

# Assessment & Weave

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BY ABBEY PERKINS, ASSESSMENT COORDINATOR

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# Contact Information

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<https://www.cobleskill.edu/academics/assessment/index.aspx>

# Assessment Webpage

<https://www.cobleskill.edu/academics/assessment/index.aspx>

## Faculty & Staff Resources



Webmail



BannerWeb



Sharepoint



Moodle



Human Resources



Library



Registrar Office



Center for Career Development

## Academics

Assessment

CASE

College Catalog

Course Descriptions

Curriculum Committee

Faculty Handbook

Institutional Research

## College Resources

Bookstore

Business Affairs

Campus Child Care Center

Campus Map & Directions

EBP Child Development Center

Facilities Management

Student Development Policies

Title IX

## Academics

Assessment

CASE

College Catalog

Course Descriptions

Curriculum Committee

Faculty Handbook

Institutional Research

[www.cobleskill.edu](http://www.cobleskill.edu)

> Faculty & Staff

> Assessment

# Assessment Webpage

The screenshot shows the SUNY Cobleskill website's Assessment Overview page. The header is orange with navigation links for Students, Faculty & Staff, Alumni & Friends, Community, Directory, and Giving. The main navigation bar includes About, Academics, Admission & Aid, Campus Life, Athletics, and News & Events. The breadcrumb trail is Home / Academics / Assessment / Overview. The page title is 'Assessment Overview'. On the left, a sidebar lists various documents and reports. The main content area features a paragraph about the Institutional Effectiveness Plan and Guidebook, followed by a section titled 'Institutional Assessment Committee Charge' with a list of 11 bullet points. At the bottom, there is a 'Contact Us' section with an email address and a 'Committee Membership' section.

Students Faculty & Staff Alumni & Friends Community Directory Giving

SUNY Cobleskill

About Academics Admission & Aid Campus Life Athletics News & Events

Home / Academics / Assessment / Overview

## Assessment Overview

[Universal Student Competencies](#)

[Annual Effectiveness Report](#)

[Program Review](#)

[Course Evaluation](#)

[Instructions for Using WEAVE](#)

[Launch WEAVE \(new\)](#)

[Launch WEAVEonline \(old\)](#)

[IE Guidebook](#)

[Institutional Research](#)

[Accreditation](#)

[Strategic Planning](#)

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/enhance 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

**Contact Us**

assessment@cobleskill.edu

**Committee Membership**

# Presentation Outcomes

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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

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# Assessment

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## What is it?

- Learning: what works and what doesn't

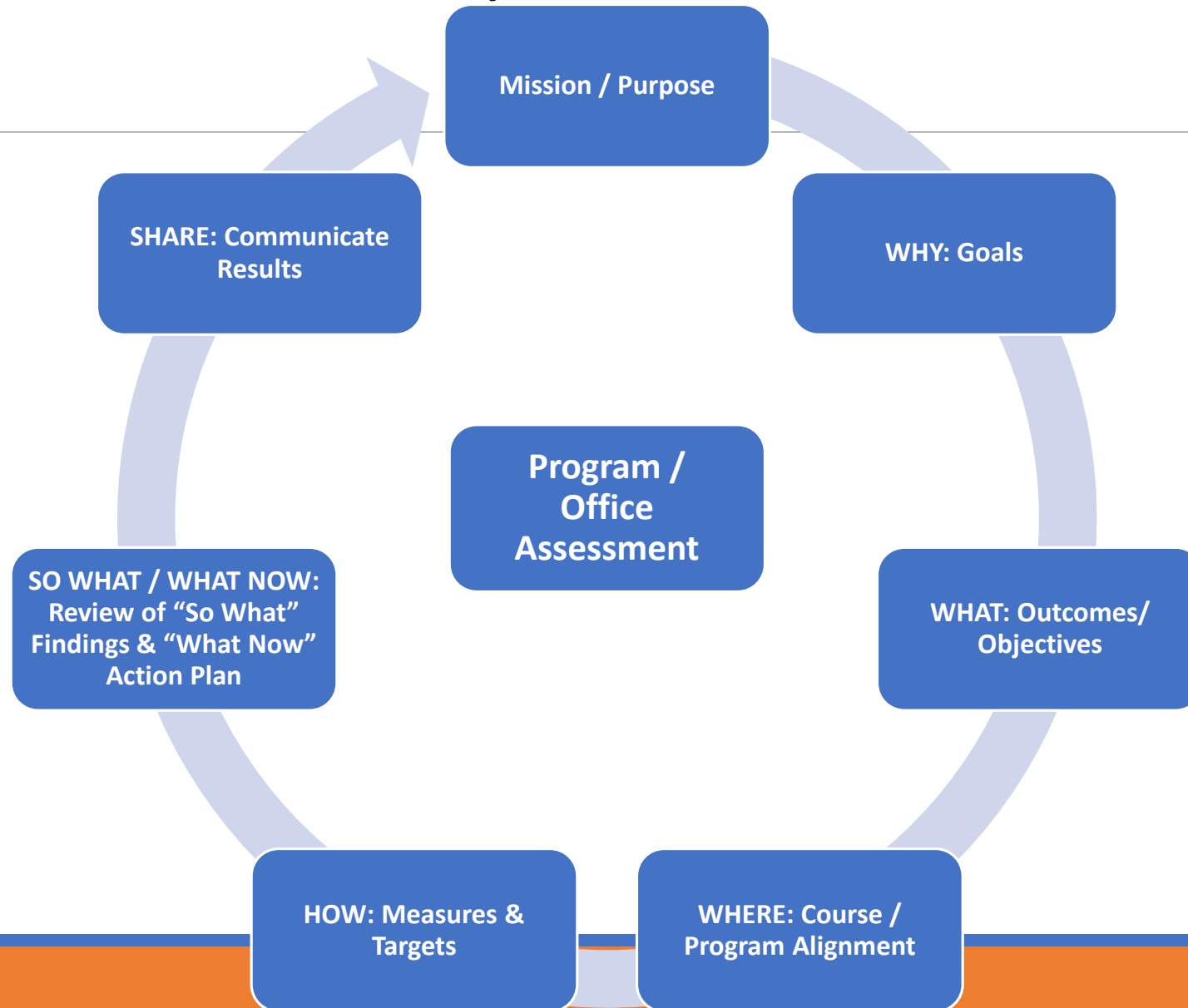
## Why do we do it?

