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Weave Training

The Basics of Weave and
TTUHSC Assessment

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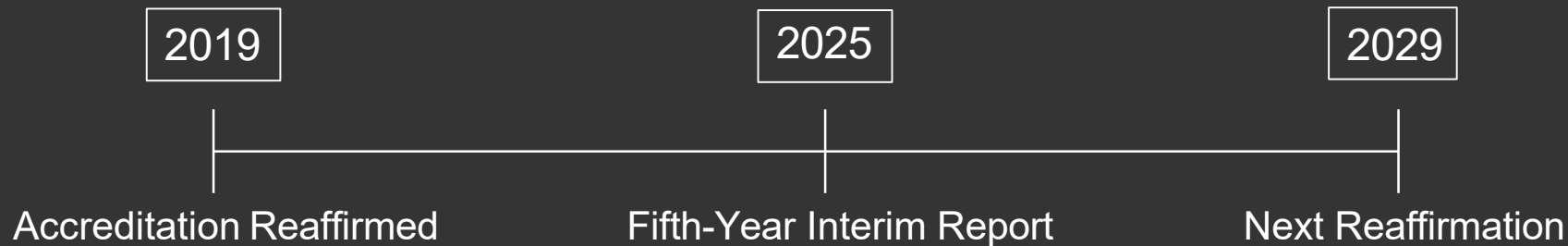**TTU HSC**

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Part I: SACSCOC Accreditation Requirements

Part II: History of Weave

Part III: Basic Weave Components

Part IV: Assessment Plan Reviews

2019	2025	2029

Accreditation Reaffirmed   Fifth-Year Interim Report   Next Reaffirmation

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7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
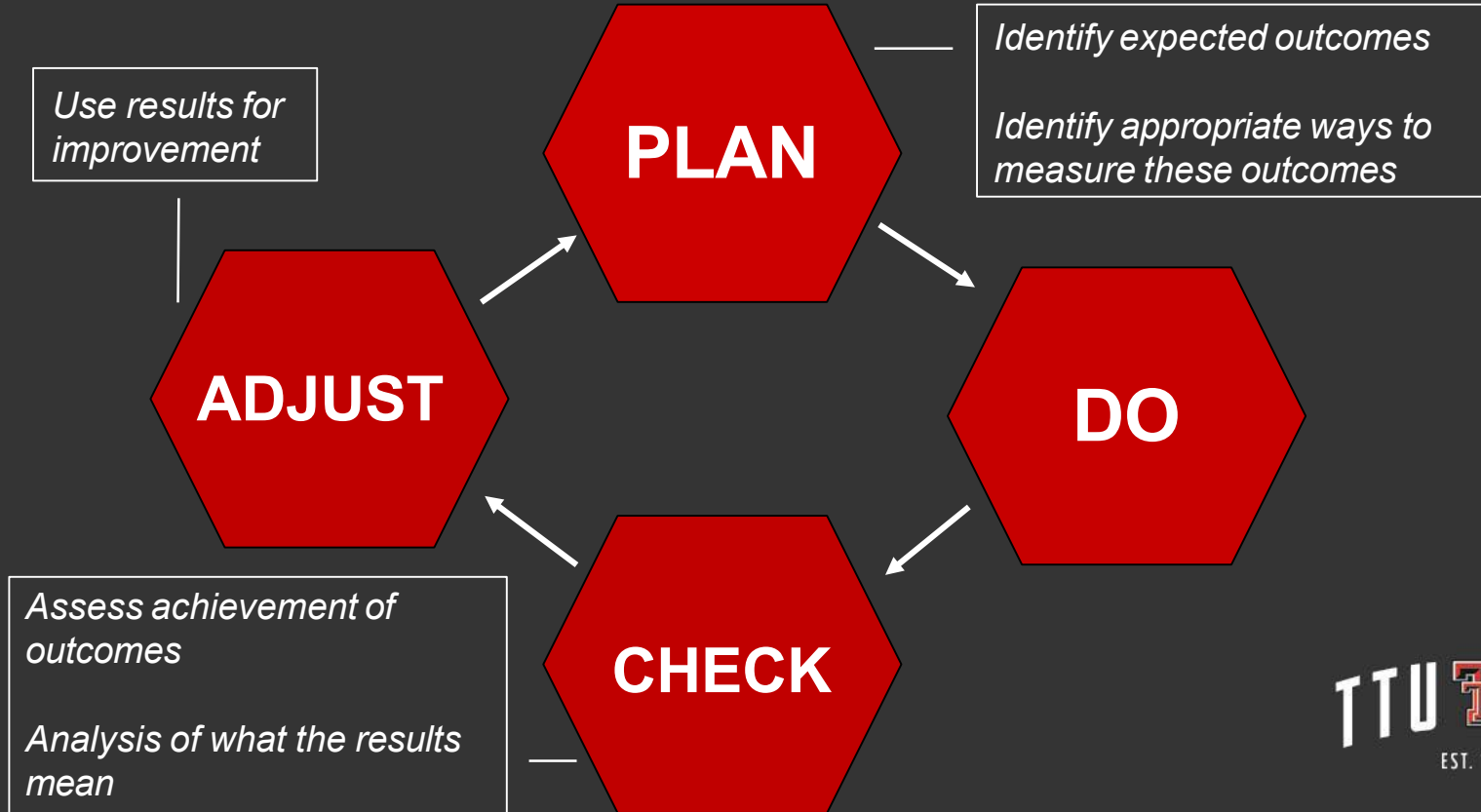
8.2.a

