A commitment to academic excellence is the first of the pillars that comprise Duquesne University’s mission. Regular assessment and continuous improvement are essential achieving and sustaining that excellence.

Duquesne’s accrediting bodies, including the Middle States Commission on Higher Education, require each of our programs to have learning goals at the program level and evidence that assessment information is used to improve teaching and learning.

Here at Duquesne we use the annual assessment process in WEAVEonline (or WEAVE for short) to document our assessment practices and our use of assessment data to improve educational effectiveness. The annual assessment process works in concert with accreditation cycles for our professionally accredited programs and the Academic Program Review (APR) process for other degree programs. Academic offices and units also engage in regular self-assessment.

This guide is intended to facilitate the annual reporting process. Please consult the Getting Started section below.

Input is essential for improving University processes so academic units find the reporting process a valuable opportunity for self-assessment, and so that program leaders can access and evaluate information that informs goal-setting and decision-making. Questions and feedback are most welcome.

Darlene Weaver, PhD
Associate Provost for Academic Affairs
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The easiest way to access your WEAVE account is by going through DORI.

1. Log into DORI
2. At the top bar, by your name, click on the drop down menu labeled “My Sites” and select “Employee”
3. Click on the “Policies and Guidelines” tab
4. You will see a section labeled Academic Affairs. Click on the link “Enter WEAVEonline”

Support
WEAVE supports a variety of assessment-related documentation and reporting activities, which are described in the WEAVE Quick Start Guide included in this document. Most Duquesne WEAVE users will only use the basic Assessment function. The Quick Start Guide below provides images and instructions.

WEAVEonline also offers additional help articles and access to webinars via the Resource Center. Users can also submit a Ticket to request assistance. More information is available in the Quick Start Guide below.

Style
Keep it short. Your input for each field is not meant to be lengthy. 1-3 sentences is all you need.

Institutional research
Institutional Research will prepare enrollment, graduation, and demographic data that should be used to complete the relevant fields. The office of the Associate Provost for Academic Affairs will supply this information to degree-granting units.
Academic Units vs. Degree Programs
In WEAVE the project assessment templates are set up a bit differently for degree programs and for academic units, but in each of them users will find fields called outcome types (for degree plans) or goals (for academic units), as well as outcomes, and measures.

Academic Units Project Template
Templates for academic units allow users to create the desired number of goals that apply to their unit. Each goal will then include fields for outcomes and measures. Users should summarize progress in achieving prior goals, analyze why goals are or are not fully met, and provide an action plan for continuous improvement in the year to come.

Degree Programs Project Template
For degree programs there are four standard Outcome Types:

1. Program Mission Standards: this section is an optional field where users can provide a description of their mission and can use Supported Initiatives to link their program to relevant aspects of the Dimensions of a Duquesne Education, Duquesne University’s strategic plan, or to accreditation standards.

2. Student Learning Outcomes: Student learning outcomes for the program are listed here, along with information about how student achievement of these outcomes is being measured and improved. Rubrics should be uploaded. Note that while there is value in periodic syllabus review processes, a syllabus review does not measure student learning achievement.

3. Program Health: this section programs provide data for Key Performance Indicators (KPIs), including enrollment, retention, graduation, and demographics supplied by Institutional Research. Additional Outcomes concern fiscal strength, faculty excellence, and student satisfaction. Faculty Excellence data should be gathered from Sedona. Student satisfaction information encompasses aggregate SES data and student survey results (see below). Fiscal information is accessible in a DORI Self Service budget query and other user records.

4. Continuous Improvement Planning: In this section users summarize and analyze progress made in student learning and program health and identify indicators for continuous improvement during the year to come. Given the importance of diversity, equity, and inclusion (DEI) for Duquesne University’s mission and excellence, this section includes a specific DEI Outcome. The Outcome is intended to foster mutual accountability in promoting a diverse, equitable, and truly inclusive university community.

Outcomes
The outcomes/objectives section is where users specify goals/outcome types. Academic degree programs will add their Student Learning Outcomes. The student learning outcomes should be the same learning outcomes that are listed in the University catalog for your program.
To create a student learning outcome, start by clicking “+” at the outcomes level.