- 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

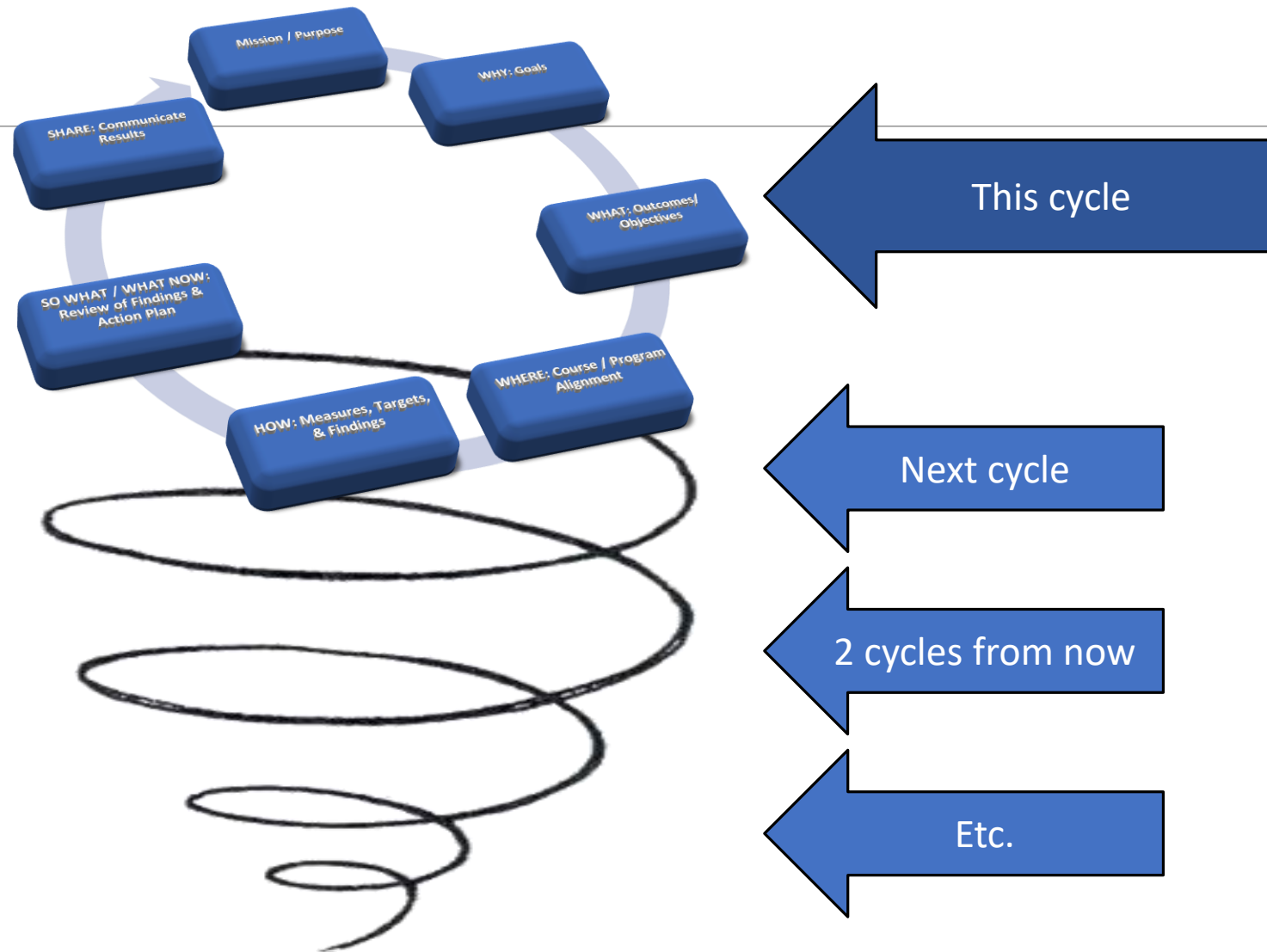
# The Assessment Cycle



*Bahny, 2018 &  
University of  
Wisconsin – Madison*



# Continuous Assessment: The Assessment Spiral



# Assessment Schedule 2018-2022

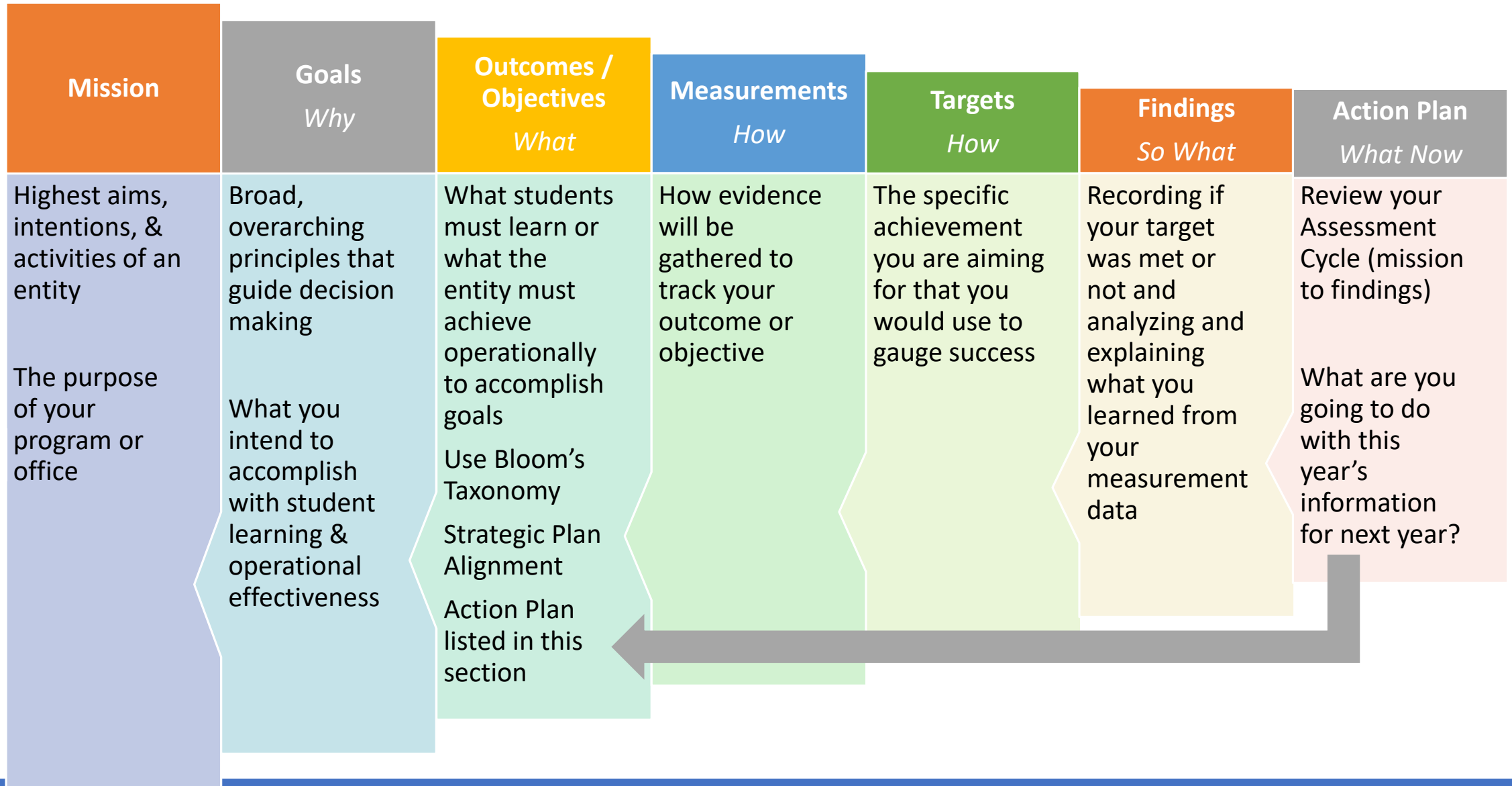
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For a list of assessment related deadlines and reminders, please go to:

