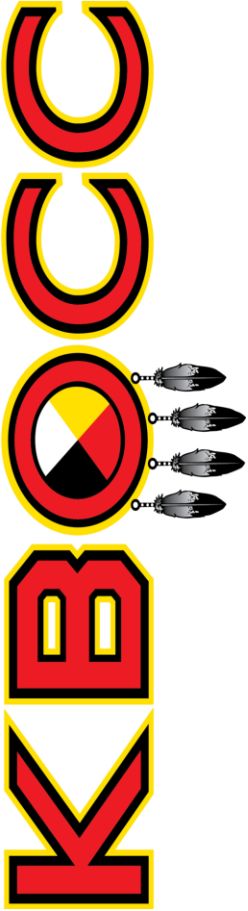


Keweenaw Bay Ojibwa Community College



Weave User Guide: Academic Program Assessment

March 2022

Office of Assessment and Accreditation

Introduction

Purpose

This guide was created to assist Weave users at the Keweenaw Bay Ojibwa Community College (KBOCC) engaged in academic program assessment and planning. Because the processes are fluid and dynamic, this guide should be viewed as a work in progress that will expand over time and evolve as the College does in its continuous improvement efforts.

Weave and Program Assessment

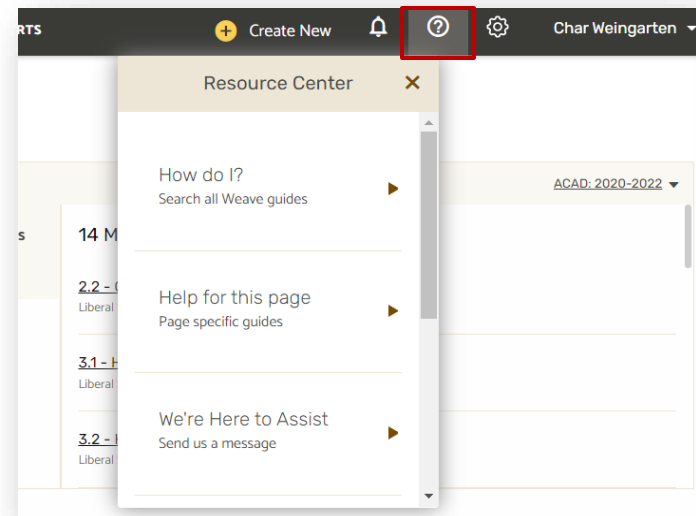
Weave is a web-based institutional effectiveness management application that helps manage accreditation, assessment, planning, and continuous improvement processes for educational institutions. It is designed to capture assessment information that ultimately supports continuous improvement College-wide: in student learning (or academic assessment) and in the operations and services provided by KBOCC in various forms (or administrative assessment). In Weave, assessment plans are called “projects” and generally fall under two main types: academic assessment plans are called ‘degree plans’ while operational or unit effectiveness plans are considered ‘administrative plans.’ At the beginning of each two-year academic assessment cycle, assessment plans are generated by reviewing and updating program mission, learning goals, program learning outcomes, measures, and target contained in assessment projects. Throughout and near the end of the assessment cycle, assessment results and analysis are entered into assessment projects for each learning outcome measured. At the end, an assessment report can be generated using Weave’s reporting function from each or multiple assessment projects. Note: Weave is a real-time editing system; changes are permanent as you type and cannot be undone. Deleted projects cannot be recovered.

Resource Center and User Training

The Resource Center “help” system built into Weave is accessible from every screen by clicking the “?” icon in the top menu bar. It is a convenient way to access context-sensitive help through a variety of Weave guides as well as specific help for each page. You can also access or sign-up for live user trainings held weekly by Weave (open to all member institutions) from the “How do I?” menu. All Users also have access to the ‘ZZZ Assessment Resources’ assessment project in Weave. A repository of assessment resources and references, including this user guide, will be compiled in the “Project Attachments” section.

Assistance with Assessment & Weave

Please contact Char Weingarten, Assessment & Accreditation Coordinator, for assistance with Weave and/or assessment. Email: cweingarten@kbocc.edu Phone: 906-524-8402



Logging in to Weave

Account Creation

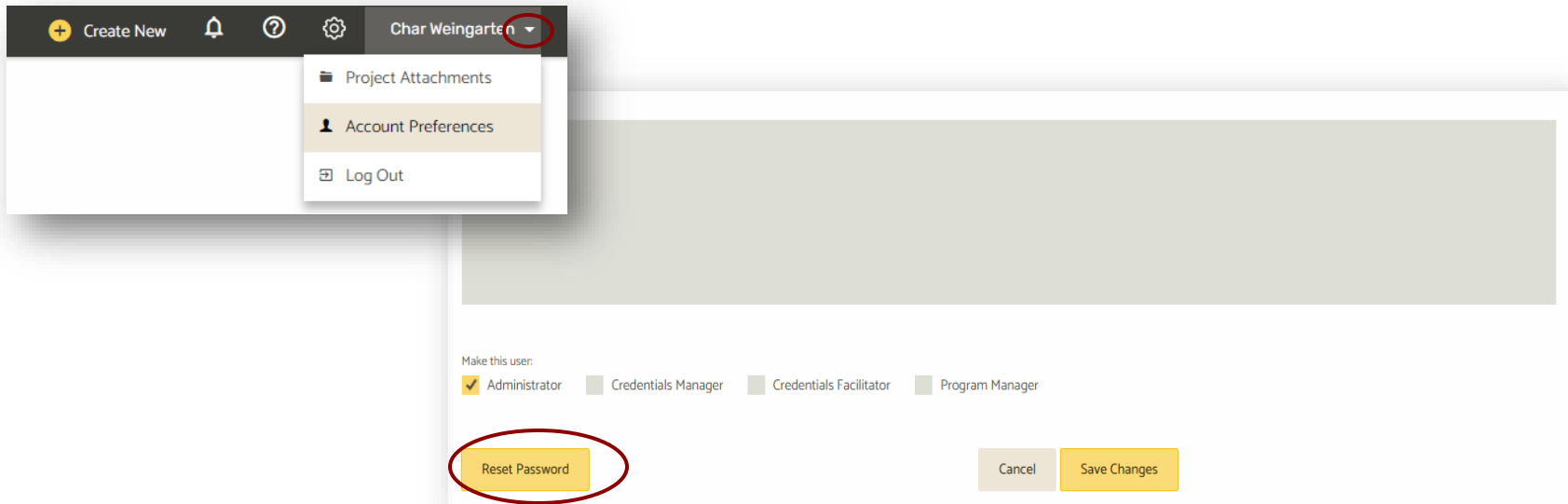
- Please email Assessment Coordinator at cweingarten@kbocc.edu to request a User account in Weave. You will receive an email from Weave (noreply@weaveeducation.com) within one business day to create an account and login credentials.
- Follow the prompts in the 'Welcome to Weave' email to set up your Weave account.
- For security reasons, there is a 36-hour expiration for account creation. If you try to create your account after this timeframe and experience issues, email cweingarten@kbocc.edu to re-active your Weave invitation.

