Clarifying the Uses for Chalk & Wire

Chalk & Wire is a Program Assessment System that allows department heads and faculty to evaluate student learning outcomes specific to an academic program AND cumulatively showcase student's work throughout their academic career in a portable web-based format that can be taken with them after graduation.

It is important to note that, while Chalk & Wire displays student work in an e-portfolio format, it is not intended or currently designed for assessment use in individual courses (i.e. a course portfolio); rather, it is designed for program assessment in which a group of departmental faculty collectively assess student work that is common across a program over time using the same set of criteria. Results are aggregated and reported to evaluate mastery at the program level. See below for an example e-Portfolio for the department of Curriculum & Instruction’s Graduate program:

Implementation Plans for Chalk & Wire at Tarleton State University

Chalk & Wire was purchased for the University in the Spring of 2009, and during the first year, the CITDE conducted a pilot test-run with the College of Education’s Curriculum & Instruction Undergraduate and Graduate programs. The purpose of this was to develop plans for a campus-wide implementation of the product. While the C&I department has ended up with a very robust and successful assessment process in C&W, the process for getting there was quite time and resource-intensive for both the Center and the academic department.

Because of lessons learned with the pilot, we’ve determined that we need some type of ‘queue’ to on-board new departments (accommodating 1-2 departments per semester). We also saw the need for departments to have assistance in planning the “assessment” piece of C&W so that it fits within the C&W system’s technical functionality. Add to this the complexity of implementing a University wide, cross-curricular “department” (for QEP’s assessment of ‘Keeping it Real’), and we knew we needed a clear plan for academic department heads and faculty if we were to be successful in scaling support for this as a true academic program assessment tool for Tarleton.
As a result, we are working to flesh-out the following Roles and Responsibilities and a clear and concise On-Boarding Process for Departments:

**Defined Roles and Responsibilities**

**DEPARTMENT HEADS:**
Define assessment standards and rubrics (and how they’re linked to artifacts within the defined Table of Contents) and send to Online Instructional Support Services one semester before Go LIVE date. Work with departmental faculty to develop clear communication plan for program students.

**UNIVERSITY ACADEMIC ASSESSMENT COMMITTEE:**
Assist department heads and faculty in the development of common criteria, standards, and rubrics to be assessed for program-level learning outcomes.

**CITDE - ONLINE INSTRUCTIONAL SUPPORT SERVICES:**
Enter/make changes to TOC, standards, rubrics (and how they’re linked to artifacts within the defined TOC) annually. Provide helpdesk support for faculty and students who have questions/technical problems while using the system.

**CITDE – FACULTY/STUDENT TRAINING:**
Provide both online and face-to-face training sessions for students and faculty to become acclimated to the C&W system.

**STUDENTS:**
Join a department/program, upload artifacts to their respective program TOCs (Table of Contents for the e-portfolio).

**FACULTY/ASSESSORS:**
Communicate to students in which courses and when an artifact should be uploaded into C&W. Assess student-submitted artifacts in C&W each semester based on established rubric criteria.

**Process for On-Boarding a New Department/Program Within Chalk & Wire**
If you are interested in implementing Chalk & Wire for your academic program, the following steps can serve as a guide for the process:

**Step 1:** Contact support.citde@tarleton.edu or 254-968-1960 to let us know of your interest in implementation. Your department will be put in the queue with a tentative ‘Go LIVE’ date set (remember, only 1-2 departments will be implemented in a given semester).

**Step 2:** While waiting for your Go LIVE date, the real work begins. The University Academic Assessment Committee can work with you and your departmental faculty to determine the 4-5 artifacts that are common and indicative of success in your program, and the agreed upon common criteria for assessing those major artifacts. See an example C&W Assessment Rubric template below:
<table>
<thead>
<tr>
<th>Criterion/Competency</th>
<th>Level 1 [Descriptor – ex. 'Not Evident']</th>
<th>Level 2 [Descriptor – ex. 'Unsatisfactory']</th>
<th>Level 3 [Descriptor – ex. 'Developing']</th>
<th>Level 4 [Descriptor – ex. 'Proficient']</th>
<th>Level 5 [Descriptor – ex. 'Exemplary']</th>
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<tbody>
<tr>
<td>[Criterion/Competency 1]</td>
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**Step 3:** Once you’ve finished the ‘Assessment Development’ process, and your Go LIVE date approaches, the OISS division of the Center will work to design your TOC (Table of Contents) for the e-portfolio that students will see, and link the newly created rubrics to each artifact. We will also work to load your program-specific students into the C&W system, and train faculty on how to assess work within the system. Several training/information sessions may be needed to get students and faculty acclimated to using C&W (a much different kind of system than Blackboard).

**Step 4:** Department heads will be given ‘Reporting’ access with C&W, and data can be gleaned each semester regarding program-level learning outcomes. The University Academic Assessment Committee will be available to assist departments in analyzing the data and making revisions to rubrics and criteria.