<https://www.cobleskill.edu/academics/assessment/index.aspx>

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

# The Assessment Cycle



# Notes on the Assessment Cycle

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- 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

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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](#))?

# From Landscape Contracting BT 17-18 in Weave [\(8\)](#)

## 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

+Add Program Goals

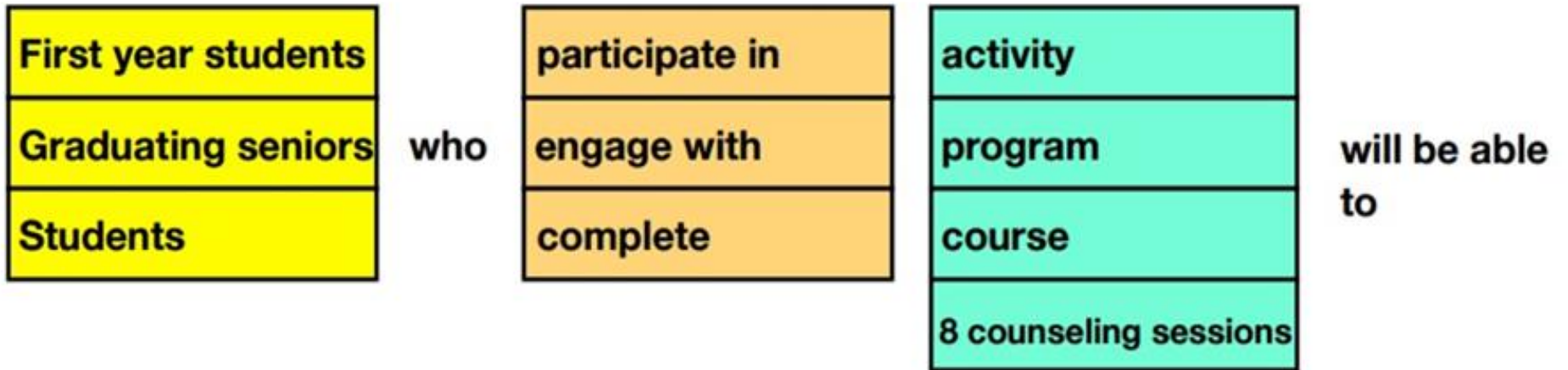
### 1 Business and Operations Management



Achieve proficiency in business operations and management with a green industry focus.

# Format for writing a student learning outcome

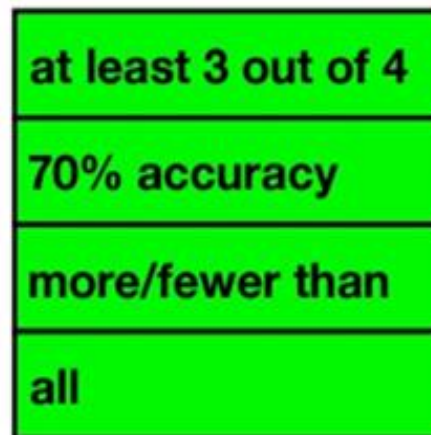
## Who – be specific



## What will they do?



## Measurement target



## intended elements

as demonstrated by

[as required by]

