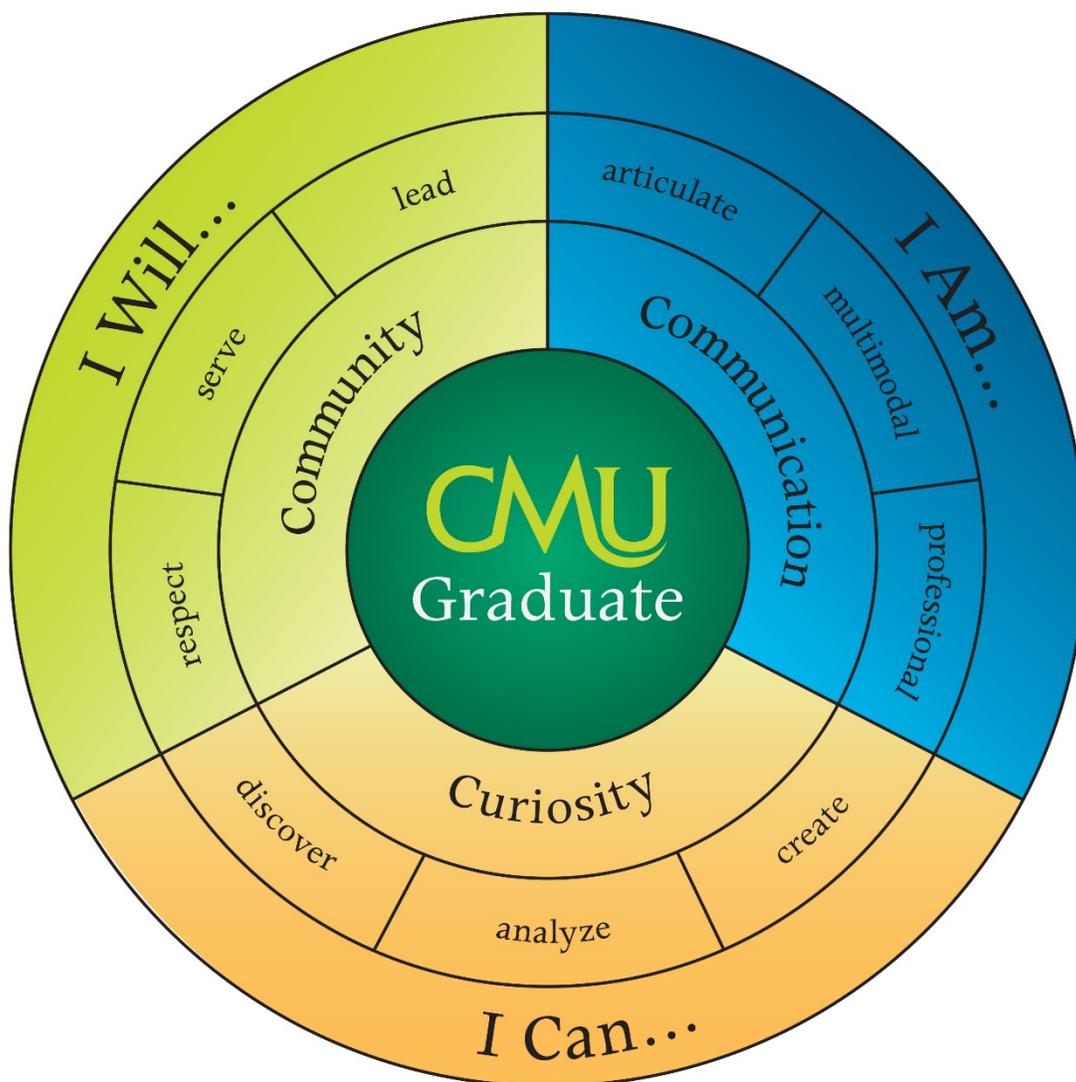


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# CENTRAL METHODIST UNIVERSITY ASSESSMENT HANDBOOK 2017-18

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# INTRODUCTION

A program to assess academic achievement is required of all institutions of the Higher Learning Commission of the North Central Association of Colleges and Schools as part of their demonstration that they are fulfilling their mission and meeting their educational and otherwise institutionally identified goals. The assessment plan at Central Methodist University seeks to help cultivate a culture of continuous improvement in student learning by annually assessing progress towards the goals set forth in the mission statement. The mission statement guides decisions in the University in all CMU academic and non-academic programs.

## CMU Mission

Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

## CMU Creed

The Central Methodist University community, consistent with its United Methodist heritage, strives for academic excellence, individual achievement, and social responsibility. As members of that community we believe in:

- Seeking knowledge, truth, and wisdom;
- Valuing freedom, honesty, civility, and diversity;
- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

## Values

Central Methodist University affirms its Wesleyan heritage and its unique place as the only United Methodist-related University in Missouri. The location of its main campus in a small, historic, rural community provides an opportunity for students to live and to learn in a safe setting. The University values its strong liberal arts tradition, providing a foundation for excellent professional programs. CMU and its outreach activities foster an environment in which a diverse student body can develop intellectually, socially, and spiritually. University life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist University nurtures a spirit of community and caring among students, faculty, and staff.