Login

- Once you have successfully created an account, navigate to: <https://weaveeducation.com>
- Enter your username and password created in previous step

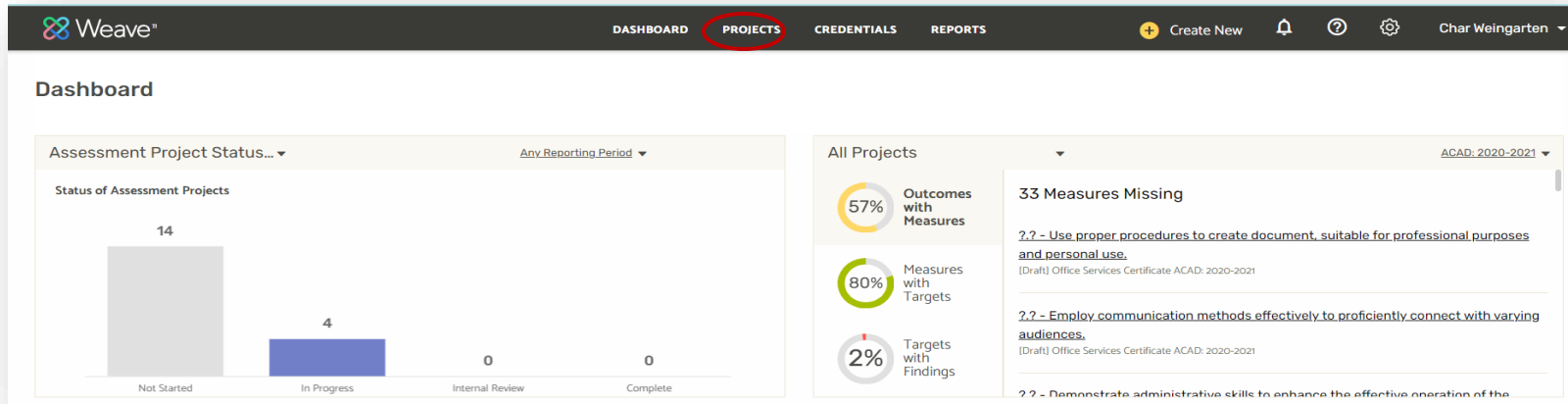
Changing Your Password & Updating Profile

Once you're logged into Weave, you can change your password by clicking the triangle next to your name in the upper right-hand corner. Select 'Account Preferences'. At the bottom of the page, click 'Reset Password'. A window will pop-up for you to enter and confirm your new password, then click 'Reset'.



Access Your Assessment Project Dashboard

Once you have logged into Weave, you will be directed to the Dashboard. Click on the "Projects" tab in the top center menu to view Weave projects you are associated with.



You can filter the list of projects; click on 'Degree Plan' to view academic/student learning assessment projects you are associated with. Click on the Project Title to continue. Academic program assessment plans are titled by the name of the degree and/or certificate program, e.g. "Business Administration A.S., Certificate". For certificate programs which are embedded within a degree program, that is the program learning outcomes are a subset of the degree program learning outcomes or not significantly different, assessment is embedded within the degree program assessment and will be contained within the same Assessment Project. Stand-alone certificate programs will have their own Assessment Projects.

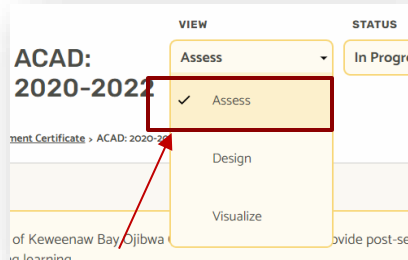
The screenshot shows the Weave Projects page with the 'PROJECTS' tab selected. The page includes a navigation bar with 'DASHBOARD', 'PROJECTS', 'CREDENTIALS', and 'REPORTS'. A search bar contains 'test'. Below the navigation bar, there are several filters: 'Show Only', 'Assigned to you', 'Degree Plan', 'Administrative Plan', and 'Program Review'. The 'Degree Plan' filter is selected. Below the filters, there is a table of projects:

Title	Year	Type
Test Academic Program	ACAD: 2020-2022	Degree Plan
Test Academic Program	ACAD: 2022-2024	Degree Plan

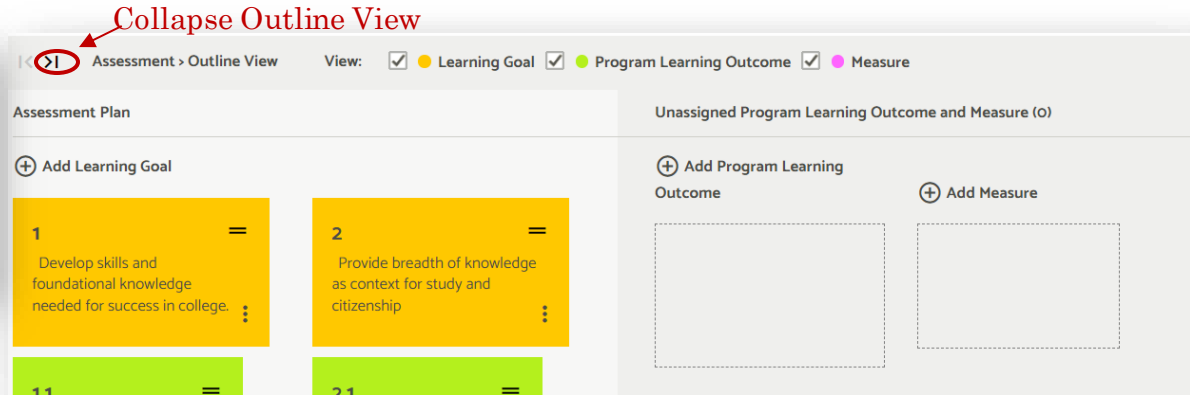
Viewing Your Assessment Project

Outline & Plan View

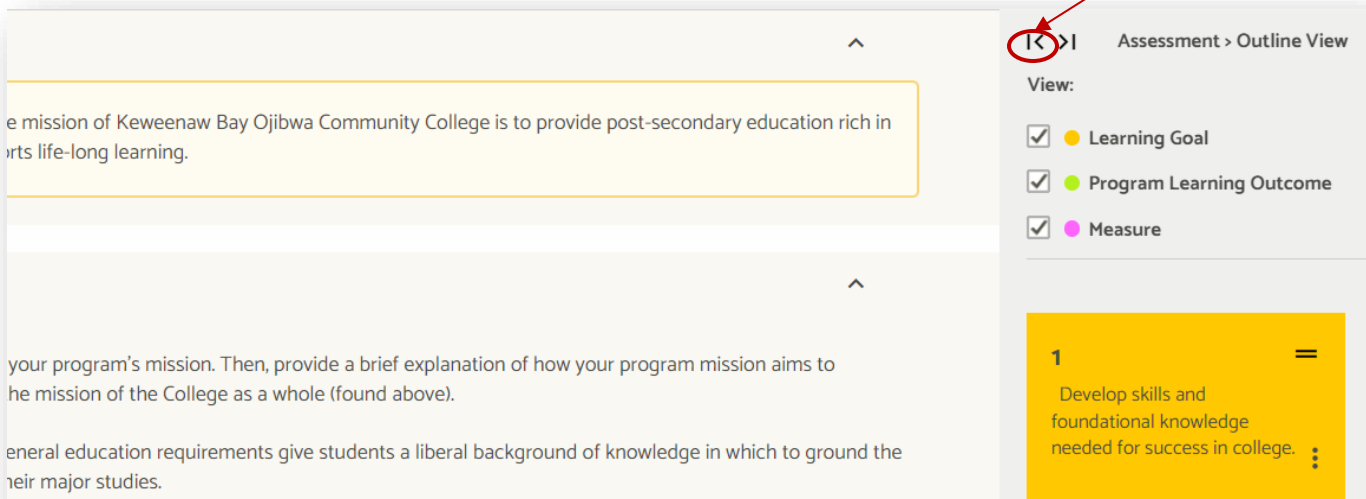
Upon opening the assessment project, you will be taken to Outline View in the “Assess” View interface where you can quickly view the main components of the assessment project and add or move/align goals, outcomes, and measures in a “post-it note” fashion. Click on the “>|” symbol on the top left to view and work in Plan View.