external standards

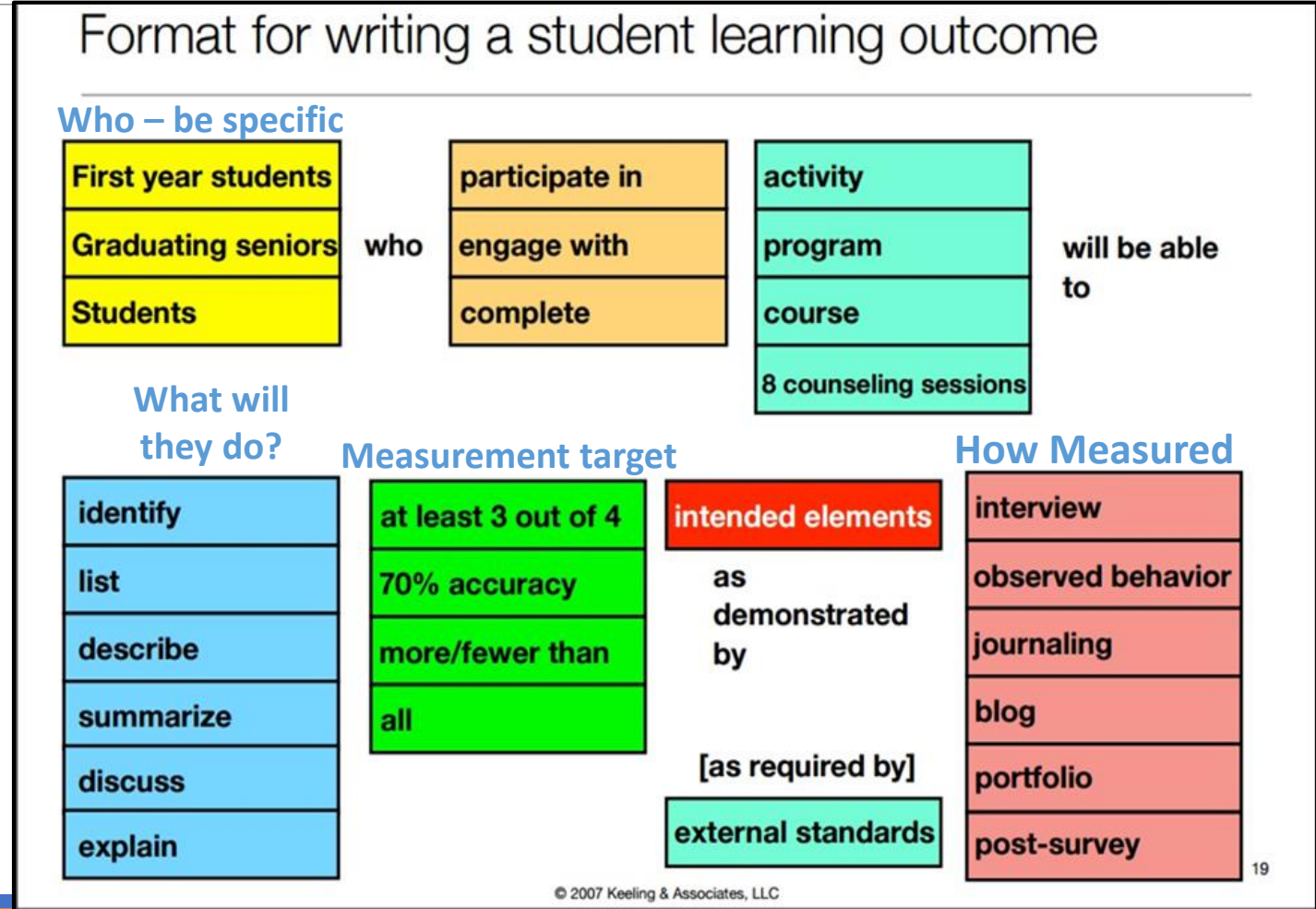
## How Measured



*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.

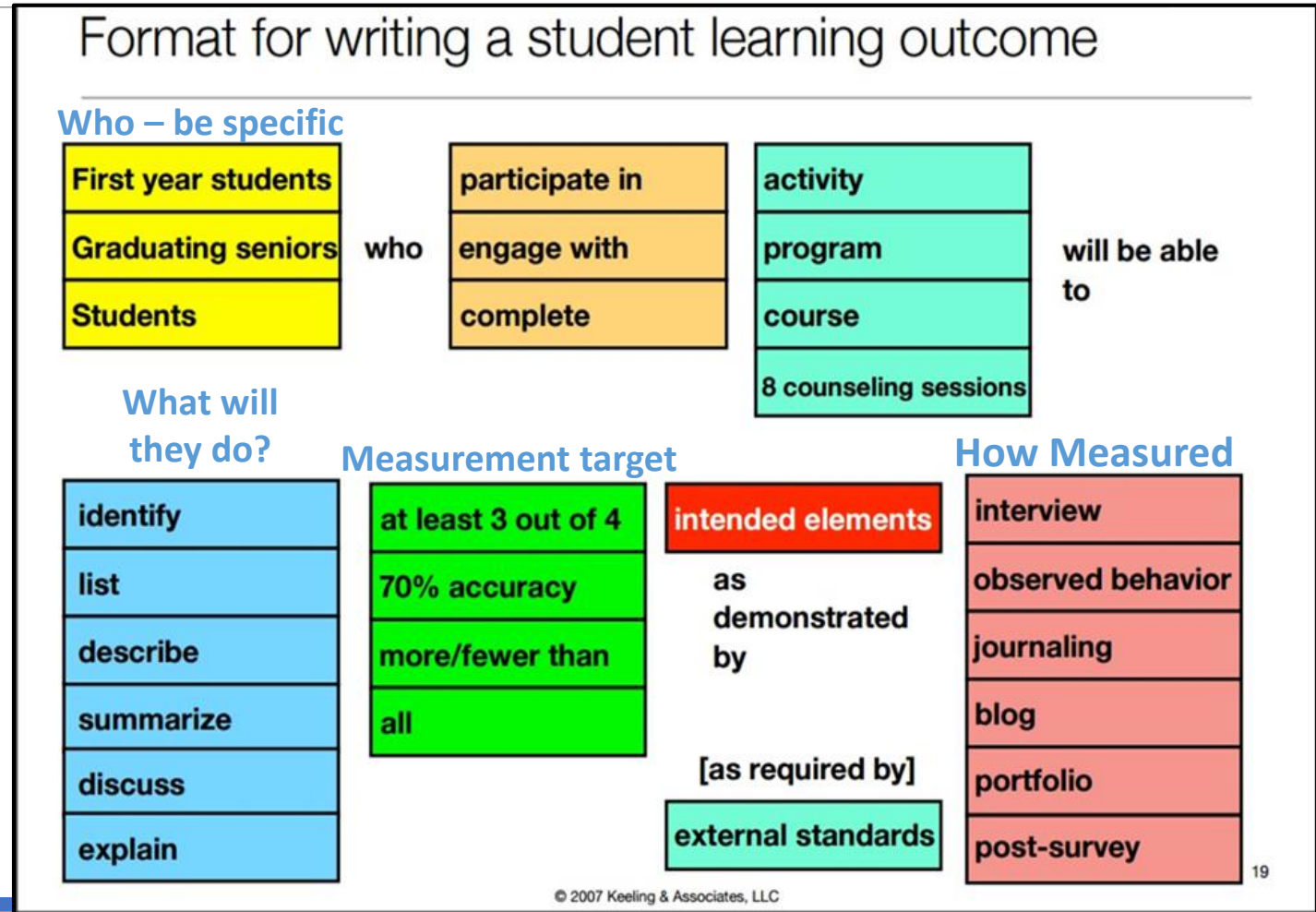




# Example Outcome / Objective

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 of 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)

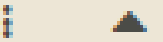


From  
Landscape  
Contracting  
BT 17-18 in  
Weave [\(8\)](#)

## Student Learning Outcomes

+Add 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)

+Add Supported Initiative

#### 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

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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

## Knowledge

## Comprehension

## Application

## Analysis

## Synthesis

## Evaluation

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

### Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Who
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

### Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Relate	Rephrase
Contrast	Illustrate	Report
Demonstrate	Indicate	Restate
Discuss	Infer	Review
Estimate	Interpret	Show
Explain	Match	Summarise
Express	Observe	Translate

### Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

### Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relationships
Categorise	Highlight	In-depth
Cause and effect	discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

### Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

### Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we know?	Select
Convince	Importance	Support
Criteria	Infer	Test
Criticise	Influence	Useful
Debate	Interpret	Validate
Decide	Judge	Value
Deduct	Justify	Why
Defend	Mark	
Determine		

### Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

### Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

### Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

### Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

### Actions:

Carrying out
Executing
Implementing
Using

### Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

### Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

### Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

### Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

### Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

### Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

### Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

### Questions:

Can you list three ...?  
 Can you recall ...?  
 Can you select ...?  
 How did \_\_\_\_\_ happen?  
 How is ...?  
 How would you describe ...?  
 How would you explain ...?  
 How would you show ...?  
 What is ...?  
 When did ...?  
 When did \_\_\_\_\_ happen?  
 Where is ... ?  
 Which one ...?  
 Who was ...?  
 Who were the main ... ?  
 Why did ...?