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results with regard to student learning outcomes for each of its educational programs.

8.2.c

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the academic and student services that support student success.

Use results for improvement

PLAN

Identify expected outcomes

Identify appropriate ways to measure these outcomes

ADJUST

DO

Assess achievement of outcomes

Analysis of what the results mean

CHECK

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- An assessment management system where faculty and staff can document Outcomes, Measures, and evidence of seeking improvement based on analysis of results in their particular area

- Implemented at TTUHSC in 2006

- 75 Weave plans in the current 2022-2023 cycle

  - 34 Educational Programs

  - 21 Administrative Units

  - 20 Academic & Student Support Units

- Weave plans are completed on an annual basis

- The reporting cycle is **September 1 – August 31**

- The Planning Phase of each plan should be completed by **February 1**

- The deadline for plan completion is always **September 30**

Weave Elements

Phase I: Planning

Mission Statement

Goals

Outcomes/Objectives
*Linked to initiatives of the TTUHSC Strategic Plan

Measures

Supported Initiatives*

Targets

Phase II: Assessment

Findings

Action Plan/Items

Project Attachments

Progress on Planned Improvements

Broadest

Mission Statement, Goals, Action Plan

Progress on Planned Improvements & Outcomes/Objectives

Measures, Supported Initiatives

Action Items, Targets

Most Specific

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Mission Statement

A **Mission Statement** is a brief statement of general values and principles which guide the program curriculum or department goals.

- Sets a tone and philosophical position from which objectives are developed
- Communicates the overall purpose
- Distinguishes the program or department from similar areas
- Aligns clearly with the mission of TTUHSC

Mission Statement

Here are four essential questions your Mission Statement must answer:

- *Who are we?*
- *What do we do?*
- *Why do we do it?*
- *For whom do we do it?*

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Mission Statement

Example: Academic Program

Program Name: **Who**

The mission of the Department of Pediatric Dentistry at the XYZ School of Dentistry is to educate students in childhood growth and development as it relates to oral health in order to produce competent and compassionate dental professionals.

Primary Functions: **What**

Primary Purpose: **Why**

Stakeholders: **For Whom**

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Mission Statement

Example: Academic Program

Program Name: *Who*

The mission of the Department of Pediatric Dentistry at the XYZ School of Dentistry is to educate students in childhood growth and development as it relates to oral health in order to produce competent and compassionate dental professionals.

Primary Functions: *What*

Primary Purpose: *Why*

Stakeholders: *For Whom*

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TTUHSC Goal(s)/Objective

- Choose a TTUHSC Strategic Goal and a corresponding objective (Innovation or Collaboration) that best aligns with department/program outcomes and objectives. The TTUHSC Strategic Goals are as follows:
  - **Academics**
  - **Clinical Affairs**
  - **Research**
  - **People** & **Operations**
  - **External Affairs**
  - **Telehealth**

*You can have multiple goals if more than one TTUHSC Strategic Goal/objective is relevant to your area.