CMU'S Guiding Vision Statement and the University Learning Principles  
Central Methodist University will be recognized and valued as an institution delivering distinctive academic programs of excellence, nested within a robust and supportive campus environment, preparing students for making a living and living a life.

To ensure that educational experiences at CMU engender the ideals incorporated in the mission and vision statements, the faculty, administration, and trustees adopted new university wide learning principles and associated outcomes in Spring of 2016. Six of the nine outcomes will be used to assess the general education program (blue text). The remaining higher order outcome will be assessed at the senior, graduating student level. These are:

### Communication (articulate, multimodal, professional)

1. Students are articulate, able to speak and write clearly and effectively.
2. Students are multimodal, able to interpret and express ideas through multiple modes of communication.
3. Students are professional, able to adapt to and interact with others in a confident, responsible, and engaged manner.

### Curiosity (discover, analyze, create)

4. Students can discover, explore, and seek solutions based on accumulated knowledge and current research.
5. Students can analyze, evaluate, interpret, and summarize data.
6. Students can create and innovate using critical thinking and collaborative skills.

### Community (serve, respect, lead)

7. Students will serve others and be ethical and informed citizens.
8. Students will understand and respect diversity, including other's viewpoints, positions, and beliefs.
9. Students will lead creatively and collaboratively to produce positive changes in the broader world.

## ASSESSMENT PHILOSOPHY

Pressure to offer evidence of student achievement builds in higher education as employers, government entities, parents, and other constituencies ask, "Do students receive value for their investment?" The constituencies are not satisfied with answers that are generalized and oriented toward a long-distant future.

In the assessment process, we ask ourselves, “Are our students learning what we say they should be learning?” Answering this question accomplishes two ends. First, it assures the students, alumni, trustees, accrediting agencies, the faculty and staff of CMU and others that we are in fact accomplishing the goals of the University. Second, assessment of student learning beyond individual courses is necessary to provide direction for improving teaching, courses, programs, campus life, and most importantly, student learning.

The central purpose of the current plan for assessment is to establish and maintain a culture of continuous improvement of student learning. The process of assessment helps encourage faculty discussion about their programs and thereby encourages collaborative involvement in the improvement of student learning. Assessment also allows programs that are not connected to an academic major to determine to what extent their program implementation contributes to achieving the mission, values or goals of the University. Finally, the assessment process helps non-academic programs such as student advancement and enrollment determine if their work is successfully meeting the needs of their constituents.

Assessment processes at all levels at CMU use diverse methods to assess student learning outcomes and achieve measurable results. Our plan ensures that information is systematically collected, reviewed and used to modify courses, programs, or majors.

## Web-Based Collecting and Reporting

In 2007, CMU implemented a web-based software package that helps organize and implement assessment plans. All academic and academic support programs use WEAVEOnline to share their mission, outcomes, measures, findings, action plans, analysis, and annual reports with the CMU community. The use of WEAVEOnline will help develop a collaborative culture of assessment by allowing communication of assessment across the University.

### WEAVEOnline timeline

WEAVE Timeline Central Methodist University	
Fall	Deadline
Update Objectives and Measures for Current Academic year	October 1
Enter Findings Previous Year	November 1
Enter Action Plans based on Previous Year	December 1
Follow-Up on All Established Action Plans	Ongoing
Spring	
Follow-Up on All Established Action Plans	March 1

Close Out Completed Action Plans	March 1
Publish Prior Year Assessment Report	April 1
Future Planning for Objectives and Measures	Ongoing

Initial set up in WEAVE should be completed with guidance from the Assessment Committee. After Mission Statements, Outcomes, Measures, and Targets are established, departments should enter yearly finding based on the implementation of their assessment plans. If updates are needed, or training is required, contact the chair of the Assessment Committee.

## RESPONSIBILITIES

The faculty has ultimate responsibility for assessment of both General Education and Academic Programs.

**General Education:** The assessment plan at CMU begins with the mission and goals of the University. The assessment tools selected are diverse and address each of the university learning principles. The Provost, Director of Assessment, and the Chair of the Assessment Committee are responsible for the assessment of the General Education program. The new General Education Committee will take over this process as it is more fully established.

**CLAS – Fayette Campus:** General Education assessment measures are to be administered and graded by appropriate faculty/divisions via paper exam, survey, etc. Raw scores from these assessments are to be sent to the Director of Assessment for aggregation, and will be sent back to the Assessment Committee for analysis, which departmental faculty will use to inform future curricular changes. This process will continue to advance as assessment of the newly adopted general competencies is developed.