### Questions:

Can you explain what is happening ... what is meant ...?  
 How would you classify the type of ...?  
 How would you compare ...?contrast ...?  
 How would you rephrase the meaning ...?  
 How would you summarise ...?  
 What can you say about ...?  
 What facts or ideas show ...?  
 What is the main idea of ...?  
 Which is the best answer ...?  
 Which statements support ...?  
 Will you state or interpret in your own words ...?

### Questions:

How would you use...?  
 What examples can you find to ...?  
 How would you solve \_\_\_\_\_ using what you have learned ...?  
 How would you organise \_\_\_\_\_ to show ...?  
 How would you show your understanding of ...?  
 What approach would you use to...?  
 How would you apply what you learned to develop ...?  
 What other way would you plan to ...?  
 What would result if ...?  
 Can you make use of the facts to ...?  
 What elements would you choose to change ...?  
 What facts would you select to show ...?  
 What questions would you ask in an interview with ...?

### Questions:

What are the parts or features of ...?  
 How is \_\_\_\_\_ related to ...?  
 Why do you think ...?  
 What is the theme ...?  
 What motive is there ...?  
 Can you list the parts ...?  
 What inference can you make ...?  
 What conclusions can you draw ...?  
 How would you classify ...?  
 How would you categorise ...?  
 Can you identify the difference parts ...?  
 What evidence can you find ...?  
 What is the relationship between ...?  
 Can you make a distinction between ...?  
 What is the function of ...?  
 What ideas justify ...?

### Questions:

What changes would you make to solve...?  
 How would you improve ...?  
 What would happen if...?  
 Can you elaborate on the reason...?  
 Can you propose an alternative...?  
 Can you invent...?  
 How would you adapt \_\_\_\_\_ to create a different...?  
 How could you change (modify) the plot (plan)...?  
 What could be done to minimise (maximise)...?  
 What way would you design...?  
 Suppose you could \_\_\_\_\_ what would you do...?  
 How would you test...?  
 Can you formulate a theory for...?  
 Can you predict the outcome if...?  
 How would you estimate the results for...?  
 What facts can you compile...?  
 Can you construct a model that would change...?  
 Can you think of an original way for the ...?

### Questions:

Do you agree with the actions/outcomes...?  
 What is your opinion of...?  
 How would you prove/disprove...?  
 Can you assess the value/importance of...?  
 Would it be better if...?  
 Why did they (the character) choose...?  
 What would you recommend...?  
 How would you rate the...?  
 What would you cite to defend the actions...?  
 How would you evaluate ...?  
 How could you determine...?  
 What choice would you have made...?  
 What would you select...?  
 How would you prioritise...?  
 What judgement would you make about...?  
 Based on what you know, how would you explain...?  
 What information would you use to support the view...?  
 How would you justify...?  
 What data was used to make the conclusion...?

Link to PDF version:

<https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf>



# BLOOM'S DIGITAL TAXONOMY VERBS

Bloom's Digital Taxonomy (devised by Andrew Churches) is about using technology and digital tools to facilitate learning. This kind of engagement is defined by "power verbs" that can be used for everything from lesson planning and rubric making, to curriculum mapping and more.

This infographic features the span of the digital taxonomy. It begins with lower-order thinking skills (LOTS) on the left with Remembering, and ends on the right with Creating and higher-order thinking skills (HOTS). Listed beneath are the power verbs that apply to each stage.

Use the infographic as a tool for handy reference any time you need terms for planning and assessment!



<ul style="list-style-type: none"> <li>Bookmarking</li> <li>Bullet-pointing</li> <li>Copying</li> <li>Defining</li> <li>Describing</li> <li>Duplicating</li> <li>Favouriting</li> <li>Finding</li> <li>Googling</li> <li>Highlighting</li> <li>Identifying</li> <li>Labelling</li> <li>Liking</li> <li>Listening</li> <li>Listing</li> <li>Locating</li> <li>Matching</li> <li>Memorizing</li> <li>Naming</li> <li>Networking</li> <li>Numbering</li> <li>Quoting</li> <li>Recalling</li> <li>Reading</li> <li>Reciting</li> <li>Recognizing</li> <li>Recording</li> <li>Retelling</li> <li>Repeating</li> <li>Retrieving</li> <li>Searching</li> <li>Selecting</li> <li>Tabulating</li> <li>Telling</li> <li>Visualizing</li> </ul>	<ul style="list-style-type: none"> <li>Advanced searching</li> <li>Annotating</li> <li>Associating</li> <li>Boolean searches</li> <li>Categorizing</li> <li>Classifying</li> <li>Commenting</li> <li>Comparing</li> <li>Contrasting</li> <li>Converting</li> <li>Demonstrating</li> <li>Describing</li> <li>Differentiating</li> <li>Discussing</li> <li>Discovering</li> <li>Distinguishing</li> <li>Estimating</li> <li>Exemplifying</li> <li>Explaining</li> <li>Expressing</li> <li>Extending</li> <li>Gathering</li> <li>Generalizing</li> <li>Grouping</li> <li>Identifying</li> <li>Indicating</li> <li>Infering</li> <li>Interpreting</li> <li>Journaling</li> <li>Paraphrasing</li> <li>Predicting</li> <li>Relating</li> <li>Subjuncting</li> <li>Summarizing</li> <li>Tagging</li> <li>Tweeting</li> </ul>	<ul style="list-style-type: none"> <li>Acting out</li> <li>Administering</li> <li>Applying</li> <li>Articulating</li> <li>Calculating</li> <li>Carrying out</li> <li>Changing</li> <li>Choosing</li> <li>Collecting</li> <li>Completing</li> <li>Computing</li> <li>Constructing</li> <li>Demonstrating</li> <li>Determining</li> <li>Displaying</li> <li>Examining</li> <li>Executing</li> <li>Explaining</li> <li>Implementing</li> <li>Interviewing</li> <li>Judging</li> <li>Editing</li> <li>Experimenting</li> <li>Hacking</li> <li>Loading</li> <li>Operating</li> <li>Painting</li> <li>Playing</li> <li>Preparing</li> <li>Presenting</li> <li>Rearing</li> <li>Sketching</li> <li>Uploading</li> <li>Using</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Appraising</li> <li>Attributing</li> <li>Breaking down</li> <li>Calculating</li> <li>Categorizing</li> <li>Classifying</li> <li>Comparing</li> <li>Concluding</li> <li>Contrasting</li> <li>Correlating</li> <li>Deconstructing</li> <li>Deducing</li> <li>Differentiating</li> <li>Discriminating</li> <li>Dividing</li> <li>Distinguishing</li> <li>Explaining</li> <li>Illustrating</li> <li>Infering</li> <li>Integrating</li> <li>Linking</li> <li>Mashing</li> <li>Mind mapping</li> <li>Ordering</li> <li>Organizing</li> <li>Oullining</li> <li>Planning</li> <li>Pointing out</li> <li>Prioritizing</li> <li>Questioning</li> <li>Separating</li> <li>Structuring</li> <li>Surveying</li> </ul>	<ul style="list-style-type: none"> <li>Arguing</li> <li>Assessing</li> <li>Checking</li> <li>Criticizing</li> <li>Commenting</li> <li>Concluding</li> <li>Considering</li> <li>Convincing</li> <li>Critiquing</li> <li>Defending</li> <li>Detecting</li> <li>Editorializing</li> <li>Experimenting</li> <li>Grading</li> <li>Hypothesising</li> <li>Judging</li> <li>Justifying</li> <li>Measuring</li> <li>Moderating</li> <li>Monitoring</li> <li>Networking</li> <li>Persuading</li> <li>Posting</li> <li>Predicting</li> <li>Rating</li> <li>Recommending</li> <li>Reflecting</li> <li>Reframing</li> <li>Reviewing</li> <li>Revising</li> <li>Scoring</li> <li>Supporting</li> <li>Testing</li> <li>Validating</li> </ul>	<ul style="list-style-type: none"> <li>Adapting</li> <li>Animating</li> <li>Blogging</li> <li>Building</li> <li>Collaborating</li> <li>Composing</li> <li>Constructing</li> <li>Designing</li> <li>Developing</li> <li>Devising</li> <li>Directing</li> <li>Facilitating</li> <li>Filming</li> <li>Formulating</li> <li>Integrating</li> <li>Inventing</li> <li>Leading</li> <li>Making</li> <li>Managing</li> <li>Mixing/remixing</li> <li>Modifying</li> <li>Negotiating</li> <li>Originating</li> <li>Orating</li> <li>Planning</li> <li>Podcasting</li> <li>Producing</li> <li>Programming</li> <li>Publishing</li> <li>Role playing</li> <li>Simulating</li> <li>Solving</li> <li>Structuring</li> <li>Video blogging</li> <li>Wiki building</li> <li>Writing</li> </ul>
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## More Bloom's Taxonomy Resources