Outcomes/Objectives

- We suggest you have **3 to 5** Outcomes/Objectives
- Each Outcome/Objective should align with the plan's Mission Statement, be measurable, and **linked to appropriate elements of the TTUHSC Strategic Plan**, which have already been entered into the Weave system
- Be distinctive from each other
- Describe the intended outcomes, not the actual outcomes

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Outcomes/Objectives

Avoid "Bundling"

The Office of Student Affairs will oversee implementation of Banner upgrades and will provide oversight of student organizations.

Better

(O1) TTUHSC Office of Student Affairs will oversee implementation of Banner upgrades.

(O2) TTUHSC Office of Student Affairs will provide oversight of student organizations.

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Outcomes/Objectives

Avoid using Directionality and Quantifiable Targets

Customer satisfaction will increase by averaging at least a 4.5 level of satisfaction on all survey items.

Better

Students will provide ongoing and systematic feedback about Student Support Services across the institution.

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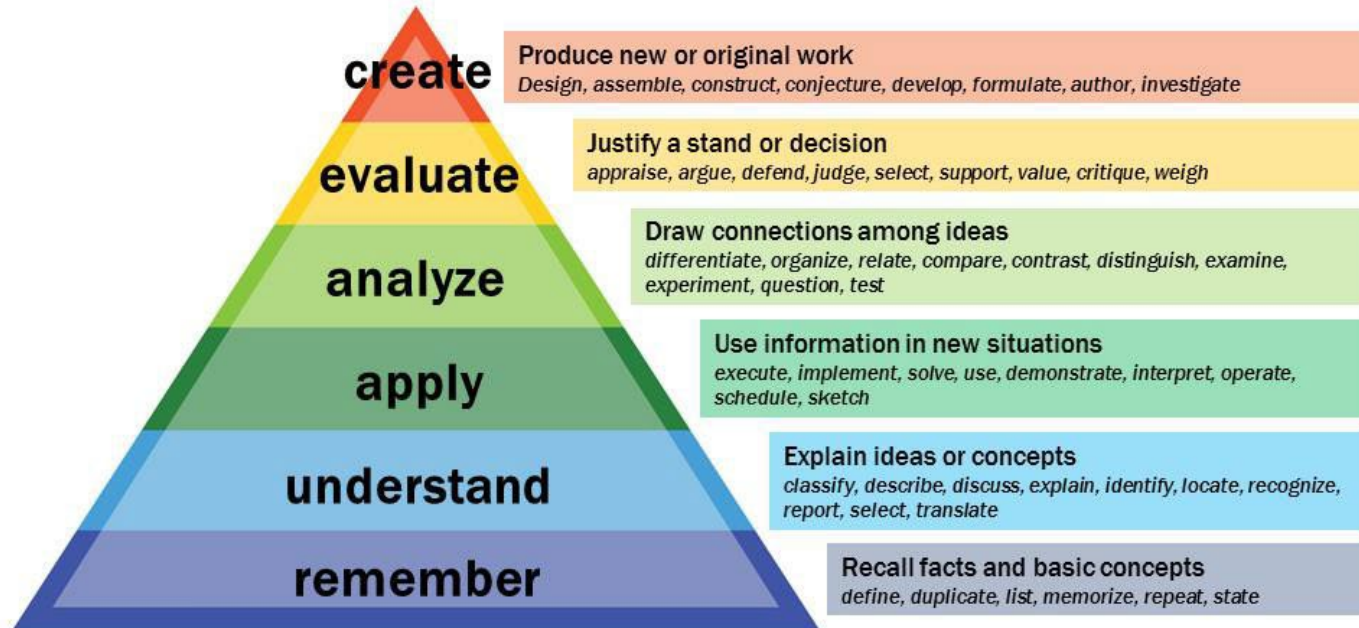
Student Learning Outcomes

For Academic Programs

What the student should know or be able to do upon successful completion of the program.

NOT what courses the student will take or what experiences they will have within the program
NOT what will be provided to the student during the duration of the program

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [3-30-21]
from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/.