**Dual Credit:** Assessment measures will be administered per the department’s instructions by instructors at their own schools, with results being sent to the Assistant Dean of Dual Credit, with distribution to appropriate departments (as requested) or the Assessment Committee for grading, with subsequent information sent back to the Division for analysis.

**CGES (other than dual credit):** Assessment measures will be administered per the department’s instructions (e.g. whether the department wishes to have the assessment proctored, etc.). CGES (in cooperation with the Provost’s office) is responsible for making sure the assessments are administered per the department’s instructions. Aggregated data will be sent back to the Division and/or the Assessment Committee for analysis.

All raw data from assessment measures will be sent to the Assessment Committee for aggregation, if requested, and will then be returned to the Division for analysis to inform future curricular changes. CGES will

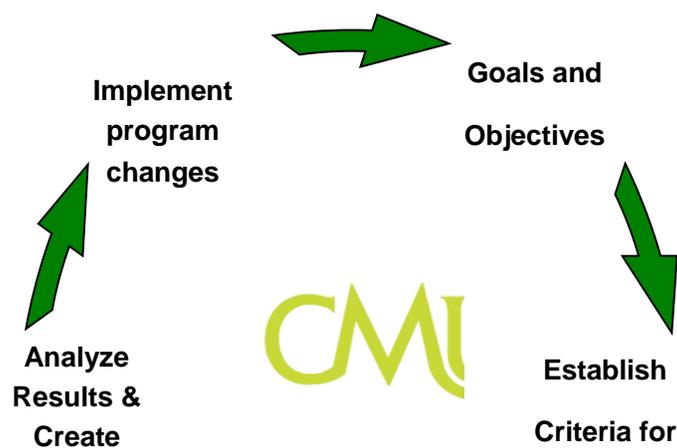
aggregate scores for dual credit, regional sites, and online courses independently so that they may be compared to one another and to CLAS scores. If there are concerns regarding differences among these scores, faculty and/or the division should share this information with the Provost's office, who will work with the Assessment Committee and the Division to address and correct said concerns.

**Majors and Academic Programs:** The assessment plan at CMU has avoided a one-size-fits-all approach. Our students are diverse and the methods of each discipline vary. We believe that because faculty are experts on the expectations of practitioners in their disciplines, they are best able to create assessment activities that mirror the activities of professionals. Faculty involved in a major are responsible for the operation of an assessment plan (found in WEAVE) for each degree program that it offers. Academic programs are responsible for entering, updating, and maintaining assessment data in WEAVE.

**Assessment Committee:** The Assessment Committee shall research, develop, review, and recommend procedures/policies to assess student learning in and beyond the classroom. In coordination with the Provost and Director of Assessment, the Assessment Committee will advise the faculty on the progress of student learning. A yearly report based on the data entered into WEAVE will be presented to faculty. The Committee will also summarize and present assessment of General Education and any changes to the General Education assessment plan. In the 2017-18 academic year, the assessment of new general education competencies will continue to develop.

Interpretation and analysis of any assessment data will be assisted by the Assessment Committee and the Director of Assessment as requested. The committee also reviews and provides feedback for all assessment plans on campus. The committee's work has and continues to be centered on supporting faculty efforts in: defining student learning outcomes, developing appropriate strategies for assessing these outcomes, and using the results to make decisions about their programs. In conjunction with the Academic Affairs Committee, The Assessment Committee also reviews and responds to academic program reviews, annual reports, and curricular proposals.

## The Assessment Process at Central Methodist University



## ASSESSING THE GENERAL EDUCATION PROGRAM

The university learning principles and outcomes were adopted in Spring 2016. Six of the 9 ULOs will be used to assess the general education common core (31-32 hours). The ULOs are intentionally broad statements that guide a culture of learning and allow for a holistic approach to assessment. The ULOs can be assessed through a selection of courses, standardized measures, and student experiences analyzed together, to build a truer picture of student life and learning. The University understands education to be concerned with the formation of the self, not merely with providing information to an individual who is unchanged by it. Liberal education is formative as well as informative.

The educational program described in the following pages is intended to fulfill the mission of CMU by providing a curriculum that enables students to embody the mission of CMU through acquiring habits of mind, habits of heart, and habits of action that embody the university learning principles and outcomes. The development of such habits requires both knowledge and mental discipline in many fields of study. Our curriculum is designed to help students make responsible life choices with deep concern for the common good. CMU graduates should be able to place themselves firmly in the statements of “I am, I can, I will,” built into the university wide assessment process, commonly known as the Wheel.

The implementation process for the new competencies will be developed fully during the 2017/18 academic year. The information below does apply, but is by no means inclusive.