Bloom's Thinking and Learning.

<https://www.virtuallibrary.info/blooms-taxonomy.html>



global digital  
citizen foundation  
[globaldigitalcitizen.org](http://globaldigitalcitizen.org)

### REFERENCES

- <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>
- <http://www.fresnostate.edu/academics/cie/documents/assessments/Blooms%20Level.pdf>
- <http://www.cte.cornell.edu/documents/Assessment%20-%20Blooms%20Taxonomy%20Action%20Verbs.pdf>

# SUNY Cobleskill's Mission & Vision

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## 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:**

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

# 2018-2019 Focused Strategic Initiatives

---

## 2018-2019 Focused Strategic Initiatives:

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

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

1.	Fulfilling our Vision by:
1.1	Determining and implementing a contemporary institutional structure for forward thinking presentation of ourselves to internal and external audiences.
2.	Honoring our Mission by:
2	Maximizing learner access, progression and success.
4.	Achieving Operation Excellence by:
4.1	Achieving fiscal and operational sustainability.



# From Landscape Contracting BT 17-18 in Weave ([8](#))

Measures / Instruments

+Add Measures / Instruments

## 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

---

Approaching Performance	45% of the students will complete of ORHT 160 and ORHT 360 with a C average or better in each course.
Meets Performance	60% of the students will complete ORHT 160 and ORHT 360 with a C average or better in each course.
Exceeds Performance	60% of the students will complete of ORHT 160 and ORHT 360 with a B average or better in each course. (8)

# From Landscape Contracting BT 17-18 in Weave [\(8\)](#)

Target

+Add Target

1.1.1.1

**Estimate, Costs & Pricing**

*Not Set*

⋮

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 +.

# Example Findings

---

- 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. [\(8\)](#)

# 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

**FAIL**

[F] **F**IRST

[A] **A**TTEMPT

[I] **I**N

[L] **L**EARNING

# Assessment Webpage

<https://www.cobleskill.edu/academics/assessment/index.aspx>

## Faculty & Staff Resources



Webmail



BannerWeb



Sharepoint



Moodle



Human Resources



Library



Registrar Office



Center for Career Development

## Academics

Assessment

CASE

College Catalog

Course Descriptions

Curriculum Committee

Faculty Handbook

Institutional Research

## College Resources

Bookstore

Business Affairs

Campus Child Care Center

Campus Map & Directions

EBP Child Development Center

Facilities Management

Student Development Policies

Title IX

## Academics

Assessment

CASE

College Catalog

Course Descriptions

Curriculum Committee

Faculty Handbook

Institutional Research

[www.cobleskill.edu](http://www.cobleskill.edu)

> Faculty & Staff

> Assessment

# Weave Link

Home / Academics / Assessment / Overview

## Assessment Overview

- Universal Student Competencies
- Annual Effectiveness Report
- Program Review
- Course Evaluation
- Instructions for Using WEAVE
- Launch WEAVE (new)**
- Launch WEAVEonline (old)
- IE Guidebook
- Institutional Research
- Accreditation
- Strategic Planning

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/enhance 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

### Contact Us

assessment@cobleskill.edu

Committee Members

## Assessment Overview

Universal Student Competencies

Annual Effectiveness Report

Program Review

Course Evaluation

Instructions for Using WEAVE

**Launch WEAVE (new)**

Launch WEAVEonline (old)

IE Guidebook

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.

