit Measure

Targets and Findings:

1: Critical Thinking Competence

Target (Final)  [Preview Formatting]  
80% of the department level results will indicate an overall competency level that is higher than the
Established in Cycle:  2011-2012
Active Through:  Keep Active

Edit Target  Add Finding

Findings:

2011-2012  Assessment Summary / Findings
Target: Not Met
72% of the department level results indicated an overall competency level that was higher than
Established by Ryan Beard on 12/8/2011

2012-2013  Assessment Summary / Findings
Target: Met
83% of the department level results indicated an overall competency level that was higher than
Established by Jeffery Roberts on 10/30/2012

Related Action Plan(s)
Critical Thinking Advisory Committee  2011-2012
Critical Thinking within the Curriculum  2012-2013

Assessment Summary - Add Finding

Target: 80% of the department level results will indicate an overall comp

Measure: Critical Thinking Assessment Test
Outcome/Objective: Critical Thinking Competence

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

* Update Finding: 0 of 2,500,000

Established in Cycle:
Entry Status:  Draft / In Progress  Final

Save  Cancel

Office of Institutional Assessment
Adding Supporting Documents

**Document Management**

<table>
<thead>
<tr>
<th>Document Name</th>
<th>File Name</th>
<th>Shared Status</th>
<th>Owner</th>
<th>Upload Date</th>
<th>View</th>
<th>Delete/Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Survey on Services - Fall 2011</td>
<td>OSS Survey - Information &amp; Services Fall 2011.pdf</td>
<td>Private</td>
<td>(Demo) Office of Student Success</td>
<td>12/8/2011</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Student Survey on Website Information - Fall 2011</td>
<td>OSS Website.pdf</td>
<td>Private</td>
<td>(Demo) Office of Student Success</td>
<td>12/8/2011</td>
<td>✗</td>
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<tr>
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**Document Management - Upload a Document**

Select Document: (Max file size: 20MB. Anything larger will result in an error.)

File Name: 
Document Name: *

Description:

Share this document with subordinate entities?

Established in Cycle: 2013-2014
Active through Cycle: Keep Active

**Document Management - Document Details**

Filename: Document Management Test Document.docx
Document Name: Document Management Test Document
Description: Testing
Shared: No
Uploaded By: Elizabeth Bledsoe on 10/28/2013

No Active Connections

**Cycle and Entity Selection:**

2013-2014 (Current)  
(Demo) Office of Student Success

The Document has been successfully uploaded.
After reflecting on the findings, you and your colleagues should determine appropriate action to improve the program. This will lead to at least one action plan.

Actions outlined in the action plan should be specific and relate directly to the outcome and the results of assessment.
72% of the department level results indicated an overall competency level that was higher than the national institutional norm. [Preview Formatting]

Established by Ryan Beard on 12/8/2011


Related Action Plan(s)
Critical Thinking Advisory Committee 2011-2012

2: Writing Skills Analysis  (O.2)  (Final)

Faculty member collection and submission to the Office of Student Success of student's ungraded papers from an upperdivision, capstone, or upper-division W course. [Preview Formatting]

Source of Evidence: Comprehensives - Comprehensive/end-of-program subject matter exam
Established in Cycle: 2011-2012
Active Through: Keep Active
Entry Status: Final
Last Updated By: Ryan Beard on 12/8/2011
Established By: Ryan Beard on 12/8/2011

Edit Measure

Targets and Findings:

2: Communication Competence

Target (Final)  [Preview Formatting]
85% of the student results sampled will indicate an overall competency level of a "4 out of 5" score from the evaluation rubric.
Established in Cycle: 2011-2012
Active Through: Keep Active

Edit Target

Findings:
2011-2012  Assessment Summary / Findings (Final)
Target. Met
91% of the student results sampled indicated an overall competency level of a "4 out of 5" score from the evaluation rubric. [Preview Formatting]
Established by Ryan Beard on 12/8/2011

Assessment Tab: Action Plan Tracking

Texas A&M University
Ryan Beard

Cycle and Entity Selection
2011-2012 (Current)

Local News
→ Action Plan Tracking

- January 1, 2012: Plan Outcomes
- August 1, 2012: Findings Entered
- September 1, 2012: Action Plan(s) Entered
- October 1, 2012: Assessment Cycle Closes

WEAVEonline News
¬ What’s New! We are pleased to announce recent enhancements to WEAVEonline. For earlier, and more complete announcements, see Help > FAQs and Other Info > Release Notes.
Adding Action Plans

Texas A&M University
Ryan Beard

Cycle and Entity Selection:
2011-2012 (Current) (Demo) Office of Student Success

Use Settings from: Texas A&M University

Action Plan Tracking

Add New

View Action Plans
- Planned
- In-Progress
- Finished
- On-Hold
- Terminated

**Planned**
- Critical Thinking Advisory Committee *(Final)*
  - Priority: High
  - Projected Completion Date: 4/3/2012
  - Established in Cycle: 2011-2012
  - Active Through: Keep Active

**In Progress**
- Student Focus Groups *(Final)*
  - Priority: Medium
  - Projected Completion Date: 2011-2012
  - Established in Cycle: 2011-2012
  - Active Through: Keep Active

**Finished**
No Action Plans present for status Finished

**On-Hold**
No Action Plans present for status On-Hold
Adding Action Plans

Add Action Plan

Relationships

- Add Relationships

Implementation Status: Planned

* Condensed Description:

* Description: 0 of 20,000

Projected Completion Date: Enter a Date

Implementation Description:

Priority: High

Responsible Person/Group:
Updating Action Plan Status

Edit Action Plan Detail

- Relationship:
  Critical Thinking Assessment Test | Critical Thinking Competence

- Implementation Status: Planned
- Condensed Description:
  Critical Thinking Assessment Test: In-Progress
  Critical Thinking within the Curriculum: On-Hold
  Description: 120 of 20,000

Following the 2011-2012 Assessment Cycle, the Critical Thinking Advisory Committee recommended extending for 2012-2013, the Critical Thinking Committee will move to make these curricular changes.