### General Education Competencies and Requirements: Additional Information

1. The 6 ULOs designated as General Education competencies are for the Common Core.
2. All baccalaureate degrees will be required to have the same 31.5-32 hour Common Core competencies and requirements.
3. Courses in the major will not count in the Common Core.

- Each course taught as part of General Education meet the General Education competencies. Competencies met by each course will be listed on the course syllabus.

General Education Transfer Policies: Transfer credit will be accepted for courses generally equivalent to those in the General Education Program. Depending on hours transferred, students may be able to have some general education requirements waived. See the academic catalog for additional details.

## General Education Hours: All Degrees

All baccalaureate degrees will be required to satisfy the same Common Core competencies and requirements. Also, courses in the major will not count in the Common Core.

### General Education Competencies

#### Communication (articulate, multimodal)

- Students are articulate, able to speak and write clearly and effectively.
- Students are multimodal, able to interpret and express ideas through multiple modes of communication.

#### Curiosity (discover, analyze)

- Students can discover, explore, and seek solutions based on accumulated knowledge and current research.
- Students can analyze, evaluate, interpret, and summarize data.

#### Community (serve, respect)

- Students will serve others and be ethical and informed citizens.
- Students will understand and respect diversity, including other’s viewpoints, positions, and beliefs

Degree	Common Core	Additional Gen. Ed. Requirements	Notes	Total hours-General Education
AA	29.5-33	15-16		44.5-49
AS	28.5-29			28.5-29
BA	31.5-32	21-22		52.5-56
BAcc	31.5-32	12	Students applying to graduate school or for certification usually have 130 to 150 hours at	43.5-44

graduation, including 6-15 additional hours of General Education.

BASM	31.5-32	21-22		53.5-56
BGS	31.5-32	19-20		50.5-52
BME	31.5-32	11		42.5-43
BM-Piano/Organ	31.5-32	11		42.5-43
BM-Vocal	31.5-32	11		42.5-43
BS	31.5-32	21-22		52.5-56
BSAT	31.5-32	19-20		50.5-52
BSE-Early Childhood	31.5-32	18		49.5-50
BSE-Elementary, Special Ed., & Middle School	31.5-32	18	Students in BSE-Elementary will continue in the core subjects they will teach (e.g. Mathematics, Geography)	49.5-50
BSE-Physical Ed. & Health	31.5-32	5		36.5-37
BSN	31.5-32	29		60.5-61

## General Education Common Core (All Degrees)

### Communication – 9-12 Hours

#### Competencies:

1. Articulate - Students are articulate, able to speak and write clearly and effectively.
2. Multimodal - Students are multimodal, able to interpret and express ideas through multiple modes of communication.

<u>Common Core Courses</u>	<u>Hours</u>	<u>Competencies</u>
<i>Composition Courses</i>	3 hours	Articulate
EN110 College Composition I / EN111 College Composition II	(6 hours if taking EN110)	Multimodal

(required of students whose ACT English subscore is < 20)  OR  EN120 College Comp I/II	& EN111)	
<i>Oral Communications</i> CT101 Public Speaking	3 hours	Articulate Multimodal
<i>Advanced Writing</i> EN305 Expository Writing  Or EN306 Technical Writing	3 hours	Articulate Multimodal

## Curiosity – 12- hours

### Competencies

1. Discover -Students can discover, explore, and seek solutions based on accumulated knowledge and current research.
2. Analyze - Students can analyze, evaluate, interpret, and summarize data.

<u>Common Core Courses</u>	<u>Hours</u>	<u>Competencies</u>
<i>Math/Algebra/Statistics (choose 1)</i>  MA101 Algebra for College Students I / MA102 Algebra for College Students II (required of students whose ACT Math subscore is < 20)  MA103 College Algebra  MA105 Elementary Statistics  MA118 Calculus and Analytic Geometry I  MA224 Mathematics for Elementary and Middle Grade Teachers (Only Early Childhood Education majors may count MA224 in the Common Core.)	3 hours  (6 hours if taking MA101 & MA102)	Analyze

PL101 Logic—ONLY for Bachelor of General Studies (BGS)		
<p><i>Science with Lab (choose 1)</i></p> <p>May count specified courses with the AS, BI, CH, ES, GL, and PH prefixes. May count SC101 but no other SC courses.</p> <p>AS101 Descriptive Astronomy</p> <p>AS102 Descriptive Astronomy: Beyond the Solar System</p> <p>BI101 General Biology</p> <p>BI102 General Biology</p> <p>BI105 Intro Environmental Science</p> <p>BI106 Human Biology</p> <p>BI108 Biodiversity</p> <p>CH111 Gen. Chemistry</p> <p>CH114 General Chemistry with Qualitative Analysis</p> <p>GL105 Exploring Geology</p> <p>PH111 Gen. Physics</p> <p>PH112 Gen. Physics II</p> <p>PH205 Calculus Physics</p> <p>SC101 Conceptual Physical Science</p>	4 Hours	Analyze
<p><b>Literature</b></p> <p>EN222 Introduction to Literature</p>	3 hours	Discover
<p><i>Freshman Seminar</i></p> <p>CMU101 &amp; 102</p>	1.5 – 2 Hours	Discover
<p><i>Wellness</i></p> <p>PE111 Wellness (Army Physical Training fulfills this requirement.)</p>	1 hour	Discover

## Community – 7 hours

### Competencies

1. Serve - Students will serve others and be ethical and informed citizens.
2. Respect - Students will understand and respect diversity, including other's viewpoints, positions, and belief.