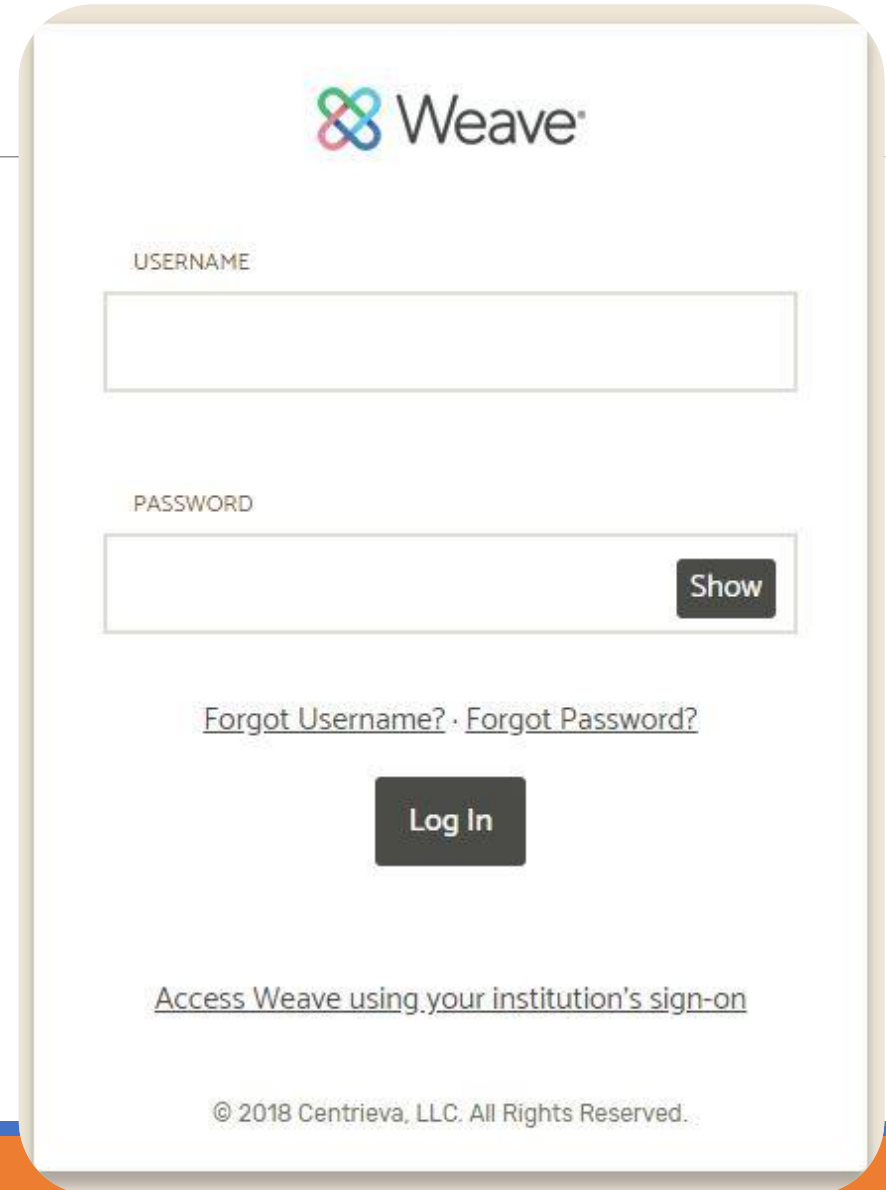
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- Continue to gather information on all assessment activities currently being done on campus, including providing support for data collection efficiencies
- Advocate for changes by faculty governance committees which will encourage/enhance assessment on campus

# Weave Login

<https://app.weaveeducation.com/login/>

A screenshot of the Weave login interface. At the top right is the Weave logo, which consists of a colorful knot icon followed by the word "Weave". Below the logo are two input fields: "USERNAME" and "PASSWORD". The "PASSWORD" field has a "Show" button on its right side. Below the input fields are two links: "Forgot Username?" and "Forgot Password?". A dark "Log In" button is centered below the links. At the bottom, there is a link "Access Weave using your institution's sign-on" and a copyright notice "© 2018 Centrieva, LLC. All Rights Reserved." data-bbox="570 145 917 972"/>

 Weave

USERNAME

PASSWORD

 Show

[Forgot Username?](#) · [Forgot Password?](#)

Log In

[Access Weave using your institution's sign-on](#)

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# Projects

The screenshot displays the Weave interface for the 'Projects' section. The navigation bar at the top includes the Weave logo, a 'Projects' tab (highlighted with a blue box), and a 'Reports' tab. On the right side of the navigation bar, there are icons for notifications, help, a user profile for 'Abbey Perkins', and a settings gear.

Below the navigation bar, the main heading is 'Projects', with a '+ Create New Project' button to its right. A filter section below the heading includes a 'Filter projects' dropdown and 'Show Only' buttons for 'Assigned to you', 'Assessment', and 'Accreditation'. A 'Filter by Reporting Period' dropdown is also present.

The main content area contains a table with the following data:

Title	Year	Type	Last Modified Date
<a href="#">AA Advising</a>	2017-2018	Assessment	9/19/2017
<a href="#">AA CASE</a>	2017-2018	Assessment	9/29/2017
<a href="#">AA CASE Educational Support Services</a>	2017-2018	Assessment	9/20/2017
<a href="#">AA EOP</a>	2017-2018	Assessment	10/17/2017
<a href="#">AA Grants &amp; Sponsored Programs</a>	2017-2018	Assessment	9/11/2017
<a href="#">AA Honors Program</a>	2017-2018	Assessment	10/17/2017
<a href="#">AA International Education</a>	2017-2018	Assessment	9/15/2017

# Your Weave Project

Projects / Assessment / AA Registrar / 2017-2018

[Set Project Status](#) **AA Registrar** **2017-2018** [Expand All](#) [Collapse All](#)

**Table of contents**

- 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
    - ▼ 1.2 Improve Registration Reports
      - Action Plan
    - ▼ 1.3 Identify problems in the Master Schedule
  - ▼ 2 Enhance Degree Planning & Increase Completion Rates
    - ▼ 2.1 Implement the New Student

**Department / Office Mission Statement**

**Department / Office Goals** [+Add Department / Office Goals](#)

- 1 Improve Registration for Retention
- 2 Enhance Degree Planning & Increase Completion Rates
- 3 Improve Records Retention and Records Security

**Project Attachments**



# Blank Sections

[Projects](#) / [Assessment](#) / [AGNR ANPS Therapeutic Horsemanship BT](#) / 2017-2018



Set Project Status

## AGNR ANPS Therapeutic Horsemanship BT 2017-2018

[Expand All](#) | [Collapse All](#)

Table of contents

- Program Mission Statement
- Program Goals

Team



Add team member

### Program Mission Statement

Nothing Entered

### Program Goals

+Add Program Goals

### Project Attachments



Drag and drop your files here or [browse](#) for files from your computer

# Information Added to Sections

- Table of contents
- 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
    - 1.2 Improve Registration Reports Action Plan
    - 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
    - 3.4 Add New Offices to BDM

## Department / Office Mission Statement

The Registrar's Office plays a critical role in the campus community. Its mission, goals, and priorities are constructed in support of students, advisors, faculty and staff. The office strives to stay current with best practices and solutions which benefit students and improve the performance of the institution as a whole. We seek to leverage our existing technology and identify new technology to automate, optimize and transform our business processes to drive satisfaction of our constituents and to maintain operational efficiency.