“Assess View” is the main assessment workspace/interface. “Design” and “Visualize” views are for curriculum mapping



To switch to “Outline View” from the main workspace in Plan View, click on the “|<” symbol on the top-right of the project window.



Viewing Your Assessment Project

Assessment Workspace

You can expand the workspace by closing the pop-outs for Teams and Outline View by clicking on the arrows highlighted below.

Teams: The dark grey box on the left allows you to manage the people who have access to the assessment project by adding, removing, and adjusting the read/edit access of faculty/staff. If you would like to add a Team Member who isn't currently a Weave User, email cweingarten@kbocc.edu to invite User to join Weave.

Outline View: To the right side of the screen, this displays the project's goals, outcomes, and measures. It is color-coded and provides an abbreviated list of the elements of the project, designed to be similar to post-it notes. If you click on an item in the outline view, the main screen will jump to that section of the project in plan view.

The screenshot shows the Assessment Workspace for the 'Test Academic Program A.A.'. At the top, there are filters for YEAR (ACAD: 2020-2022), VIEW (Assess), and STATUS (Not Started). Below the filters is a breadcrumb trail: Projects > Degree Plan > Test Academic Program A.A. > ACAD: 2020-2022.

The main content area is divided into three sections:

- Team (2):** A dark grey sidebar on the left with a left-pointing arrow icon circled in red. It includes an 'Add Team Member' dropdown, a search bar, and a 'VIEW BY: ALL' dropdown.
- Institutional Mission:** A central section with a description: 'Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post secondary education rich in Ojibwa culture, tradition, and beliefs that promotes lifelong learning. This mission will be accomplished by providing a professional, dedicated, open-minded and enthusiastic faculty teaching a challenging, intellectually rigorous, and relevant curriculum in a'. It has a right-pointing arrow icon circled in red.
- Assessment > Outline View:** A sidebar on the right with a left-pointing arrow icon circled in red. It shows a 'View:' section with three items: 'Program Learning Goals' (checked), 'Program Learning Outcomes' (checked), and 'Measure' (checked).

To easily navigate the workspace and edit the assessment project, it is recommended to expand and collapse each outcome as you enter information. You can do this by clicking the arrows located to the far right of each section; down arrow "v" to expand and the up arrow "^" to collapse each section. The plus "+" symbol does not expand or close sections but adds another element (outcome, measure, target, etc)

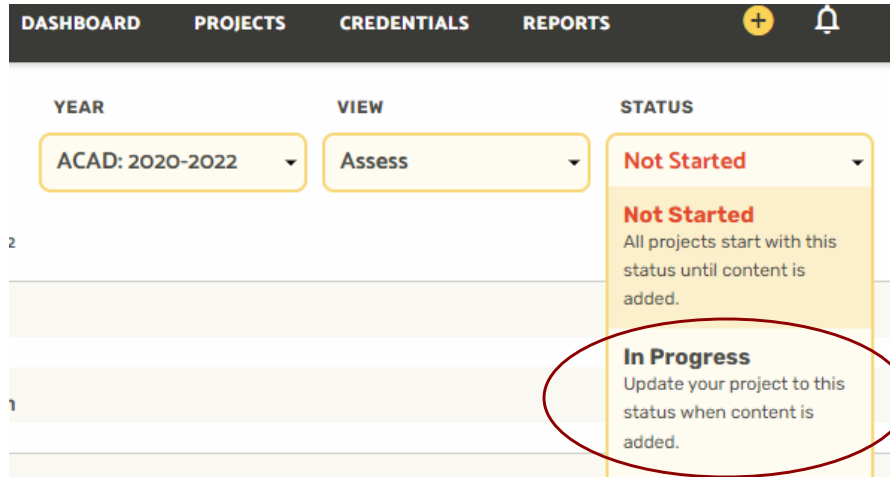
This close-up shows the right side of the workspace sections:

- Institutional Mission:** A down arrow icon circled in red, with a red arrow pointing to it from the text 'Expands section'.
- Program Mission & Alignment to Institutional Mission:** A down arrow icon circled in red, with a red arrow pointing to it from the text 'Expands section'.
- Program Learning Goals:** A plus sign icon.
- 1 Program Learning Goals:** An up arrow icon circled in red, with a red arrow pointing to it from the text 'Collapses section'.

Review/Update Your Assessment Plan

Update Project Status

At the beginning of the assessment cycle, update the project status from “Not Started” to “In Progress” to indicate you have started working on your assessment plan. Additional statuses will be explained later.



Assessment Project Structure/Outline:

Assessment Projects begin with the Program Mission, from which flow the program's Learning Goals. Under each Learning Goal, are aligned program learning outcomes (PLOs), associated Measures and Targets. Assessment results for each Measure are entered in Findings and Analysis under each Target.



Review/Update Your Assessment Plan

Institution and Program Mission

The Institution Mission field should already be completed in your 2020-22 Assessment Project. The Program Mission field should also be completed with the program or department mission statement but should be reviewed and updated if necessary. Additionally, please provide a brief explanation of how the program mission aligns with or fulfills the institutional mission.

Institutional Mission

DESCRIPTION

Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post secondary education rich in Ojibwa culture, tradition, and beliefs that promotes lifelong learning. This mission will be accomplished by providing a professional, dedicated, open-minded and enthusiastic faculty teaching a challenging, intellectually rigorous, and relevant curriculum in a culturally sensitive environment that is safe and conducive to learning.

Program Mission & Alignment to Institutional Mission

DESCRIPTION

The mission of the Test Academic Program is to provide students will skills and dispositions in the areas of [educational purpose] in order to prepare students for careers in [primary function]. The program seeks to prepare thoughtful citizens and lifelong learners, in alignment with the mission of the institution through [primary activities and learning experiences].

Review/Update Your Assessment Plan

Learning Goals and Program Learning Outcomes

In order to comply with assessment best practices and HLC accreditation requirements, all academic programs must have stated learning goals and program learning outcomes (PLOs) that are associated with those goals. The remainder of the Assessment Project in Weave is focused on giving you the opportunity to describe your learning goals, the associated learning outcomes, and the ways in which you determine whether those outcomes are being achieved (measures, targets, and findings) so that the goals can be met. Program goals link your program mission to your PLOs.