<u>Common Core Courses</u>	<u>Hours</u>	<u>Competencies</u>
<i>Social Science with Constitution</i> HI117 Development of the United States I OR HI118 Development of the United States II OR PS101 Intro American Govt.	3 hours	Serve
<i>Religion</i> RL122 Religion and the Human Adventure	3 hours	Respect
<i>Leadership</i> CMU201 Introduction to Leadership	1 Hour	Serve Respect

\*To be listed as satisfying any General Education competency, faculty teaching or administering a course must apply for such listing through the faculty's Committee on Academic Affairs, which, in consultation with the Committee on Assessment, will endorse or not endorse such listing. If endorsed, the proposal then goes to the full faculty for approval.

## Additional Degree Requirements

The second level of General Education Requirements (known as "Tier Two") differs from one degree program to the next. Before selecting any courses for Tier Two requirements, determine whether a degree program specifies what must be taken. If given a choice of courses to satisfy a Tier Two requirement, consult the following section. Students may not double apply Common Core courses elsewhere; students may double-apply courses in Tier Two to the major or the minor.

For more information on additional degree requirements, please see the academic catalog.

# General Education Measures and Instruments

The following standardized measures and instruments are meant to serve as a component of a holistic system of general education. Artifacts from approved courses, as well as student reflections, co-curricular data, etc. should be used in conjunction to create a complete picture of how the general education program informs a student's education at CMU.

**National Survey of Student Engagement (NSSE):** The NSSE is an externally administered survey of student opinions and attitudes about the nature and quality of their undergraduate experience at CMU. The survey is administered annually to a sample of freshmen and seniors, and has been used at CMU since 2002. The survey is used as an indirect measure of academic progress towards achieving the general education competencies. The results of the survey allow us to compare freshmen and seniors in a given academic year. Peer institutions are selected and used as points of comparison. Our goal is to meet or exceed peer institutions on measures that are connected to our mission statement. (All Outcomes)

**Faculty Survey of Student Engagement (FSSE):** The FSSE is an externally administered survey of faculty measuring the faculty's expectations of student engagement in educational practices. The survey also measures how faculty spend their professional time and the kind of learning environment their institution emphasizes. The FSSE was administered since the 2006 academic year and will serve to help inform possible avenues for improvements to the General Education program by locating similarities and differences in expectations between faculty and students. The FSSE results can be directly compared to data from the NSSE. (All Outcomes)

**Beginning College Survey of Student Engagement (BSSE):** The BSSE is an externally administered survey of the expectations of student about the nature and quality of their undergraduate experience at CMU. The survey is administered annually to a sample of freshmen and seniors, and has been used at CMU since 2002. By comparing results of the BSSE to the NSSE we monitor if we are meeting the expectations of entering students. (All Outcomes)

**Project SAILS:** Project SAILS is a standardized test of information literacy skills that allows libraries to document skill levels for groups of students and to pinpoint areas for improvement. Based on the Association of College and Research Libraries Standards for Information Literacy, Project SAILS provided cohort scores ranking individual fluencies again peer institutions. Skill sets are grouped into 8 categories:

- Developing a Research Strategy
- Selecting Finding Tools
- Searching

- Using Finding Tool Features
- Retrieving Sources
- Evaluating Sources
- Documenting Sources
- Understanding Economic, Legal, and Social Issues

Current institutional benchmarks are set at meeting or exceeding the scores of peer institutions. This measure has been administered in EN305 and EN306 courses to Juniors and Seniors since 2010. (Multimodal/Analyze)

**Constitution Exam:** A new instrument was adopted in 2013. This instrument has been distributed in the on campus sections of HI118/117 and PS101. (Serve)

**Wellness Survey:** A new instrument was developed in 2013 for distribution in PE111 Wellness, a required course for all students attending the CLAS campus. This measure uses a Likert scale to collect student responses towards the 6 dimensions of wellness. Results from the measure are used to inform programming and educational choices for the student body, such as the need for educational programs on topics like drunk driving, drug abuse, environmental consciousness, etc. (Respect)

**Valuing Rubric** The division has reevaluated the old rubric and found that it is not an efficient measure. They are currently designing a new rubric. (Serve/Respect)

