Assessment & Weave

BY ABBEY PERKINS, ASSESSMENT COORDINATOR
LAST UPDATED 12/7/2018
Contact Information

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Assessment Overview

The college has developed an institutional Effectiveness Plan and Guidebook. This document serves as a resource for faculty, staff, and administrators across all campus operations. Included are background information about the integrated processes of planning, budgeting, and assessment, guidance for developing assessment plans at the institutional and unit levels, and suggested practices for collecting, analyzing, and using data for improvement of student learning and college operations. Timelines and responsible parties are highlighted.

Institutional Assessment Committee Charge

The mission of this group will be to oversee and provide support for all areas of the college in developing and assessing outcomes. It will be responsible for ensuring the continual assessment of institutional effectiveness, including academic program outcomes. This group will plan for appropriately responding to assessment results in a constructive manner and ensuring that areas ‘close the loop’ of assessment.

- Review best practices locally and nationally and provide samples for academic and non-academic assessment processes
- Continue to gather information on all assessment activities currently being done on campus, including providing support for data collection efficiencies
- Advocate for changes by faculty governance committees which will encourage enhancement assessment on campus
- Working with Curriculum Committee to encourage and support the inclusion of course/program outcomes in new course proposals and course outlines
- Identify and provide workshops on assessment (Professional Development)
- Maintain SUNY Cobleskill Assessment website with links to all above information
- Continue to make collection processes more efficient using tools and software
- Develop and maintain academic program review template and procedures
- Develop and support a process for assessing universal student competencies
Presentation Outcomes

Today, you will learn:

- About the components of the assessment cycle
- How to write effective outcomes / objectives
- About aligning your assessment
- How to use the Weave software
- How to close out your 2017-2018 assessment cycle and move into your 2018-2019 assessment cycle
“Don’t reinvent the wheel, just realign it”
—Anthony J. D’Angelo
Assessment

What is it?
- Learning: what works and what doesn’t

Why do we do it?
- To fulfill the accreditation requirements of the Middle States of Commission of Higher Education
  https://www.msche.org/
- Accountability
- Continuous improvement
- Innovation
- Demonstration of student success
- Program & Office Accreditation requirements

How do we do it?
- Simple to complicated
The Assessment Cycle

- Mission / Purpose
- WHY: Goals
- WHAT: Outcomes/Objectives
- WHERE: Course/Program Alignment
- HOW: Measures & Targets
- SHARE: Communicate Results

Bahny, 2018 & University of Wisconsin – Madison
Continuous Assessment: The Assessment Spiral

- This cycle
- Next cycle
- 2 cycles from now
- Etc.
Assessment Schedule 2018-2022

For a list of assessment related deadlines and reminders, please go to:


Home > Faculty & Staff > Assessment (at bottom under Academics)
The Assessment Cycle

- **Mission**: Highest aims, intentions, & activities of an entity
  - The purpose of your program or office

- **Goals Why**
  - Broad, overarching principles that guide decision making
  - What you intend to accomplish with student learning & operational effectiveness

- **Outcomes / Objectives What**
  - What students must learn or what the entity must achieve operationally to accomplish goals
  - Use Bloom’s Taxonomy Strategic Plan Alignment Action Plan listed in this section

- **Measurements How**
  - How evidence will be gathered to track your outcome or objective

- **Targets How**
  - The specific achievement you are aiming for that you would use to gauge success

- **Findings So What**
  - Recording if your target was met or not and analyzing and explaining what you learned from your measurement data

- **Action Plan What Now**
  - Review your Assessment Cycle (mission to findings)
  - What are you going to do with this year’s information for next year?
Notes on the Assessment Cycle

• In a Mission, you can demonstrate the connections or relationships with accrediting bodies, references of the College mission

• The difference between a Goal and an Outcome / Objective is measurability
  - Outcomes & Objectives are measurable
  - Each Goal will usually have multiple intended outcomes associated with it
  - A particular Outcome / Objective can support or contribute to the accomplishment of more than one goal

• Alignment to the General Education plan and Accreditations can take place at the Outcome level. You can also align Outcomes to curriculum and operational plans

• Analysis of Finding: Did something influence your Target Achievement Status? Like low enrollment, a section not being offered, event cancelled due to weather, etc.
Brainstorm: Your Mission, Goals, & Outcomes