Example Program Learning Goal: *To graduate students who are prepared for a job in the music industry.*

Each Learning Goal will have at least one associated PLO but often have multiple PLOs that align with it. While Learning Goals may have multiple PLOs, a single PLO cannot be aligned or linked to more than one Learning Goal.

Example PLO #1: *Students will discriminate musical quality based on sound musical reasoning.*

Example PLO #2: *Students will demonstrate proficiency in multiple musical instruments.*

For the 2020-2022 Assessment Projects, Learning Goals and approved PLOs from your 2020-2022 departmental assessment plan have been entered into Weave. In Weave, you can enter as many learning goals and PLOs as you would like. You may enter them from either the Outline or Plan views. The instructions provided here can be repeated for each learning goal and PLO. The image below shows how to add Learning Goals from Plan View.

The screenshot shows a software interface with several sections. At the top is 'Program Mission'. Below it is a 'Learning Goal' section containing one entry: '1 Learning Goal Prepare early childhood professionals to effectively apply early childhood knowledge in the classroom'. Below this is a 'DESCRIPTION' field with the placeholder text 'Enter text'. At the bottom is the 'Program Learning Outcome' section. On the right side of the interface, there are three red annotations with arrows pointing to specific icons: 'Add learning goal' points to a plus sign icon, 'Delete learning goal & associated PLOs, Measures, Targets' points to a three-dot menu icon, and another plus sign icon is visible below the menu icon.

Review/Update Your Assessment Plan

Learning Goals

Outline View: Learning goals can also be viewed and edited in Outline View and are represented as orange text boxes much like sticky notes. Click on the box and start typing to edit the learning goal text. This will also update the learning goal text in Plan View. You can reorder or move the learning goals around by clicking on the “=” symbol in the top right-hand corner of each learning goal box and dragging and dropping.

Under learning goals, associated or aligned program learning outcomes (PLOs) appear as green boxes or sticky notes and aligned measures appear as purple boxes or sticky notes. You can choose whether PLOs and Measures appear in Outline View by checking or unchecking the boxes at the top of the workspace.

You can add a new or additional learning goals by clicking on “+ Add Learning Goal” directly above the learning goal boxes.

Turn on or off by checking these boxes

Assessment Plan

View: Learning Goal Program Learning Outcome Measure

Unassigned Program Learning Outcome and Measure (0)

+ Add Learning Goal Add additional Learning Goals

1 Prepare early childhood professionals to effectively apply early childhood knowledge in the classroo... =

2 Promotes high standards to enable professionals to support young children and their families. =

3 Foster understanding of the importance of respecting diversity when working with young children. =

1.1 Learning Environments =

2.1 Use developmentally appropriate approaches for teaching and learning =

3.1 Demonstrate culturally sensitive relationship-building techniques for ... =

+ Add Program Learning Outcome + Add Measure

Delete Learning Goal. This will also delete any aligned PLOs, measures, or targets

Move/reorder Learning Goal

Review/Update Your Assessment Plan

Program Learning Outcomes (PLOs)

Program learning outcome (PLOs) are clear and specific statements of the knowledge, skills, and abilities students will achieve as a result of completing the degree or certificate program.

Approved PLOs have been entered for your assessment project from your 2020-2022 departmental assessment plan. You likely will not need to revise your PLOs but you may need to realign your PLOs to your learning goals (reviewed/edited in previous step). The easiest way to do this alignment is in Outline View.

Outline View: PLOs appear in Outline View as green boxes or sticky notes and can be edited by clicking in the box and editing the text. This will edit the brief label or title of the PLO and not the longer description that may appear in Plan View.

The screenshot shows the 'Assessment Plan' interface in 'Outline View'. At the top, there are navigation arrows and a breadcrumb 'Assessment > Outline View'. Below this, a 'View:' section contains four checkboxes: 'Learning Goal' (checked), 'Program Learning Outcome' (checked), and 'Measure' (unchecked). The main area is divided into two columns. The left column, titled 'Assessment Plan', contains a grid of sticky notes. The top row has four yellow sticky notes labeled '1', '2', '3', and '4'. The bottom two rows have green sticky notes labeled '1.1', '1.2', '2.1', and '2.2'. A red circle highlights the '=' icon on the top right of the '2.1' sticky note, with a red arrow pointing to it. The right column, titled 'Unassigned Program Learning Outcome and Measure (0)', contains two dashed boxes and two '+ Add' buttons: 'Add Program Learning Outcome' and 'Add Measure'. A red circle highlights the '+' icon on the 'Add Program Learning Outcome' button. Red text annotations are present: 'Add additional PLOs' is written above the right column, and 'Move the PLO to associate it with a different learning goal by clicking, dragging, and dropping. This will also reorder the PLO and associated Measures and Targets in Plan View.' is written below the '2.1' sticky note.

Review/Update Your Assessment Plan

Supported Initiatives

After you enter an PLO, Weave provides you the opportunity to identify any institutional educational goals, such as General Education Learning Outcomes or Institutional Learning Outcomes or strategic initiatives such as Strategic Plan objectives to which it relates. To do so, click on the “+” next to “Supported Initiatives”. A drop-down menu will appear that will allow you to choose either General Education or Strategic Initiatives. Click on the drop-down menu and select “General Education” or “Strategic Initiatives”. Simply click the box next to each priority that relates to the PLO. Click “Close” when you are done.

Program Learning Outcome +

1.1 Program Learning Outcome Learning Environments ^ ⋮

DESCRIPTION

Provide developmentally appropriate learning environments.

Supported Initiatives (0)

Action Plan +

Measure +

Click to link PLO to a Supported Initiative.

Supported Initiatives (0)

Add Supported Initiatives to Program Learning Outcome 1.1 X

Select Connected Initiatives

Standards

General Education

Institutional Priorities

Strategic Initiatives

Choose “General Education” to link to General Education Learning Outcomes or “Strategic Initiatives” to link to Strategic Plan or other objectives

Action Plans: The next element that appears under Supported Initiatives are Action Plans. You can skip this step now as you will come back to it later after entering assessment findings and analysis. *See pp. 24-25.*

Review/Update Your Assessment Plan

Measures

Measures provide evidence of how well students are demonstrating or performing the PLOs. Well-chosen Measures will yield information that is relevant, useful, and actionable. Each Measure should incorporate the majority of its students in the program or a representative sample. There should be at least two (2) Measures for every PLO to provide multiple data points and convergence of evidence, and at least one (1) Measure should be a direct measure.

Some Measures may have been entered for your 2020-22 Assessment Project if identified in your 2020-2022 Departmental Assessment Plan. Review the Measures that have been entered and revise or add additional Measures as needed. You can add additional measures for this PLO by clicking the “+” symbol next to “Measure” underneath the PLO and repeating these same steps for each Measure. You may need to click on the down arrow “v” to the right of the Measure to expand the workspace. When done, it is recommended to collapse the section by clicking the up arrow “^”.

Source of Evidence: This dropdown menu contains a list of possible sources of evidence, compiled from all Weave-member institutions. From this dropdown, select the data source that will measure the PLO.

Description: Enter a full description or explanation of the measure.