Student Learning Outcomes

For Academic Programs Example 1

Needs Improvement: Students will be provided a foundation of knowledge in key concepts and fundamental principles related to Speech, Language, and Hearing Sciences

Better: Students will define, explain, and apply key concepts and fundamental principles related to Speech, Language, and Hearing Sciences

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Student Learning Outcomes

For Academic Programs Example 2

Needs Improvement: In course HPSH 7365, students will learn how to obtain a diagnostically-driven case history and apply when evaluating test results. Students will learn how to administer and interpret common bedside/office evaluations of the vestibular ocular reflex and vestibular spinal reflexes.

Better: Students will effectively diagnose and treat hearing and balance disorders of patients across the lifespan and from culturally-linguistically diverse populations

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Outcomes/Objectives

For Administrative and Academic/Student Support Units

Process Objective v. Customer Outcome Example 1

A Process Objective is an anticipated action which will move one toward the accomplishment of the department's mission.
- *Focuses on what the department will do*

A Customer Outcome is a statement that reflects your department's expected results for the intended customer.
- *Focuses on what the department expects their customer to be able to do*

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Outcomes/Objectives

<u>For Administrative and Academic/Student Support Units</u>

Process Objective v. Customer Outcome Example 2

- <u>Process Objective</u>: The Office of Academic Planning & Compliance will educate faculty and staff on how to use Weave.

- <u>Customer Outcome</u>: Faculty and staff will develop effective continuous improvement plans for their respective areas using Weave.

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Outcomes/Objectives

For Administrative and Academic/Student Support Units

Process Objective v. Customer Outcome Example 2

- Process Objective: The Office of Faculty Development will offer quarterly training on the effective use of technology to enhance classroom instruction.

- Customer Outcome: Faculty will use classroom technology effectively to enhance student learning experiences.

Progress on Planned Improvements

*This is a <u>**very important**</u> component of the Weave plan. It's one thing to establish Outcomes/Objectives and measure progress, but it's how you use those results to promote improvement that really matters!*

- Review the Action Plans for the Targets marked as *Partially Met* or *Not Met* from the previous cycle. Elaborate on the actions you took in the current cycle to address those issues. Upload any applicable documentation.

- If you marked *Met* on all Targets in the previous year, please give a brief summary of program/unit successes or improvements that happened during the last year.

Measures

Evidence *that documents the progress you've made toward achieving your Outcome or Objective.*

- Details what will be measured and how it will be measured
- Measures should align appropriately with outcomes/objectives
- Have at least one measure per outcome/objective
- Build an inventory of existing evaluation and assessment activities
  - Certification Exams, Presentation Rubrics, Student Satisfaction Surveys, Compliance Reports
- Process Indicators can also be used as Measures and documented by sign-in sheets or consultation logs
  - Number of workshops offered, number of people trained

Measures

For Academic Programs

Direct Measures
- Comprehensive Exam
- Student Publication or Conference Presentation
- Internship or Clinical Evaluation
- Portfolio Evaluation
- Pass Rates on Certification or Licensure Exam
- Capstone Project or Senior Thesis

Indirect Measures
- Exit Interview
- Focus Group
- Job or Graduate Placement Statistics
- Graduation and Retention Rates
- Alumni Survey
- Reflection Papers or Assignments
- Student Satisfaction Survey

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Measures

For Administrative and Academic/Student Support Units

Things you can measure: Demand, Effectiveness, Efficiency, Perception of Services, Quality, and Satisfaction

Examples

Student Satisfaction Surveys

Number of event participants

Number of complaints

Comparisons to professional organizations' best practices

Number of applications

Processing time for requests

External Review

Opinion surveys

Growth in participation

Average wait or service time

Statistical reports

Staff training hours

Number of users

Focus Groups

Dollars raised

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Targets

How or when will you know if you have been successful?

- Each Measure must have an established Achievement Target
- Targets should describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe
- Targets can offer directionality or specify something quantifiable
  - An increase or decrease
  - A percent, rating, or score
- Targets should change to reflect improvement over time

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Targets

Academic Program Plan Examples:

Needs Improvement: Graduates from the TTUHSC MOT program will pass the certification exam.

Better: At least 95% of graduates from the TTUHSC MOT program will pass (score of 450 or higher) the NBCOT® certification exam on the first attempt.