1. How does your Mission align with the College’s Vision, Mission, and Values?
2. What are your priorities? Can you develop your priorities into Goals?
3. What do you want your students to learn from interacting with your department? (1)
4. What areas of your department do you want to improve as it relates to interacting with students? (1)
5. How do your Goals connect or bridge your Mission to your Outcomes / Objectives?
6. Review your Outcomes / Objectives. How do they align with the Strategic Plan Initiatives (see slide 20)? How do they align to this year’s focused Strategic Plan Initiatives (see slide 21)?
Program Mission Statement

Mirroring the Mission Statement of the College, the Landscape Development Program strives to provide superior educational experiences supported by technology, applied learning, project-based learning and service learning. Technical courses are delivered in a student-centered environment that emphasizes friendship, cooperation, and respect.

Program Goals

1. Business and Operations Management

Achieve proficiency in business operations and management with a green industry focus.
Format for writing a student learning outcome

**Who – be specific**

- First year students
- Graduating seniors
- Students

**Who** participate in

- engage with
- complete

**activity**
- program
- course
- 8 counseling sessions

**What will they do?**

- identify
- list
- describe
- summarize
- discuss
- explain

**Measurement target**

- at least 3 out of 4
- 70% accuracy
- more/fewer than all

**How Measured**

- intended elements
- interview
- observed behavior
- journaling
- blog
- portfolio
- post-survey

_Bahny, 2018; Keeling & Associates, 2007_
Example Outcome / Objective

By December 2018, the percentage of students in developmental math courses using math and writing tutoring services will increase by 15% as reported by student use rosters in the tutoring lab.
Students in ORHT 160 & 360 will demonstrate an ability to prepare cost estimates, price and propose landscape services and construction projects. This target will be met if at least 75% of the students complete ORHT 160 & 360 with a 75% course average.

National Association of Landscape Professional Program Accreditation require that 33% of curriculum addresses / focuses on the landscape business operation and management. (8)
From Landscape Contracting BT 17-18 in Weave (8)

Student Learning Outcomes

1.1 Estimating and Proposing

Description
Demonstrate an ability to prepare cost estimates, price and propose landscape services and construction projects.

National Association of Landscape Professional Program Accreditation require that 33% of curriculum addresses / focuses on the landscape business operation and management.

Supported Initiatives (2)

Strategic Initiatives
- Maximizing learner access, progression and success.
- Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community.
Outcomes / Objectives

A well written outcome or objective will state:

◦ Who is involved, who is being assessed
◦ The intended behavior, knowledge, and/or skill changes that should result
◦ Use Bloom’s Taxonomy to describe what student learning or what entities should be accomplishing
◦ How the progress is measured (what the tool will be used to gather information on the expected changes)
◦ Identify the criteria for success (target)

An outcome or objective must be:

◦ Meaningful:
  ◦ How does the outcome support the entity’s mission & goal?
◦ Manageable:
  ◦ What is needed to foster the achievement of the outcome? Is the outcome realistic?
◦ Measurable:
  ◦ How will you know the outcome is achieved? What will be the assessment method?

- Hopkins Gross, 2017
More Bloom’s Taxonomy Resources

Bloom’s Thinking and Learning.
https://www.virtuallibrary.info/blooms-taxonomy.html
SUNY Cobleskill’s Mission & Vision

**Vision**
As the premier educational institution of agriculture and technology, SUNY Cobleskill calls all learners to grow, to sustain and to renew the world and its citizens.

We continue to be guided by our founding vision: “Education is the hope of the world...If our young men and women are to grow quality in their lives they must learn to direct their own thinking, their own wanting, and their own doing.” (1921 College Catalogue)

**Mission**
SUNY Cobleskill sets the standard for applied education that extends theory into practice. We cultivate our students to positively affect the cultural, economic, natural and technological forces in their lives.

In pursuit of our mission we strive to honor our history, teach by doing, forge pathways for success, think globally and across disciplines, cultivate sustainability, embrace and support our community, and promote personal growth.

**Values**
SUNY Cobleskill is a campus community characterized by empathy, inclusivity, respect, personal growth, integrity, and a collaborative spirit fostering well-being and sustainable practices. We recognize and celebrate student, faculty and staff achievements. We take pride in our campus and encourage collaboration with our surrounding communities.
## Strategic Initiatives:
This table shows the numbering of the Strategic Initiatives from the Strategic Plan.