Methodology: Explain the methodology for data collection, including where and how students demonstrate the learning outcome (course, Capstone, etc.), when data will be collected (when in semester or academic year), how often, and by whom. Describe how the measure of student learning is evaluated (rubric, exam answer key, faculty panel, etc.) and what scale, criteria, or standard will be used to evaluate (*e.g. scale of 1-“Unacceptable” to 4-“Exemplary”*)

The screenshot displays the '1.1 Program Learning Outcome' interface for 'Learning Environments'. The form includes sections for Description, Supported Initiatives, Action Plan, and Measures. A specific measure, '1.1.1 Measure Course-embedded Assessments', is expanded to show its configuration. Red annotations with arrows point to various elements: 'Enter a brief title or label for the measure here' points to the measure name; 'Add additional Measure' points to a '+' icon; 'Select type/source of evidence from drop-down list' points to the 'Other - Academic Direct' dropdown; 'Enter the full description of the measure here' points to the description text; 'Describe data collection methodology (who, what, where, when, why)' points to the methodology text; and 'Collapse workspace when done working' points to the '^' icon.

Review/Update Your Assessment Plan

Targets

A Target is an established achievement level that states how well and how many students in the program should be able to demonstrate a particular knowledge or skill. Well-established Targets indicate the performance standard and the percentage of population expected to meet the standard and help to interpret the assessment findings. Targets should be established prior to collecting assessment data to help make sense of assessment results.

For example: *75% of students (online and face-to-face) will score “meet standard” on all sections of the final paper rubric in KB255 Grant Writing. *Adapted from Old Dominion University*

Some Targets have been entered for each Measure in your 2020-22 Assessment Project, following common institutional practices, however you will need to review and revise as necessary. You may need to click on the down arrow “v” to the right of the Target to expand the section. When done, it is recommended to collapse the workspace by clicking the up arrow “^”.

The screenshot shows a 'Target (1)' entry form with the following components and annotations:

- 1.1.2.1**: Identifier code.
- DESCRIPTION**: A text box containing "80% of students will achieve a rubric score of 2 or higher (on a scale of 1-3) on the ECE Capstone Rubric for PLO #1". An annotation points to this box: "Indicate performance standard and % of population expected to meet standard".
- TARGET**: A text box containing "80%". An annotation points to this box: "The percentage of population expected to meet the performance standard".
- STATUS**: A text box on the right side of the form.
- Controls**: On the right side, there are three icons: a plus sign (+) in a circle, an up arrow (^) in a circle, and a vertical ellipsis (three dots). An annotation points to the plus sign: "Add additional Targets". Another annotation points to the up arrow: "Collapse workspace when done".

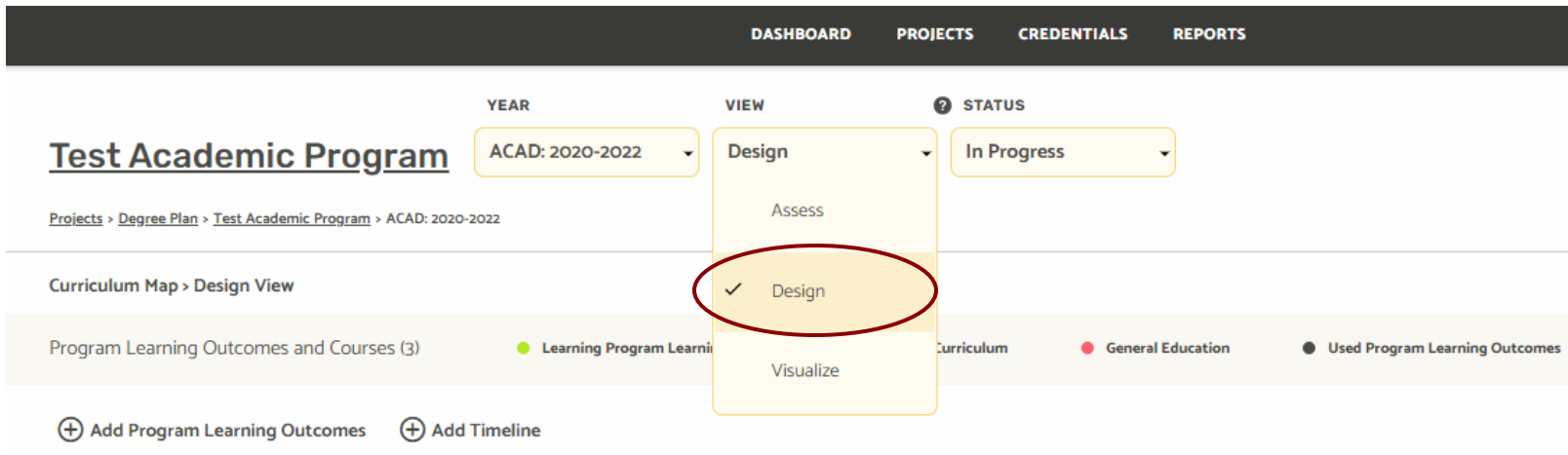
The remainder of the Target section will be completed when you enter your assessment findings & analysis at the conclusion of the assessment cycle.

Curriculum Mapping

Accessing Your Curriculum Map

At the beginning of each assessment cycle, as part of curriculum and assessment planning, academic programs are encouraged to develop or review the program's curriculum map. This is done by identifying the program's core courses (as listed in the College Catalog; not including electives) and indicating the relationship to the program's learning outcomes. The curriculum map can align prescribed courses in the program's major to the PLOs by indicating where the outcome is introduced, practiced, or reinforced.

Curriculum mapping can be completed in Weave for program assessment projects in the "Design" interface. Maps can be viewed and shared using the "Visualize" interface. These views are accessed from the "View" dropdown menu at the top of the workspace.



Curriculum Mapping

Creating/Updating Your Curriculum Map

When the curriculum map opens in Design View, the articulated PLOs will appear as green boxes in the top of the workshop. Below the PLOs, you will see KBOCC courses from the Catalog. Create the curriculum map by dragging and dropping courses from the course bank onto aligned PLOs above. Aligned course cards will now appear to the left of the PLOs. Clicking on the number in the top-right corner of each aligned course card will reveal which PLOs the course maps to; this number indicates the number of PLOs the course has been mapped to. To map an aligned course to additional PLOs, drag the additional PLOs (green cards) from the space to the right and drop onto the course card. The number on the course card will update to reflect the number of aligned PLOs.

The screenshot shows the 'Curriculum Map > Design View' interface. At the top, there are tabs for 'Program Learning Outcomes and Courses (4)', 'Learning Program Learning Outcomes', 'Core Curriculum', 'General Education', and 'Used Program Learning Outcomes'. Below the tabs, there are buttons for 'Add Program Learning Outcomes' and 'Add Timeline'. The main area is divided into two sections: 'Courses (172)' and a search area. The 'Courses (172)' section displays a list of course cards, each with a title, description, and credits. The search area includes a 'Filter by:' dropdown and a search box labeled 'Search by title, description, code or number'. Annotations with red arrows point to various elements: 'Click here to reveal which PLOs course maps to' points to the number '1' in the top-right corner of the 'Abnormal Psychology' course card; 'Drag courses from the course bank (below) and drop on aligned PLOs (above)' points to the 'Advanced Spreadsheets' course card; 'Drag additional PLOs onto the aligned course card to map the course to multiple PLOs' points to the '=' icon in the top-right corner of the 'Abnormal Psychology' course card; 'Quickly search for courses from Catalog' points to the search box; and 'Aligned/mapped course cards appear here to the left of PLOs' points to the 'Abnormal Psychology' course card.