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Targets

<u>Administrative and Academic/Student Support Program Plan Examples:</u>

Needs Improvement: New TTUHSC employees hired will complete the required Institutional Compliance Orientation training.

Better: 85% of new TTUHSC employees hired will have completed the required Institutional Compliance Orientation training within 60 days of hire.

Findings

What were your 2021-2022 results? Did you meet your Targets?

- Describe Outcomes/Objectives in terms of stated achievement Targets and provide specific, yet objective, information about the results.
- Provide a context for each Finding, if relevant.

Findings

Academic Program Plan Examples:

Needs improvement: Most of our students scored at or above the national average on the USMLE-Step 1 exam.

Better: On their first attempt, our students achieved a mean score of 224 on the USMLE-Step I exam. In addition, 98% of our first-time examinees passed the exam compared to 93% of examinees from other U.S. and Canadian medical schools.

Findings

Administrative and Academic/Student Support Program Plan Examples:

Needs improvement: The target for fall enrollment was Met.

Better: The official enrollment figure for Fall 2015 was 99 students, which exceeded the targeted enrollment of 85. Additional demographic data about these students can be viewed in the 20-21 Enrollment Report, which has been uploaded as supporting documentation.

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Action Plan

- Provide a detailed description of the actions you plan to take for the Targets marked as *Partially Met* or *Not Met*.
- If beneficial, you can use the "Action Items" section to discuss each Target's Action Plan in more detail.
  - Actions Items may be helpful when you have multiple Targets or actions needed per Outcome/Objective.
- If all Targets were *Met*, we advise you to use this section to indicate what your program/unit will do to make general improvements over the next year.
  - However, if your department does not have anything additional to add, please indicate "Target(s) was met. No action needed at this time."

Action Plan

Target 1.1.1.1 was Partially Met Example: The department of ABC offered educational programming opportunities in November 2020, January 2021, and April 2021, falling one short of our target to have at least four per Academic Year. For AY 2021-2022, the department of ABC will add at least one more programming session and offer programming opportunities for students in October 2021, February 2022, April 2022, and June 2022. These sessions will include both external speakers and TTUHSC faculty and/or staff with expertise in various areas of emotional wellness.

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Action Plan

Target 1.1.1.1 was Not Met Example: The goal was for our student survey to be administered in April 2022. And have at least 40% of the targeted population complete the survey. With the final report based on analyses of the results be distributed in June 2022. Although we administered the survey in April, we only achieved a 38% response rate and failed to distribute the report until July. Thus, we will work diligently in 2022-2023 to address two areas of concern. First, we will improve marketing efforts by advertising the survey on TV monitors across campuses, and we will design new flyers and posters to replace dated marketing materials. Second, we will simplify data tables within the report to decrease the time needed for report preparation.

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Progress on Planned Improvements

Not Met/Partially Met Example: Our target was for at least 75% of required faculty and staff to complete their continuous improvement plans in Weave by September 30. And have 100% completion by December 31. During the previous cycle, only 64% completed their Weave plans by the deadline, which increased to 90% by October 30 and 100% by December 31. This year TTUHSC Weave administrators worked to improve Weave completion rates by the designated deadlines. We continued to communicate deadlines using a variety of methods, including email, the Local News section on Weave, and TTUHSC announcements. We also continued Weave Wednesdays, in which we offered training opportunities for Weave users during the months of August and September. Finally, we implemented a new peer review process in which all Weave plans were reviewed by faculty and staff in a single day.

Unit Improvement Summary Example when all Targets were Met: In collaboration with school liaisons, The Office of Academic Planning & Compliance continued managing Faculty Success and the assessment process for general education competencies. Office personnel also began managing the state authorization processes across the institution. Lastly, the annual continuous improvement process was reviewed, and the assessment management system (i.e., Weave) was updated and reconfigured.

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Attachments

- Upload any key documents that provide evidence of the progress you've made toward achieving your Outcomes/Objectives.
- Never upload documents that contain identifying information.
- Save your file with a distinct and descriptive name (i.e., Annual Report for Targets 1.1.1.1 Findings).
- You must upload documents in formats to which most people have access (e.g., Word, Excel, PDF).

Academic Program Example

Mission: The mission of the Doctor of Audiology Program within the Department of Speech, Language, and Hearing Sciences (SLHS) is to improve the quality of life for individuals with hearing and balance disorders by offering students the academic and clinical foundation needed to provide clinical services and engage in research.