**Supported Initiatives**

Supported Initiatives is the name WEAVE uses for institutional standards and strategic priorities. Users can link their goals/outcome types to various Supported Initiatives that are available in WEAVE. These include the *Dimensions of a Duquesne Education*, which articulates Duquesne University’s mission as a foundation for all academic assessment, the University’s current strategic plan, and the standards for the Middle States Commission on Higher Education. Standards for additional disciplinary and professional accrediting bodies can be added as a Supported Initiative upon request.

It is required for all undergraduate and graduate programs to make the association between your SLO and the *Dimensions of a Duquesne Education* so that we can get a larger University picture of how programs are incorporating the Dimensions.

**Action Plans**

This is where you describe steps you will take to address “Partially Met” or “Not Met” targets. If you realized that you need to change the way you are measuring an outcome/objective, this is where you state that. We simply want to see that you recognize something is not working and you have a plan to fix it.

To add an action plan, click “+.”

**Measures**

Measures are the tangible way that you provide evidence for your outcomes/objectives. When you think of measures, think of course examinations, presentations, portfolios, national certification tests, publications, etc. Measures can be course specific (i.e. a specific presentation in a specific course) or across courses (i.e. a presentation in 3 different courses). Whatever it may be, cite the course(s) where the measure is being completed. Measures can be qualitative or quantitative.

To add a measure, click on “+”
1. You will first see a box with a list of terms to choose from. Choose the term that describes your measure the best. E.g.: If my measure was a national exam for my students to be able to work in the field of study, I would select “Licensure Exam”.
2. In the “description” box, type a simple and concise description of the measure. If you have a more qualitative approach to learning assessment, write the “evidence” of learning you expect to see.
3. Information about your methodology is optional.

**Targets**

Targets are the specific statements that apply your measure into concrete goals you used to determine whether and to what degree you have met your goal/outcome as evidenced by the selected measure. Targets establish accountability. Every measure must have a target to report a finding. Targets can be quantitative or qualitative depending on your measure. An example of a target would be “Students will obtain an 80% or better on the applied project.” The point is to show that by students meeting that target they are demonstrating achievement of the relevant outcome.

**Surveys**

Stakeholder surveys are a valuable source for feedback. Degree programs should implement exit and alumni surveys if they do not already use them. Programs can add additional questions to the surveys, but the questions below should be included. Surveys do not need to be completed annually. Intervals of 3-5 years are appropriate. Action plans should indicate how survey feedback is being addressed.

**Exit survey questions (done for graduating students)**

1. To what degree has (insert program) prepared you to meet the following program outcomes. List Student Learning Outcomes and provide scale of 1-5, with 5 being the highest.
2. Please rate your overall satisfaction with the (insert program). Provide scale of 1-5, with 5 being the highest.
3. Please rate your overall satisfaction with the following elements of the (insert program). List elements you wish to have assessed (e.g., advising, student support, communication, etc.) and provide scale of 1-5, with 5 being the highest.

**Alumni survey (done once every five years)**

1. How long after graduation were you employed in the area for which you were prepared/in a position and at a level commensurate with your academic preparation (0-3 months; 3-6 months; 6-12 months; 12-24 months; 24+ months)?
2. How well did (insert program) prepare you to meet the following program outcomes? List Student Learning Outcomes and provide scale of 1-5, with 5 being the highest.
3. As compared to your colleagues, how well do you feel you were prepared for your professional role? (Greatly prepared; More prepared; Neutral; Minimally prepared; Not at all prepared)
4. How satisfied were you with your experience in (insert program)? (Extremely satisfied; Somewhat satisfied; Neither satisfied nor dissatisfied; Somewhat dissatisfied; Extremely dissatisfied)

5. If asked, how likely are you to recommend Duquesne to a potential student? (Extremely likely; Somewhat likely; Neither likely nor unlikely; Somewhat unlikely; Extremely unlikely.

Sample Stakeholder survey
We are very interested in learning from you about your experiences and perceptions of our graduates from Du after they become your employees.

1. How would you compare DU graduates in relation to other graduates from other X programs?
2. Overall, when you reflect on the DU graduates, what would you say is the best thing about them?
3. When you think about or reflect on the graduates you know or knew from Duquesne, what would you say they need to improve on as they work for you?