### To Sustain a thriving and effective college by:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fulfilling our Vision by:</td>
</tr>
<tr>
<td>1.1</td>
<td>Determining and implementing a contemporary institutional structure for forward thinking presentation of ourselves to internal and external audiences.</td>
</tr>
<tr>
<td>1.2</td>
<td>Developing an institution-wide branding campaign and narrative which reflects the vision, mission, and values.</td>
</tr>
<tr>
<td>2.</td>
<td>Honoring our Mission by:</td>
</tr>
<tr>
<td>2</td>
<td>Maximizing learner access, progression and success.</td>
</tr>
<tr>
<td>3.</td>
<td>Living our Values by:</td>
</tr>
<tr>
<td>3</td>
<td>Creating greater opportunities for diversity, inclusion, belonging and community to be &quot;One Coby&quot;.</td>
</tr>
<tr>
<td>4.</td>
<td>Achieving Operation Excellence by:</td>
</tr>
<tr>
<td>4.1</td>
<td>Achieving fiscal and operational sustainability.</td>
</tr>
<tr>
<td>4.2</td>
<td>Being a great place to work.</td>
</tr>
<tr>
<td>5.</td>
<td>Strengthening Vibrant Community Partnerships by:</td>
</tr>
<tr>
<td>5.1</td>
<td>Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community.</td>
</tr>
<tr>
<td>5.2</td>
<td>Creating global citizens.</td>
</tr>
</tbody>
</table>
# 2018-2019 Focused Strategic Initiatives

This table shows the three Strategic Initiatives the campus will focus on during 2018-2019

<table>
<thead>
<tr>
<th>To Sustain a thriving and effective college by:</th>
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</thead>
<tbody>
<tr>
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<td>4.1 Achieving fiscal and operational sustainability.</td>
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</tbody>
</table>
1.1.1 Estimating & Proposing ORHT 160 & 360 Performance

Source of Evidence
Comprehensives - Academic Direct

Description
Course work final grades in ORHT 160 and ORHT 360 inclusive of exams and projects

Methodology (optional)
Courses uses estimating projects and comprehensive exams reflecting knowledge of contracts, proposals, sales and estimating procedures.
Brainstorm: Your Measures

1. What information do you need to collect through your measurements?
2. How do you measure for this information?
3. Where can you get this information?
4. What is survey fatigue and how can we avoid it on campus?
5. How can your priorities be broken down into measurable outcomes / objectives?
6. Are your sources of evidence manageable and practical? Are they gathering the information you’re looking for?
7. Is your target realistic: not too low or too high; is it a reasonable challenge?
## Example Targets

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaching Performance</strong></td>
<td>45% of the students will complete ORHT 160 and ORHT 360 with a C average or better in each course.</td>
</tr>
<tr>
<td><strong>Meets Performance</strong></td>
<td>60% of the students will complete ORHT 160 and ORHT 360 with a C average or better in each course.</td>
</tr>
<tr>
<td><strong>Exceeds Performance</strong></td>
<td>60% of the students will complete ORHT 160 and ORHT 360 with a B average or better in each course. (8)</td>
</tr>
</tbody>
</table>
Approaching: 50% of the students complete ORHT 160 & 360 with a 75% average +. Meets 75% of the students complete of ORHT 160 & 360 with a 75% average +. Exceeds: 75% of the students will complete of ORHT 160 and ORHT 360 with a 85% average +.
In the 2015-2016 semesters, the course finale grades of BT* students enrolled in ORHT 160 and ORHT 360 were used to assess performance in completing and understanding of the processes of estimating and proposing landscape projects.

The overall findings indicate that the students are meeting the performance expectation. However, they are not exceeding the target standard. The measured course mean of students enrolled in ORHT 160 and 360 as BT students is 74.98% with 74.29% of the students earning a C average or better.