**Leadership Rubric** Understanding Leadership is measured in the Introduction to Leadership Course, CMU201. A personal leadership case study is designed by the student and presented in class. A standardized rubric is used in all sections for the case study. (Serve/Respect)

**Speech Rubric:** A common rubric is used to standardize scoring for the required communications course, CT101. This rubric scores students on a 150 point score in three areas: the speech itself, including the introduction, body, and conclusion, the speaker, and the outline. The speech is also required to use information ethically and credibly with correctly cited sources to meet the designated information fluency competency, as well as the oral communication competency. (Articulate)

**Collegiate Assessment of Academic Proficiency (CAAP):** The Collegiate Assessment of Academic Proficiency (CAAP) is a standardized exam given to institutions nationally for the explicit purpose of measuring the effectiveness of our General Education model. The questions directly measure the student competencies in areas including: critical thinking, math literacy, and life and physical sciences. The survey is administered to a sample of students early in their junior year. The results can be compared to a national standard. Our initial benchmark is to meet or exceed the scores of peer institutions. (Discover/Analyze)

**MOGEA:** The Missouri General Education Assessment adopted in 2013-14. This standardized assessment is required for all students who seek teaching certification and must be passed before formal admittance to the program. MOGEA data can be used to reinforce findings in a variety of general education areas.

**English Commons Assessment:** The English Common Assessment is designed to provide a shared assessment measure across all of CMU's writing classes. The assessment is an end-of-term essay assignment common to

all sections of EN111, EN120, EN305, and EN306, across all CMU locations and platforms. EN110 will not be required to complete the assessment.

The essays will be both scored by the instructors of record for courses listed above and will be blindly scored by full-time CMU English Faculty.

The common assessment is designed to help us assess students in CMU's writing classes in order to help improve teaching and learning. The assessment will provide insight into students' relative mastery of core academic writing concepts and will help determine areas of future instructional emphasis. The assessment will also be a tool for cultivating effective instructional techniques and approaches.

Central Methodist University's English faculty recognize that no single essay can provide a full and accurate sense of a student's abilities or overall level of learning, nor can it neatly encapsulate a teacher's classroom performance. For these reasons, the exam is **not intended to be used for high-stakes decisions about student or teacher performance**. Instead, the common assessment is a tool for programmatic assessment.

Despite the limitations mentioned above, the common assessment can help shed light on:

- Programmatic consistency. The common assessment can help us see the degree to which, on at least one assignment, students are performing similarly to their peers taking the same class with different instructors, in different locations, and/or on different platforms.
- Grading consistency. The common assessment gives us an opportunity to use a shared rubric to compare our impressions of students' essays.
- Student improvement. Because the common assessment is given to both students in our College Composition (first-year writing) classes and in our upper-level required writing courses, it gives us some insight into the degree to which our students' writing improves over time. At the very least, it allows us to compare the performance of our upper-level students with our first-year writing students.
- Areas of instructional focus. The common assessment's scoring rubric gives us feedback on five different areas of student writing. These scores can help us more effectively target our instruction. (Articulate/Multimodal)

**Timeline:** Data collection for General Education at CMU takes place annually. Data is collected throughout the academic year and analyzed in the spring semester. The Assessment committee and associated faculty are in the process of creating measures and targets for the new competencies, and a rotating schedule similar to that of program review. Ideally, two related competencies will be examined in depth each year.

## ASSESSING THE ACADEMIC PROGRAM

The University recognizes the importance of assessing students' achievement in their academic programs. Each department is responsible for developing and operating a program for assessment for each academic

program it offers. This includes transfer students and students who are enrolled in off-campus programs. Departmental assessment plans and accompanying data are reported to and stored in WEAVE.

All academic programs should have in their assessment plan:

- A mission statement specific to their major that is connected to the mission of the University.
- A list specific student learning outcomes that are related to the mission.
- A list of measures and targets used in assessing specific student outcomes. This should include specific information about how data is collected, analyzed, reported, and applied to student learning.
- Yearly findings based on the above components.
- Action plans to address targets that are not met or partially met (as applicable).
- Annual departmental reflection containing a discussion of the findings and the proposed application of the assessment data, with the goal of improving student learning. Data and reflections are shared with and reviewed by the Assessment Committee and the Provost.

Implementation of the academic department assessment plan requires:

- Faculty in each program review the mission statement and learning outcomes.
- Faculty determine measures for evaluation of learning outcomes.
- Faculty administer the assessment(s).
- Faculty review the results by comparing them to a benchmark they have established and determine what program changes, if any, should be made.
- The plans and the results are submitted annually for review by the Assessment Committee. (Annual Assessment Report template - Appendix B)
- Formal departmental program reviews include detailed information regarding assessment plans, data, and the impact they have on student learning.
- Curriculum proposals, whether for changes to existing courses or for new courses, should include assessment data that supports the proposal.