Timeline and Feedback

Questions during the pilot period can be directed to Darlene Weaver, Assoc. Provost for Academic Affairs, at weaverd1@duq.edu.

We welcome feedback from all program units in order to improve assessment practices at Duquesne.

Due date
Please complete your WEAVE assessment by September 30, 2021.
Dashboard:
After login you can see the status of any projects you are a team member on and read announcements from your Weave Administrator.
What to do on the Dashboard:
You can navigate to anywhere in the Weave system from this page.
Projects page:
Unique to each user. Lists all assessment and accreditation projects that a user is a team member on.

<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLC 2020</td>
<td></td>
<td>Accreditation</td>
</tr>
<tr>
<td>Library</td>
<td>2019-20</td>
<td>Assessment</td>
</tr>
<tr>
<td>Biblical Studies BA</td>
<td>2018-19</td>
<td>Assessment</td>
</tr>
<tr>
<td>English BA</td>
<td>2019-20</td>
<td>Assessment</td>
</tr>
</tbody>
</table>
How to get help if needed:
Click the question mark icon to search the many Weave Help Articles or submit a Ticket if you need further assistance and support.
Assessment:
Used for any type of plan (course, program, department, unit, institutional, strategic, etc). Templates created by your Weave Administrator drive the structure and terminology.
Assessment:
Easily add data elements like Goals, Objectives/Outcomes, Supported Initiatives, Measures, Targets, Findings, Action Plans etc.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Student Learning Outcome</td>
<td>Written Communication</td>
</tr>
<tr>
<td>1.2 Student Learning Outcome</td>
<td>Literary Analysis</td>
</tr>
</tbody>
</table>

**DESCRIPTION**
Students will be able to define key literary analysis terms and apply them to selected writings.

**Supported Initiatives (2)**

Adding connections to show the objective’s support of institutional initiatives, or accreditors’ standards allows the unit to leverage the work they are doing.
Assessment:
Action or Improvements Plans are embedded directly in the project for easy access.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET SOURCE</th>
<th>AMOUNT</th>
<th>DUE DATE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the exam to better align with the student learning outcome</td>
<td>N/A</td>
<td>$0.00</td>
<td>12/11/2020</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**ADD ACTION ITEM**

<table>
<thead>
<tr>
<th>ACTION ITEMS (2)</th>
<th>CREATED</th>
<th>DUE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine which questions are most commonly missed, draft new questions</td>
<td>6/10/2020</td>
<td>7/3/2020</td>
<td>Planned</td>
</tr>
</tbody>
</table>
Assessment:
Adding Team Members. Allow others to collaborate on work.
Assessment:
Project Attachments. Add documents as evidence files. Files will automatically be alphabetized.
Assessment:
Outline View. View and Reorder main elements of your plan.

Outline View

Click to slide the Outline View panel open/closed.

Easily navigate with cards or drag and re-order items from within Outline View.

View:
- Goal
- Student Learning Outcome
- Measure

Select elements to view.

Drag and drop cards to re-order elements of the plan.

Click to delete elements of the plan.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce Competent Graduates</td>
<td>Provide High Quality and Effective Program</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Enrollment</td>
</tr>
</tbody>
</table>
Assessment Reports
Assessment Reports:
Click Reports on the top navigation bar. Then choose Assessment from the dropdown. Click Next.
## Assessment Reports:
### Saved Reports List.

<table>
<thead>
<tr>
<th>Date</th>
<th>Report Name</th>
<th>Description</th>
<th>Compiled By</th>
<th>Download</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUN 29, 2020</td>
<td>English BA</td>
<td></td>
<td>Weave Staff</td>
<td></td>
</tr>
<tr>
<td>APR 21, 2020</td>
<td>Strategic Plan</td>
<td></td>
<td>Weave Staff</td>
<td></td>
</tr>
</tbody>
</table>

[Create New Report]

Click to Create a New Report
Assessment Reports:
Choose Report Type: Page View (Outline, narrative format)  
Table View (Compressed, tabular format).
Give Report a Title and an optional executive summary/description. Click Next.
**Assessment Reports:**
Utilize filters and search tool to compile the projects you would like to include in your report.