BT* students includes all those who previously registered as BT students or those who matriculated during Fall/Spring terms.
Findings & Action Plan

1. Review the information collected by your Measurement
2. Did you meet the Target you set for this Measurement?
3. Complete your Findings
4. Create Action Plans for the Outcomes / Objectives whose Targets were Not Met or Partially Met
Brainstorming: Findings & Action Plan

1. Is your target realistic: not too low or too high; is it a reasonable challenge?
2. How would this assessment cycle inform the next cycle? What would you keep the same and what would you change?
3. What new measure(s) would you consider using?
4. How can you improve your measurements for next cycle?
5. What gaps in student learning has your department identified?
6. What new initiative would you like to assess?
7. What offerings would you like to add in the future?
8. Do you want to continue a project(s) you are already doing?
Finalizing Your Assessment Plan

1. Have you reviewed your assessment plan with your department team members? (1)

2. Will your assessment plan provide evidence so your department can make continued improvement? (1)

3. Are your outcomes meaningful and measurable? (1)

4. How can you utilize your assessment results?

5. How do you communicate or share your assessment results?

6. What are new ways you could communicate your assessment results?
“There is no failure, only feedback”
- nlp.com

“Not meeting your target is not a failure, it’s an opportunity for improvement!”
- Rob Bahny
Assessment Webpage


www.cobleskill.edu
> Faculty & Staff
  > Assessment
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Launch WEAVE (new)
Launch WEAVEonline (old)
IE Guidebook
Weave Login

https://app.weaveeducation.com/login/
## Projects

<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Type</th>
<th>Last Modified Date</th>
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</thead>
<tbody>
<tr>
<td>AA Advising</td>
<td>2017-18</td>
<td>Assessment</td>
<td>9/19/2017</td>
</tr>
<tr>
<td>AA CASE</td>
<td>2017-18</td>
<td>Assessment</td>
<td>9/29/2017</td>
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<td>AA CASE Educational Support Services</td>
<td>2017-18</td>
<td>Assessment</td>
<td>9/20/2017</td>
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<tr>
<td>AA EOP</td>
<td>2017-18</td>
<td>Assessment</td>
<td>10/17/2017</td>
</tr>
<tr>
<td>AA Grants &amp; Sponsored Programs</td>
<td>2017-18</td>
<td>Assessment</td>
<td>9/14/2017</td>
</tr>
<tr>
<td>AA Honors Program</td>
<td>2017-18</td>
<td>Assessment</td>
<td>10/17/2017</td>
</tr>
<tr>
<td>AA International Education</td>
<td>2017-18</td>
<td>Assessment</td>
<td>9/15/2017</td>
</tr>
</tbody>
</table>
Your Weave Project

Department / Office Mission Statement

Department / Office Goals

1. Improve Registration for Retention
   1.1 Upgrade to Banner 9 Action Plan
   1.1.1 Forced Survey through Banner Web

2. Enhance Degree Planning & Increase Completion Rates

3. Improve Records Retention and Records Security

Project Attachments
Information Added to Sections

Table of Contents

Department / Office Mission Statement
  1. Improve Registration for Retention
     1.1 Upgrade to Banner 9
     1.1.1 Forced Survey through Banner Web
     1.2 Improve Registration Reports
     1.3 Identify problems in the Master Schedule
  2. Enhance Degree Planning & Increase Completion Rates
     2.1 Implement the New Student Educational Planner
     2.2 Set up Prerequisite Checking in Degree Works
     2.3 Use Student Plans to Inform Master Schedule Process
  3. Improve Records Retention and Records Security
     3.1 Complete testing of BDM Disposition of Records
     3.2 Go Live with BDM Disposition of Records
     3.3 Identify Offices for Continued Roll Out of BDM

Department / Office Goals

1. Improve Registration for Retention

At Cobleskill, we wish to achieve a state where registration is easy and efficient. When students are able to identify course offerings quickly and secure a schedule with degree applicable credit which meet a student's unique scheduling needs.