Curriculum Map > Design View

Program Learning Outcomes and Courses (4) Learning Program Learning Outcomes Core Curriculum General Education Used Program Learning Outcomes

+ Add Program Learning Outcomes + Add Timeline

Abnormal Psychology
Examination of current theories and research on disordered or dysfunctional human behavior.
4 Credits

Short Outcome Title

Theoretical Knowledge

Apply knowledge

Click here to reveal which PLOs course maps to

Drag courses from the course bank (below) and drop on aligned PLOs (above)

Drag additional PLOs onto the aligned course card to map the course to multiple PLOs

Quickly search for courses from Catalog

Aligned/mapped course cards appear here to the left of PLOs

Courses (172)

Filter by: ▾

Search by title, description, code or number

BS 201
Accounting I
Study of fundamental concepts, principles and procedures required in the practice of accounting
4 Credits

BS 202
Accounting II
Continuation of BS201. Examines special applications of accounting principles such as investments,
3 Credits

IS 204
Advanced Spreadsheets
Includes advanced formulas and functions, printing and displaying graphs, and other advanced
3 Credits

IS 203
Advanced Word
Includes advanced tasks for creating, editing, formatting and printing a variety of documents
4 Credits

BI 223
Anatomy & Physiology
This course provides an overview of human anatomy and physiology using a body-systems approach. It
4 Credits

BI 224
Anator
No descri
4 Credits

+ Add Program Learning Outcomes

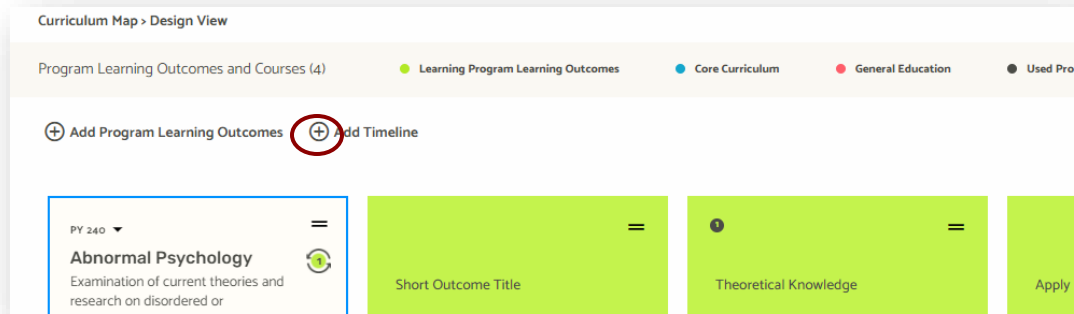
PY 240
Mark as:
Core Curriculum
General Education
X Undefined

For mapped courses, you can indicate whether the course satisfies the program's core curriculum or if it is part of the general education curriculum. This is optional and you can leave courses undefined. To mark mapped courses, click on the down arrow "v" next to the course number.

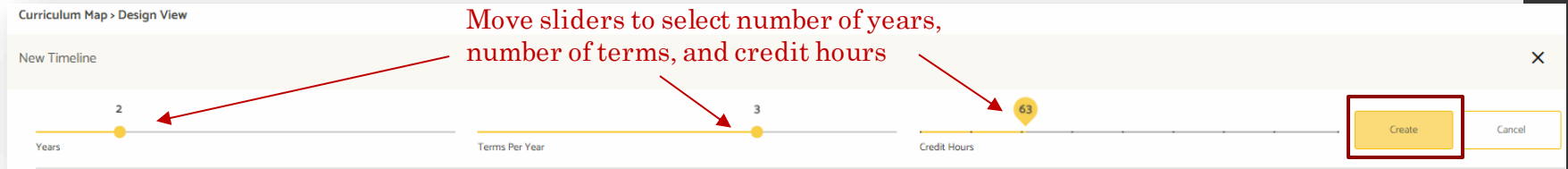
Curriculum Mapping

Add a Program Timeline Step 1 - Optional

Once you have mapped courses to PLOs, to assist with academic and assessment planning, you may add a program timeline or Degree Plan by identifying a typical sequence and timing of courses in the program. To add a Timeline, click on “+ Add Timeline”.



Then indicate how many years, terms per year, and credit hours, and click “Create”.



Curriculum Mapping

Add a Program Timeline Step 2 - Optional

Once you have created the Timeline, drag and drop mapped courses from the PLO and Courses workspace to the appropriate Slots in the Timeline above.

The screenshot displays a curriculum mapping interface. At the top, a timeline is shown with segments for Year 1/Term 1, T2, T3, Y2/T1, and T2. Below the timeline, three slots are visible: Slot 2, Slot 3, and Slot 4. A course card for 'Abnormal Psychology' (PY 240) is shown on the left, with a red circle around its menu icon and a red arrow pointing to Slot 2. A red arrow points to the menu icon of Slot 3 with the text 'Click here to delete the Slot'. A red arrow points to the menu icon of Slot 4 with the text 'Click here to delete the Slot'. Below the timeline, a workspace for 'Program Learning Outcomes and Courses (4)' is shown. It includes a legend with categories: Learning Program Learning Outcomes (green), Core Curriculum (blue), General Education (red), and Used Program Learning Outcomes (grey). A card for 'Accounting II' (BS 202) is shown on the left, with a red arrow pointing to it from the text 'Drag mapped courses below and drop into the appropriate Timeline Slot above.' To the right of the Accounting II card are three green outcome cards: 'Short Outcome Title', 'Theoretical Knowledge', and 'Apply knowledge', each with a menu icon.

Curriculum Mapping

Viewing & Sharing Your Curriculum Map

Once you have completed your mapping, you can view your Curriculum Map in the “Visualize View”.

From this view, you can indicate the degree to which the course supports the aligned PLO (“Introduced”, “Reinforced”, “Demonstrated”, or “Mastered”). To do this, click on the three dots to the right of each checkmark. This is optional and you may leave as “Not Set”.

From the Visualize View, you can also share your Curriculum Map by clicking the share icon in the top-right corner. This will create a sharable URL link that will allow others to view your Curriculum Map.

Test Academic Program | YEAR: ACAD: 2020-2022 | VIEW: Visualize

Projects > Degree Plan > Test Academic Program > ACAD: 2020-2022

Curriculum Map > Visualize View

Program Learning Outcomes 3 | Reinforced | Demonstrated | Mastered

Visualization of the plan for learning gives program leaders the ability to scan for gaps and quickly identify problems in the planned student journey.