## Department / Office Goals

+Add 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

+Add 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

+Add 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.

Brief heading

## Student Learning Outcomes, Outcomes, or Objectives

+Add 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

Detailed description

# Setting Your Project's Status

The image shows a screenshot of the Weave project management system. The top navigation bar includes the Weave logo and links for Projects, Credentials, and Reports. The breadcrumb trail indicates the current location: Projects / Assessment / AGNR ANPS Landscape Contracting BT / 2017-2018. The project title is "AGNR ANPS Landscape Contracting BT" for the year "2017-2018", with a "Not Started" status tag highlighted by a blue box. The main content area is divided into a left sidebar with a "Table of contents" and a main section titled "Program Mission Statement". The sidebar lists "Program Mission Statement" and "Program Goals", with the latter expanded to show sub-items: "1 Business and Operations Management", "1.1 Estimating and Proposing", "1.1.1 Estimating & Proposing ORHT 160 & 360 Performance", and "1.2 Contracts and Relationships". The main section contains the text: "Mirroring the Mission Statement of the College, the Landscape Development Program supported by technology, applied learning, project bases learning and service learn environment that emphasizes friendship, cooperation, and respect." Below this is the heading "Program Goals".

AGNR ANPS Landscape Contracting BT 2017-2018

Table of contents -

- Program Mission Statement
- Program Goals
  - 1 Business and Operations Management
    - 1.1 Estimating and Proposing
      - 1.1.1 Estimating & Proposing ORHT 160 & 360 Performance
    - 1.2 Contracts and Relationships

Program Mission Statement

Mirroring the Mission Statement of the College, the Landscape Development Program supported by technology, applied learning, project bases learning and service learn environment that emphasizes friendship, cooperation, and respect.

Program Goals

AGNR ANPS Landscape Contracting BT 2017-2018

Not Started

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 that 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.

# Project Team


[Projects](#) / [Assessment](#) / [AGNR ANPS Therapeutic Horsemanship BT](#) / 2017-2018

[Set Project Status](#) **AGNR ANPS Therapeutic Horsemanship BT 2017-2018** [Expand All](#) | [Collapse All](#)

Table of contents ▲

- Program Mission Statement
- ▼ Program Goals

Team ▲




[Add team member](#)

Program Mission Statement ▲

*Nothing Entered*

Program Goals ▲ [+Add Program Goals](#)

Project Attachments ▲



Drag and drop your files here or [browse](#) for files from your computer

## 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

---

## Project Attachments

 Drag and drop files or [browse for file](#)

Attachments (6)	File Size	Last Modified	
AA Registrar DAR 2016-2017.pdf	44KB	9/27/2017	⋮
AA Registrar DAR 2015-2016.pdf	44KB	9/27/2017	⋮
AA Registrar DAR 2014-2015.pdf	44KB	9/27/2017	⋮
AA Registrar DAR 2013-2014.pdf	49KB	9/27/2017	⋮
AA Registrar DAR 2012-2013.pdf	50KB	9/27/2017	⋮
AA Registrar DAR 2011-2012.pdf	42KB	9/27/2017	⋮



Click the vertical dots to open or download an attachment

# Strategic Plan Alignment in Weave

## Student Learning Outcomes

+Add 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)

+Add Supported Initiative

##### 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.



# Measurements in Weave

## Measures / Instruments

### 1.1.1 Measure Header

Source of Evidence

*Set Source of Evidence*

**Drop down menu with MANY choices**

Description

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

Methodology (optional)

*Nothing Entered*

**Describe your measurement tool, how your research population was selected, research methods, etc.**

Target

# Adding Your Findings in Weave

Target

1.1.1.1 Estimate, Costs & Pricing

Not Set

Target Status

**Achievement Status options:**

- Nothing entered
- Not reported this period
- Not met
- Partially met
- Met
- Exceeded

+Add Target

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

Repeat Target Achievement Status and brief heading for finding

Analysis of Finding

Nothing Entered

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) ⋮

Status Not Set **Action Plan Status**

Nothing Entered

Due Date  
Set Due Date

Budget Source  
Nothing Entered

Dollar Amount  
Nothing Entered

**Achievement Status options:**

- Planned
- Complete
- In Progress

#	Action Item	Date Created	Due Date	Status	
1	Description Not Set <b>Action Item</b>	5/16/2018	Set Due Date	Not Set	🗑️

+Add Action Item

You can break down your action plan into steps with their own statuses

# Creating a New Cycle for your Weave Project

The screenshot shows the Weave software interface. At the top, there is a navigation bar with the Weave logo, tabs for 'Projects', 'Credentials', and 'Reports', and user information for 'Abbey Perkins'. Below the navigation bar, the 'Projects' section is displayed. A '+ Create New Project' button is highlighted with a blue box, and a blue arrow points to it with the text 'Click Here'. Below the button, there are filter options: 'Filter projects', 'Show Only', 'Assigned to you', 'Assessment', and 'Accreditation'. A table below shows a list of projects with columns for 'Title', 'Year', and 'Type'. The table contains three rows of data.

Title	Year	Type
<a href="#">OP Admissions</a>	2017-2018	Assessment
<a href="#">IE Assessment</a>	2017-2018	Assessment
<a href="#">BLAS BUIT Accounting AAS</a>	2017-2018	Assessment

# 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

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1. Bahny, Rob (2018). Writing Meaningful and Measurable Student Learning Outcomes for Beginners. University at Albany: Student Affairs Assessment, Technology, and Communications Conference 10 Jan 2018.
2. Bloom's Taxonomy Teacher Planning Kit PDF. <https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf>
3. Bloom's Thinking and Learning. <https://www.virtuallibrary.info/blooms-taxonomy.html>
4. Henning, Gavin (2017). Assessment Isn't Rocket Science. SUNY Cobleskill 14 Aug 2017.
5. Hopkins Gross, Anne (2017). The 3M's Handout on Writing Learning Outcomes.
6. Keeling & Associates (6 June 2007). "Putting Learning Reconsidered into Practice: Development and Assessing Student Learning Outcomes," [http://assessment.uncg.edu/academic/docs/learning\\_reconsidered\\_institute\\_workshop.pdf](http://assessment.uncg.edu/academic/docs/learning_reconsidered_institute_workshop.pdf).
7. University of Wisconsin – Madison: <https://provost.wisc.edu/assessment/assessment-basics.htm>
8. Weave Assessment Project: AGNR ANPS Landscape Contracting BT 2017-2018