Student Learning Outcomes, Outcomes, or Objectives

1.1 Upgrade to Banner 9

Description
Banner 9 Registration offers new functionality for students during the registration process. Banner 9 Registration allows for direct integration with Degree Works Student Education Plan. The student can plan in degree works for each term of study until they graduate, the plan for the term is pulled into Banner 9 Registration allowing the student to see the courses they need to take. Banner 9 Registration allows for students to pull up only those course CRN which meet the plan. The student can easily view a planned schedule before their Priority
Filling In Sections

Department / Office Goals

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Setting Your Project’s Status

AGNR ANPS Landscape Contracting BT 2017-2018

Set Project Status

- Not Started
  - All projects start with this status until content is added.
- In Progress
  - Update your project to this status when content is added.
- Internal Review
  - Update your Response to this Status to let your Team know it’s complete and Ready for Internal Review.
- Complete
  - Update your project to this status to indicate it is complete and ready for final review.
Adding Team Members:
- Click “Add Team Member” and begin typing the name of the person you want to add.
- If the person’s name doesn’t appear, contact the Assessment Office to have them added to Weave.
# Project Attachments

<table>
<thead>
<tr>
<th>Attachments</th>
<th>File Size</th>
<th>Last Modified</th>
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<tr>
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<td>9/27/2017</td>
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<tr>
<td>AA Registrar DAR 2015-2016.pdf</td>
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<tr>
<td>AA Registrar DAR 2013-2014.pdf</td>
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<tr>
<td>AA Registrar DAR 2012-2013.pdf</td>
<td>50KB</td>
<td>9/27/2017</td>
</tr>
<tr>
<td>AA Registrar DAR 2011-2012.pdf</td>
<td>42KB</td>
<td>9/27/2017</td>
</tr>
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</table>

Click the vertical dots to open or download an attachment.
Strategic Plan Alignment in Weave

Student Learning Outcomes

1.1 Estimating and Proposing

Description
Demonstrate an ability to prepare cost estimates, price and propose landscape services and construction projects.

National Association of Landscape Professional Program Accreditation require that 33% of curriculum addresses / focuses on the landscape business operation and management.

Supported Initiatives (2)

- Maximizing learner access, progression and success.
- Fostering effective partnerships that will have an impact on economic and human capacity within and beyond our local community.
Measurements in Weave

Measures / Instruments

1.1.1 Measure Header

Source of Evidence

Set Source of Evidence

Description

Detailed measurement description including: measure, source, and target. Source of Evidence (above) and Methodology (below) are optional.

Methodology (optional)

Nothing Entered

Target

Drop down menu with MANY choices

Describe your measurement tool, how your research population was selected, research methods, etc.
### Adding Your Findings in Weave

**Achievement Status options:**
- Nothing entered
- Not reported this period
- Not met
- Partially met
- Met
- Exceeded

<table>
<thead>
<tr>
<th>Target</th>
<th>Estimate, Costs &amp; Pricing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td></td>
</tr>
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</table>

**Target**
Approaching: 50% of the students complete ORHT 160 & 360 with a 75% average. Meets 75% of the students complete of ORHT 160 & 360 with a 75% average. Exceeds: 75% of the students will complete of ORHT 160 and ORHT 360 with a 85% average.

**Finding**
Nothing Entered

**Analysis of Finding**
Nothing Entered

**Repeat Target Achievement Status and brief heading for finding**

**Explain Target Achievement Status and your findings**
Adding your Action Plans in Weave

Action Plan (complete once you’re finished measuring this outcome and have completed your finding)

Action Plan Status:
- Planned
- Complete
- In Progress

Achievement Status:
- Nothing Entered

Budget Source:
- Nothing Entered

Dollar Amount:
- Nothing Entered

<table>
<thead>
<tr>
<th>#</th>
<th>Action Item</th>
<th>Date Created</th>
<th>Due Date</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Description Not Set</td>
<td>5/16/2018</td>
<td>Set Due Date</td>
<td>Not Set</td>
</tr>
</tbody>
</table>

You can break down your action plan into steps with their own statuses.
Creating a New Cycle for your Weave Project

Click Here
Creating a New Assessment Cycle

Projects are not automatically rolled into the next cycle year. Someone from each Project team must roll the Project forward when the Project is ready.

- Under “What Type of Project”, select “New version of existing project”
- Select the Project you want to create a new cycle for
- Click next
- DO NOT change the name of the Project
- Select the 2018-2019 from the “Reporting Period” dropdown menu
- Your Project in the 2018-2019 cycle will then load
- You can switch between cycle years by clicking the triangle next to the year next to your Project’s name
- Make sure you are in the correct year cycle year before you enter information into your Project
- Your Supported Initiatives linkages are not carried forward into the new cycle and you will need to update the linkages for 2018-2019
References


8. Weave Assessment Project: AGNR ANPS Landscape Contracting BT 2017-2018