---

### Which projects are included in this report?

<table>
<thead>
<tr>
<th>Select</th>
<th>Project Title</th>
<th>Template</th>
<th>Reporting Period</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English BA</td>
<td>Academic Assessment Template</td>
<td>2019-20</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>Administrative/Support Unit Assessment Plan</td>
<td>2019-20</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
Assessment Reports:
Select elements you would like included and click Compile Report. Report View shows you a print preview of the report. Use the table of contents to click through multiple projects if you have included more than one. Click Save Report (top right) to create a downloadable export. Export will be a zip file (pdf report + all attachments).
Assessment Reports:
Select elements you would like included and click Compile Report. Report View shows you a print preview of the report. Use the table of contents to click through multiple projects if you have included more than one. Click Save Report (top right) to create a downloadable export. Export will be a zip file (pdf report + all attachments).
Accreditation/Program Review
Accreditation Projects:
Projects for regional, national, and programmatic accreditors have a separate workspace for each standard or each element within a standard. The standard dashboard shows status, word count, team members, and popular evidence.
Accreditation Projects:
Evidence files can be added to the standard at the top of the workspace.
Accreditation Projects:
Adding Team Members. Allow others to collaborate on work.
Accreditation Projects:
Build your narrative in the text editor.

- Link to previously added evidence, new evidence, or URL’s
- Build simple tables and add links to other files
- Insert images within the narrative
- Use the comments feature for team collaboration
- See who is concurrently collaborating on this standard
Accreditation Reports
Accreditation Reports:
Click Reports on the top navigation bar. Then choose Accreditation from the dropdown. Click Next.
Accreditation Reports:
Select the Accreditor type from your institution’s list. Click Next.
Accreditation Reports:
Select the standards to be included in this report. When finished, click “Prepare Report”.

<table>
<thead>
<tr>
<th>Select</th>
<th>CRITERION 1 MISSION</th>
<th>The institution’s mission is clear and articulated publicly; it guides the institution's operations.</th>
<th>Accreditation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRITERION 1 MISSION 1A.</td>
<td>The institution’s mission is articulated publicly and operationalized throughout the institution.</td>
<td>Accreditation Stage</td>
</tr>
<tr>
<td></td>
<td>CRITERION 1 MISSION 1A.1</td>
<td>The mission was developed through a process suited to the context of the institution.</td>
<td>Accreditation Stage</td>
</tr>
<tr>
<td></td>
<td>CRITERION 1 MISSION 1A.2</td>
<td>The mission and related statements are current and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.</td>
<td>Accreditation Stage</td>
</tr>
</tbody>
</table>

Select all, or specific standards. Only standards with an open response are available.
Accreditation Reports:
Determine the settings and elements for your report. Click Next.
Accreditation Reports:
Create a custom cover page or use the default then click Prepare Report. You will receive an email when your report is ready. Export will be a zip file (pdf report + all attachments).
Credentials Reports
The Credentials Report is a faculty roster with courses taught, qualifications, and compliance all in an easy to read table format.
# Credentials Report:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Term</th>
<th>Course(s) Taught</th>
<th>Academic Degrees / Course Work</th>
<th>Other Qualifications</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Andrews</td>
<td>Spring 2020</td>
<td>EMGT 5303 Research Design and Methods / 3 Credits (G)</td>
<td>Doctor's degree - research/scholarship (PhD), Homeland Security, North Dakota State University-Main Campus, 1998</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EMGT 6253 International Emergency Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>/ 3 Credits (G)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EMGT 6163 Business Continuity &amp; Crisis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management / 3 Credits (G)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Select faculty's name on report to access their individual credentials page.**
- **Filter for faculty members, term (Spring), term year (2020), or specific term (Spring 2020).**
- **Shows highest degree/qualification related to courses one is teaching for a given term.**
- **Indicates whether or not the faculty member is qualified to teach the courses they are for a given term. This is based on CIP code alignment between the courses and their degree(s)/qualification(s).**

The Credentials Profile includes degree and other qualifications details, supporting documentation, and easy to read verification and alignment with courses being taught.

Please contact us to schedule a Credentials training.
Remember to click the ? icon for assistance. We wish you the best in your work.