Courses (2)	Short Outcome Title	Theoretical Knowledge	Apply knowledge
BS 202 Accounting II 4 Credits			✓
PY 240 Abnormal Psychology 4 Credits		✓	✓

Generate sharable URL link to view Curriculum Map (points to share icon)

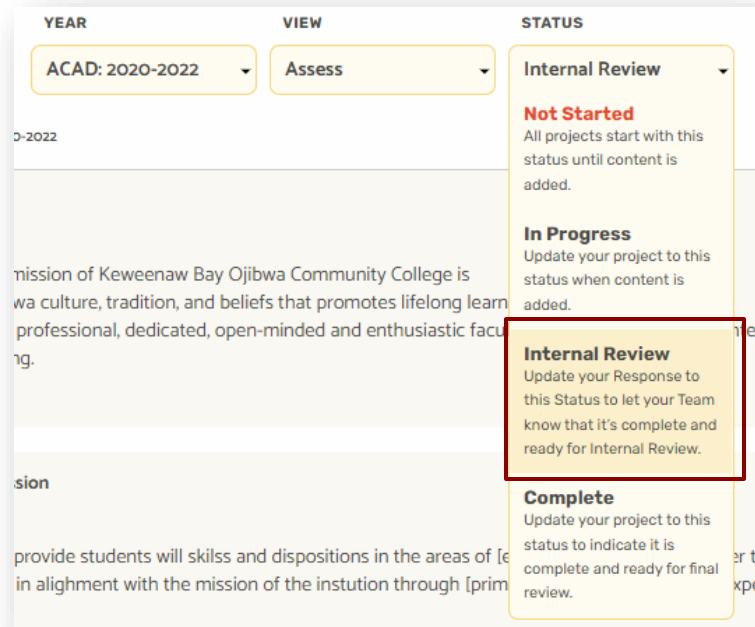
To delete entire Curriculum Map (points to three-dot menu icon)

Click to indicate the level to which the course meets the PLO (points to three-dot menu icon for Accounting II)

Complete Your Assessment Plan

Update Project Status

Once you have completed your assessment plan (Mission through Targets in your Assessment Project), update the status of your project to “Internal Review”. This will inform the Assessment Coordinator that your assessment plan is ready for initial review and feedback. Once the Assessment Coordinator/Committee has reviewed your assessment plan and provided feedback (in the “Project Attachments”), the status will be returned to “In Progress” and will remain at this status while you are managing your Assessment Project until the assessment cycle concludes.



Enter Assessment Findings & Update Target Status

Assessment Findings

This is where you will enter your set of results collected from the Measure. Simply click on the field and enter the text/data. The Results should be a succinct summary statement of the assessment data collected with the percentage of and the population number (n) assessed. If data was collected and aggregated across multiple courses or semesters, indicate when the data was collected.

For example: *70% (7/10) of the students [83% (5/6) online and 50% (2/4) face-to-face] scored “meet standard” on all section of the final paper rubric in KB255 Grant Writing. *Adapted from Old Dominion University*

Update Target Status: Please select a target status from the dropdown menu. When identifying whether or not the PLO/program met its target for a particular result, consider the following. *In the above example, the Target is Partially Met (one group of students (online) met target but one group (face-to-face) did not.*

Nothing Entered: Administrative status used to flag missing/incomplete findings.

Not Reported This Cycle: Data for this measure was not collected or reported for this assessment cycle. Reasons might include adding a new measure too late in the assessment cycle, collecting data on a longer than biennial basis, or unforeseen circumstances. An explanation for selecting this status should be noted in “Analysis” field.

Exceeded: All data reported significantly surpass the target set (by at least 50%)

Met: All data reported achieve or surpass the target set

Partially Met: A portion of the data reported do not meet the target. For instance, when reporting findings for two or more groups, one or more group achieves or surpasses the target but other(s) do not or when reporting multiple criteria, one or more criteria achieves or surpasses the target but other(s) do not

Not Met: All data reported to not meet the target set

Target (1) Update the Target Status +

1.1.2.1
DESCRIPTION

80% of students will achieve a rubric score of 2 or higher (on a scale of 1-3) on the ECE Capstone Rubric for PLO #1

TARGET

80%

FINDING

INSTRUCTIONS: Report in a succinct summary statement the results of the information described in the target (% of students and standard of performance). In the reported percentage, include the numbers involved in creating the final result (87/94=92.55%).

Enter succinct summary statement of assessment data collected (# assessed, # and % meeting criteria/standard)

STATUS

Enter Assessment Findings & Analysis

Assessment Analysis

In the section, programs should extrapolate meaning from the results and provide additional detail or context to fully explain the results to an outside reader. It is especially important to compare learning environment and analyze results over time to look for trends. Use the prompts provided as a guide to analyze results within the assessment project.

For example: *(Analysis of final paper rubric scores for historical, social, and cultural knowledge outcome) Overall, students in the program are able to articulate the historical, social, and cultural dimensions of a topic of their choosing. Students who earned a score of 1-Unacceptable failed to articulate at least one of the required dimensions of the topic. Most projects who earned this score confused the social and cultural dimensions, although they were able to connect their topic to the present day in addition to the required discussion of each dimension. Students who earned scores 4-Exemplary were able to connect their topic to the present day in addition to the required discussion of each dimension. An analysis of last year's data shows that students continue to struggle with the social and cultural dimensions. Students are advised to take KBXXX and XXX before taking this course, however we do not have prerequisites formally in place. Both courses reinforce skills that are mastered in this course and could be why we are seeing lower student performance than desired. The results suggest that the program should emphasize the distinction between social and cultural dimensions when discussing historical topics. Assessment results were shared and discussed at a departmental assessment meeting (meeting notes attached). *Adapted from Old Dominion University, How-To-Guide: Program Assessment Plan and Report.*

FINDING

INSTRUCTIONS: Report in a succinct summary statement the results of the information described in the target (% of students and standard of performance). In the reported percentage, include the numbers involved in creating the final result (87/94=92.55%).

ANALYSIS

INSTRUCTIONS: Extrapolate the meaning from the results and provide additional detail or context to fully explain the results to an outside reader.

1. What are the strengths and weaknesses of student learning in this area?
2. For programs with both online and face-to-face options, how does the performance of these unique learning environments compare?
3. How do the results compare to previous years?
4. How do the results fit into the larger landscape of student learning in the program?
5. How were results shared within the program?

Explain results, extrapolate meaning, and provide additional details here

Enter Assessment Findings & Analysis

Improvements or Modifications

In the section, programs have the opportunity to follow-up and describe completed action plans, modifications, or improvements made during the assessment cycle or in previous cycles. Include the program learning outcome and the information that prompted action. Programs should also outline and determine the impact of the changes on student learning (reassess). Not every program will have improvements to report each assessment cycle but this is helpful way to track and report on any modifications or improvements made in previous years/assessment cycles to “close the loop”.

*For example: (Defending research designs, early signs of improved student learning for Methods and Analysis Outcome) After seeing poor performance on the comprehensive exam over the past three years in research methods and analysis, strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty. Over the past two years, faculty teaching the Intro to Research course as well as Qualitative Methods and Statistics in Research courses put additional emphasis on design and rationale for methodology. Specifically, the Intro to Research course added a methods assignment and enhanced the rigor of the methods section in the final paper. The Qualitative Methods and Statistics in Research courses both added a critique assignment to help students further develop these skills. This is the first year that students with these modifications have gone through the comprehensive exam. Exam scores were higher in the research methods and analysis areas than previous year. *Adapted from Old Dominion University, How-To-Guide: Academic Program Assessment Plan and Report.*

Improvement Type: This is a drop-down menu that lists various types of improvements, contributed to by all Weave-member institutions. Selecting the improvement type helps to track improvement trends across programs and the institution. This list may also provide ideas for the types of improvements implemented at other institutions.