**Timeline:** Assessment is an ongoing and continuous process. Data is collected throughout the academic year. It is expected that all majors and programs report their annual assessment results in the fall semester of each academic year (see WEAVE Timeline). The results reported will represent the efforts of the previous academic year. The Assessment Committee will review the results and provide feedback in the spring semester. The Assessment committee and associated faculty are in the process of amending the current assessment process to address the new University Learning principals and associated outcomes. A rotating schedule similar to that of program review will be developed, and assessment data and artifacts from a variety of academic programs will be used to assess the ULPs.

## WEAVE Reporting Structure

All academic entities, as well as academic support units, are required to report findings in the assessment data management system, WEAVEOnline. The WEAVE structure consists of the following sections:

**1. Mission Statement** (reviewed and updated during program review)

The mission statement for each department should reflect the character of the department and goals for student learning. Departmental statements should also tie into the institutional mission.

**2. Outcomes** (reviewed and updated during program review)

Student learning outcomes should be phrased as measurable goals for students within a program. They can directly reflect the departmental mission, professional standards, etc.

**3. Measures** (reviewed regularly for effectiveness and feasibility)

Assessment measures should directly reflect on the student learning outcomes. Direct measures include items such as writing samples, rubric scores, test averages, or case studies. Indirect measures include student reflections, graduate placement data, survey data, or participation numbers.

**4. Targets** (same as above)

Targets are the numerical, statistical, or qualitative goal that hope students will achieve. Examples are “80% of students will achieve a 4 or better in the final paper rubric,” or “Student reflections will provide a complete picture of experiences within the course.”

**5. Findings** (entered yearly).

After outcomes, measures, and targets are, departments can enter yearly findings. Each measure should have findings entered that summarize assessment efforts for that area. The finding will be coded as “Met”, “Not Met”, Partially “Met”, or “Not Reported in this Cycle”. Documents, such as scores, reflections, survey results etc. can be uploaded and attached to findings. Most likely, the findings section is the only one that will be updated each year.

**6. Action Plans** (as necessary)

If a finding does not meet the established target (coded as “not Met” or “Partially Met”), a prompt to enter an action plan will appear. Action plans should address why targets are not met and provide steps to address changes or deficiencies. They should also include who is responsible for implementation. While targets that are “met” do not prompt for an action plan, faculty are still encouraged to enter them, to reinforce how assessment data is impacting or influencing student learning.

**7. Annual Assessment Report** (entered yearly)

Each department must complete a short (apx. 1 page) review of the overall assessment findings and implementation for the academic year. These will be stored in WEAVE and reviewed by the Assessment Committee. A template for the report can be found in the appendix, and in the WEAVE system as the “Annual Achievement Summary”

Detailed instructions for entering data into WEAVE can be found as Appendix A.

# Appendix A – WEAVE Instructions



## Training Guide

### Accessing WEAVEonline

#### Logging In

1. Type the following into the address line of your browser: <https://app.weaveonline.com//login.aspx>
2. The screen should say: "Central Methodist University' WEAVEonline user...", if it does not, double check the address you entered. Once correct, create/edit a bookmark/favorite with this exact address before logging in.
3. Enter your WEAVEonline ID and password and click **Login**. Email [cmdudenh@centralmethodist](mailto:cmdudenh@centralmethodist) if you do not know your login information.
4. The WEAVE login screen is available under the "Committees" tab of MYCMU and on the intranet under "Faculty".

### Home

1. In the **Cycle and Entity Selection** section, just below the navigation bar, use the dropdown boxes to select the Cycle and Entity in which you wish to work. The menu will default to the current cycle.

**Cycle and Entity Selection:**

2011-2012 (Current)	BS, Biology
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### Assessment: Add New

#### Entering an Outcome/Objective

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.



2. Select **Outcomes/Objectives** from the dropdown menu.

3. To add new Outcome/Objective, under Outcomes/Objectives, click **Add**.



4. In the appropriate text boxes, enter a **Condensed Description** (title) and a **Description**. **Red asterisk \*** indicates required fields.

Student Learning?  No  Yes

5. Select **Yes** or **No** next to designate whether this is a **Student Learning Outcome**.

6. Click **Add Associations** and add checkmarks where relevant. Leave these sections open (do not press **Cancel**) if changes were made.

7. Select the appropriate Entry Status (**Draft/In Progress** or **Final**).

8. Select the **Established in** and **Active through** cycles.

9. When done, click **Save**.

Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress  Final

#### Entering a Measure

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.

2. Select **Measures & Findings** from the dropdown menu.

3. Under Measures & Findings, click **Add Measure**. **Please Note:** A Measure cannot be added unless at least one Outcome/Objective exists.

4. Select **one Source of Evidence** from the three columns for the Measure.

5. **Red \* indicate required fields**. In the appropriate text boxes, enter a **Condensed Description** (title) and a **Description**.