Projected Completion Date: 12/31/2012
Implementation Description:

Priority: High
Responsible Person/Group: Critical Thinking Advisory Committee

Additional Resources Needed:

Requested Budget Status:

Requested Budget Amount: (whole number)
Include on Action Plan Tracking page: [ ]
Include in Reports: [ ]
Established in Cycle: 2012-2013
Active through Cycle: Keep Active
Entry Status: [ ] Draft / In Progress / Final

Office of Institutional Assessment
Analysis Questions:

- Responses to provided questions which provide an update of ongoing action plans as well as an opportunity to discuss the significance of new action plans.
Screenshots

Texas A&M University
Elizabeth Bledsoe

Cycle and Entity Selection
2013-2014 (Future)

Local News

- Deadlines
  - November 1, 2012: Update assessment plans (mission, outcomes, and measures) and Master Plan Outcomes.
  - July 1, 2013: Findings Entered
  - August 1, 2013: Action Plan(s) and Achievement Summary/Analysis Questions
  - September 1, 2013: Assessment Cycle Closes

Achievement Summary / Analysis

Achievement Summary
No Achievement Summary available for the selected Cycle.

Analysis Questions
Please answer both Analysis Questions

- Based on the analysis of your findings, what changes will you implement?

- Provide an update for completed or ongoing actions.
To fulfill the 2011–12 action plan to address the unmet target of 80% of conference respondents indicating satisfaction with the variety of poster sessions offered, the Office of Institutional Assessment (OIA) along with the Assessment Conference Committee (ACC) sought more variety in the posters for the 2012 Assessment Conference. As a result, the percentage of respondents satisfied with the variety of posters increased from 74% to 78%. Although the 85% target was still not met during the 2012–13 cycle, this result shows improvement towards the target.

To complete the other 2011–12 action plan, OIA enhanced the Assessment Review Guidelines to include more practical and applicable “good practices” for assessment liaisons to pass along to their programs as formative assessment. Additionally, the Assessment Review Rubric was modified to be more exhaustive in its evaluation of assessment reports. As a result, less variance was observed in the quality of assessment reports. Lastly, the Vice Provost of Academic Affairs supplied each dean with a college-specific, personalized memo addressing the strengths and weaknesses of assessment reports in each college. This process was well received and will continue as a service to colleges from the Office of the Vice Provost.

### Outcome/Objective

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target</th>
<th>Finding</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>O 5: Provide Excellent Concurrent and Poster Sessions</td>
<td>M 8: Overall Assessment Conference Survey</td>
<td>85%, or more, of the Annual Assessment Conference attendees will report satisfaction with the Concurrent and Poster Sessions.</td>
<td>Status: Partially Met Following the end of the 13th Annual Texas A&amp;M Assessment Conference, an online conference evaluation survey was sent out to all attendees. Information gained from this survey was organized into the 13th Annual Conference Survey Report, and was distributed to the Assessment Conference Committee for review. Results from the survey questions relating to Concurrent and Plenary Sessions are below: Concurrent Sessions – Question 16: “How satisfied were you with the quantity of Concurrent Sessions?” – 90.58% were “Very Satisfied” or “Satisfied” Question 17: “How satisfied were you with the quantity of Concurrent Sessions?” – 77.78% were “Very Satisfied” or “Satisfied” Poster Sessions – Question 19: “How satisfied were you with the quantity of Poster Sessions?” – 77.06% were “Very Satisfied” or “Satisfied”</td>
</tr>
</tbody>
</table>

### Use of Results

Although the satisfaction results from the conference survey related to the variety of poster sessions increased from 74% to 78%, the 85% target was still not met. In response, the Office of Institutional Assessment (OIA) and the Assessment Conference Committee (ACC) will ensure that each of the conference “tracks” has coverage in the poster session. OIA and the ACC have traditionally ensured track coverage in concurrent session offerings but has never paid close attention to track coverage in the poster session offerings. This strategy includes contacting specific authors of concurrent session proposals in underrepresented tracks and inviting them to consider a poster presentation, perhaps in addition to the concurrent session.
Running Reports

Useful Reports

- DAR: Detailed Assessment Report
  - All data from all cycles that has been entered into WEAVEonline

- DES: Data Entry Status Report
  - Color coded report of the status of data entry. Will be “Not Reported,” “In-Progress,” or “Final.”

Audit Reports

- 5 varieties, each of which will show which portions of the assessment plan are missing specific information
Questions?
One-Minute Evaluation

- What was the most valuable thing you learned?
- What is one question that you still have?
- What do you think is the next step that your program needs to take in order to implement course embedded assessment?