1 TTUHSC Goal(s): Service and Outreach: Improve overall health and access to healthcare for communities in our region through the provision of patient care services and community outreach.

1.   *Outcome: Lifespan and CLD populations:* Students will diagnose and treat hearing and balance disorders of patients across the lifespan and from culturally-linguistically diverse populations. (Linked to TTUHSC Strategic Plan element SO.2)

1.   *Measure: Number and diversity of clinical experiences:* Students will obtain clinical experiences with patients across the lifespan and from culturally-linguistically diverse populations. By discipline-specific accreditation standards as defined by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association, students must have evidence of experience with patients across the lifespan and from diverse populations. The Au.D. program requires clinical hours in certain categories with children and with adults (e.g. hearing evaluation in children and hearing evaluation in adults; amplification in children and amplification in adults). Students report their earned clinical clock hours by patient age, in addition to reporting if clinical experiences were with culturally-linguistically diverse patients. (See Attachment: Sample Hours Sheets)

1.   *Target:* Each student will accumulate at least 20 experiences with culturally-linguistically diverse Populations prior to leaving for the 4th year externship. Each student will meet 100% of the required clinical clock hours in age categories prior to leaving for their 4th year externship.

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Administrative Example

Unit Mission: In order to support faculty and staff in achieving the institution's mission, the Office of Academic Planning & Compliance seeks to promote continuous improvement through annual planning and assessment; coordinate institution-wide academic planning; and ensure ongoing compliance with THECB, SACSCOC, and other federal requirements.

1 TTUHSC Goal(s): Operations: Ensure the operations and infrastructure effectively and efficiently support the mission of the institution.

1. *Outcome: Continuous Improvement Plans:* Faculty and staff will be able to develop effective continuous improvement plans for their respective areas. (Linked to TTUHSC Strategic Plan element O.2)

1. *Measure: Review of Continuous Improvement Plans:* All continuous improvement plans will be reviewed using a locally developed rubric. Rubric criteria will relate to the effectiveness of each unit's Mission Statement, Progress on Planned Improvement, TTUHSC Goals & Supported Initiatives, Outcomes/Objectives, Measure/Target levels, Findings, Action Plan, and Project Attachments. (See Attachment: Weave Plan Rubric Template)

1. *Target:* All continuous improvement plans will be reviewed on an annual basis by a cross-disciplinary group of peers. 80% of the plans will fall into the Acceptable or Excellent category.

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Academic/Student Support Example

Mission: The mission of the Department of Classroom Support is to provide quality educational services and support for all faculty, staff, and students in achieving the institutional mission.

1 _TTUHSC Goal(s):_ _Operations:_ Ensure the operations and infrastructure effectively and efficiently support the mission of the institution.

1. _Outcome:_ _Classroom assignments:_ Classroom assignments for academic classes and events for faculty, staff, and students will be sufficiently completed by office personnel in a timely manner. (Linked to TTUHSC Strategic Plan element O.1)

1. _Measure:_ _COGNOS Report:_ COGNOS reports are produced for each term to show classes and their classroom assignments. Faculty, staff, and students all have the same classroom assignment information that is used for their specific need.

1. _Target:_ Classroom assignments will be sufficiently completed by October 1st for Spring classes and by March 1st for Summer and Fall classes.

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Annual Weave Peer Review Retreat

- Held annually in late October/early November

- Faculty will review all academic program plans, and staff will review all administrative plans, using rubrics developed by APC

- Results will be compiled into an *Executive Summary* and presented to the President's Cabinet

- APC will work collaboratively with faculty and staff to improve plans receiving less than 14 of 27 points

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Additional resources:

- *Cheat Sheet for TTUHSC Assessment*

- *Guidelines for Documenting Institutional Effectiveness*

- *Weave Frequently Asked Questions (FAQ)*

- *Weave How To Guide*

- *Assessment Plan Reviews*

- *Rubrics (Academic and Administrative)*

- ***Modules:*** *Mission Statement, Progress on Planned Improvements, Goals, Outcomes/Objectives, Measures, Supported Initiatives, Action Plan, Measures, Targets, and Findings*

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