6. Under **Select Related Outcomes/Objectives**, check the box next to each Outcome/Objective that should link to that Measure.

Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress  Final

7. Select the **Established in** and **Active through** cycles.
8. Choose the appropriate Entry Status (Draft/In Progress or Final). When done, click Save.

## Entering an Achievement Target

**Please Note:** Every Measure must have an **Achievement Target** in order to enter Findings and Action Plans.

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.
2. Select **Measures & Findings** from the dropdown menu.
3. Expand the Measure for which you need to add an Achievement Target, either by clicking the **expansion triangle** next to the Measure or by clicking the **Expand All** button.



4. Under the **Targets and Findings** section, click **Add Target**.
5. Enter the **Target**, **Red \*** are required fields.
6. Select the **Established in** and **Active through** cycles.
7. Select the appropriate Entry Status (**Draft/In Progress** or **Final**).
8. When done, click **Save**.



Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress \*  Final

## Entering Findings

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.
2. Select **Measures & Findings** from the dropdown menu.
3. Expand the Measure for which you need to add Findings, either by clicking the **expansion triangle** next to the Measure or by clicking the **Expand All** button.



4. In the **Targets and Findings** section, find the appropriate Achievement Target and click **Add Finding**.
5. Enter a summary of your Findings, **Red \*** is a required field.
6. Choose **Met**, **Partially Met**, or **Not Met**, **Not Reported This Cycle**.



\* Target:  Met  Partially Met  Not Met  Not Reported This Cycle

7. Select the appropriate Entry Status (**Draft/In Progress** or **Final**).
8. When done, click **Save**.

Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress \*  Final

## Entering an Action Plan

**Please Note:** Action Plans can be entered from within the **Assessment > Measures & Findings** section by selecting the **Add New Action Plan** button or by using the method outlined below.

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment** and choose **Measures and Findings**.
2. Click **Add New Action Plan** under the appropriate measure.



3. Click **Add Relationships** to link the Action Plan to specific Measure-Outcome/Objective pairs.



4. Select the **Implementation Status** of the plan.

Implementation Status: Planned

5. Enter the appropriate information in the available text boxes and select a Priority from the dropdown menu.

6. Select the **Established in** and **Active through** cycles.

Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress \*  Final

7. Select the appropriate Entry Status (**Draft/In Progress** or **Final**).

8. When done, click **Save**.

## Assessment: Edit Existing

### Editing an Outcome/Objective, Measure, Achievement Target or Finding

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.
2. Make the appropriate selection from the dropdown menu.
3. Expand the item you wish to edit, either by clicking the **expansion triangle** next to the item or by clicking the **Expand All** button. To edit an Outcome/Objective, Measure, Achievement Target or Finding, expand the appropriate section.



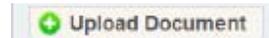
4. Click **Edit**, **Edit Achievement Target** or **Edit Finding**, as appropriate.
5. Make any changes and update the Entry Status (**Draft/In Progress** or **Final**) as needed.
6. When done, click **Save**.



Established in Cycle: 2010-2011  
Active through Cycle: Keep Active  
Entry Status:  Draft /  In Progress \*  Final

## Document Repository

1. In the navigation bar located below the WEAVEonline logo, point to **Assessment**.
2. Select **Document Management** from the dropdown menu and click **Upload Document** to begin.
3. **Browse** for the document you wish to upload.
4. Enter a **Document Name** (required \*).
5. Click **Save & Continue**.
6. Expand (using the **Expand All** button or the **expansion triangles**) the assessment areas where you wish to connect this document.
7. **Add checkmarks** to set up connection locations for the document. Please add documents such as rubrics, example tests, etc. to the associated MEASURE. Add Yearly information, such as results, statistics, etc. to FINDINGS.
8. When done, click **Save** to both load the document and make the connections.



## Help

If you need further assistance with entering data into WEAVE, please contact [cmdudenh@centralmethodist.edu](mailto:cmdudenh@centralmethodist.edu).

All academic entities should be established in WEAVE. If you need assistance editing or adding outcomes, mission statements, etc. please email Cindy at the address above.

Academic entities are responsible for adding findings for each departmental outcome each year.

## Appendix B – Annual Report Template

1. What student learning outcomes is this program focusing on this academic year (please list the outcomes)? \*
2. What specifically did your assessment measures (MFT and others) demonstrate regarding your student learning outcomes (goals)? \*
3. What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives? (Strengths) \*
4. What specifically did your assessments show regarding any outcomes/objectives that will require continued attention? (Weaknesses or Areas Needing Further Development) \*
5. Are there accomplishments, innovations, weaknesses, or strengths that you would like to report?

This report can be submitted through [Google Forms](#) or within the departmental entry of WEAVEOnline