IMPROVEMENT TYPE

None Set

IMPROVEMENT(S) ACHIEVED

INSTRUCTIONS: This is an opportunity for programs to tell their story and "close the loop".

1. Why were the changes made (the learning outcome and information that prompted action)
2. What changes were made during the year or in previous years that impacted student learning?
3. What impact did these changes have on student learning?

[View Action Plan](#)

Select the type/category of improvement from the dropdown menu

Describe completed action plans, modifications, or improvement made and their impact on student learning

Enter Assessment Findings & Analysis

Action Plan

Targets that are “Not Met” or “Partially Met” must include an action plan for improvement. Action plans are developed directly from results and are aligned with the outcome and should explain the programs process of sharing and using assessment results for decision-making. Actions are intended to modify course, program teaching methods, curriculum, faculty development, etc. to improve student learning. Action Plans should describe 1) How assessment information is shared and used for decision-making, 2) The results that suggested the action, 3) Concrete actions to sustain or improve a PLO, and 4) Timeframe for these actions.

To add an action plan, scroll up to the PLO section and look for the heading titled “Action Plan”. Click on the “+” symbol located to the right.

1.1 Program Learning Outcome Learning Environments

DESCRIPTION
Provide developmentally appropriate learning environments.

Supported Initiatives (0)

Action Plan +

Click here to add an Action Plan aligned with a PLO (under 'Supported Initiatives')

Add your action plan in the action item description box. Then provide a status of the action plan (i.e. Planning, In-Progress, or Complete).

Action Plan

DESCRIPTION
INSTRUCTIONS: Describe data or circumstances that prompted action and specify program learning outcome. List completed action plans or modification to the program. Compare results before and after modifications or describe new measure or indicate when impacts are expected from an existing measure.

BUDGET SOURCE AMOUNT DUE DATE STATUS

Enter text \$0.00 --/--/----

+ ADD ACTION ITEM

Add description and context here

Add additional action item to this plan here

Provide a status of the action item

ACTION ITEMS (1)	CREATED	DUE	STATUS
Enter text	3/17/2022	--/--/----	

Add concrete action here

Enter Assessment Findings & Analysis

Action Plan (cont'd)

For example: *(Additional modules and quizzes are needed to enhance student's analysis of social and cultural dimensions for the Historical, Social, and Cultural Knowledge outcome). Description: Results were shared with all faculty members of KBXXX. Results were discussed at the curriculum committee meeting and an action plan was developed by faculty teaching KBXXX. The curriculum committee will review where and how social and cultural dimensions are taught within the program. Action Item 1: A curriculum map will be shared with faculty in November. Action Item 2: Dr. Dread will develop a teaching module on social and cultural dimensions by the fall semester for all faculty to use in KBXXX. Action Item 3: Dr. Pepper will develop quiz questions for faculty. *Adapted from Old Dominion University, How-To-Guide: Academic Program Assessment Plan and Report.*

Action Plan ▾

DESCRIPTION
Enter text

BUDGET SOURCE AMOUNT DUE DATE STATUS

Enter text \$0.00 --/--/---- ▾

+ ADD ACTION ITEM

ACTION ITEMS (1)	CREATED	DUE	STATUS
Enter concrete action item here	3/17/2022	--/--/----	▾

Describe completed action plans, modifications, or improvement made and their impact on student learning

Project Attachments

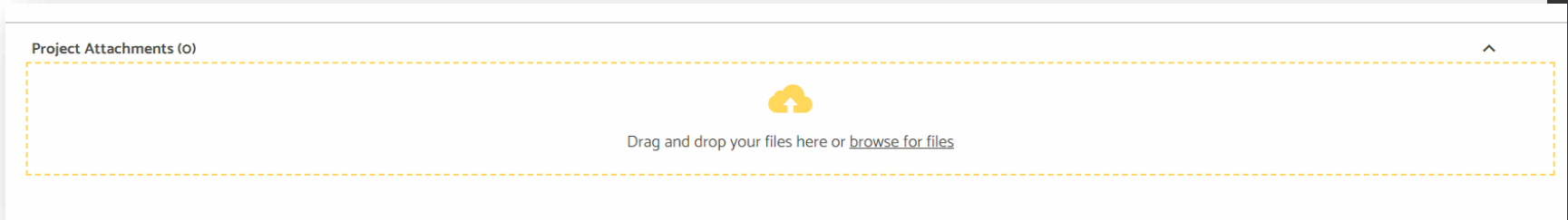
Attach Documents to the Assessment Project

Each Assessment Project has a document repository located at the very bottom of the project. To attach supporting documents and files, scroll down to the bottom of the screen to find the “Project Attachments” section. From here, you can drag and drop files from your computer.

Supporting documents include samples of student work (personally identifiable information should be removed/redacted), developed rubrics or other assessment tools for each Measure, Curriculum Maps, course maps, and/or meeting minutes where assessment results were discussed.

Near the end of the assessment cycle, a worksheet with compiled program learning outcome assessment data will be attached to your assessment project.

Project Attachments do not carry over from cycle to cycle – they remain linked to the Assessment Project in which they were uploaded.



Review and Update Action Plans

Action Plans created in the current assessment cycle will be copied over into future assessment projects/cycles. In the next assessment cycle, please review and update these Action Plans. Action Plans that are inactive or have been completed for at least 3 years should be deleted.

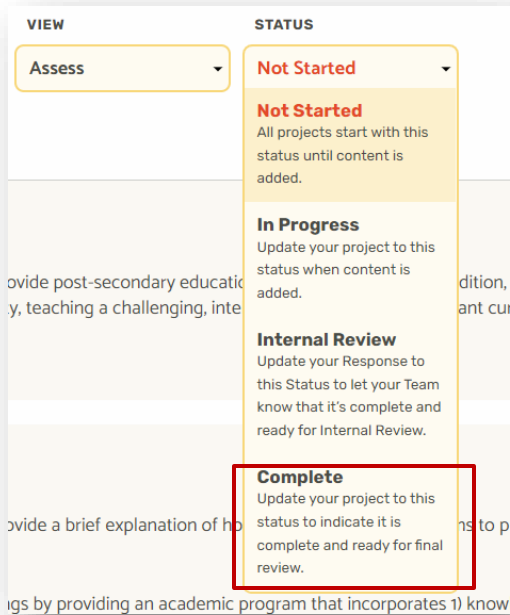
1. For any action items still in progress: update the action item description by adding what happened in the current assessment cycle
2. For any completed action items: mark them as complete and provide a brief summary of these actions. Please expand on the impact of these actions on student learning “Analysis” section.
3. For any inactive or incomplete action items: modify and update the description to explain.

ACTION ITEMS (3)	CREATED	DUE	STATUS
19-20 adjunct faculty will use repository and key assessments will be evaluated on a common rubric. 20-21 were not able to implement with adjunct faculty due to slow development of repository. Will complete in upcoming year.	3/17/2022	--/------	In Progress
19-20 create a foundations courses repository for adjunct faculty and share with them. 20-21 we are developing and adding resources.	3/17/2022	--/------	Complete
20-21 Resources were developed and added to repository. Department held an adjunct faculty orientation and trianing to review and discuss course expectations.	3/17/2022		Planned

Complete Your Assessment Project

Update Project Status

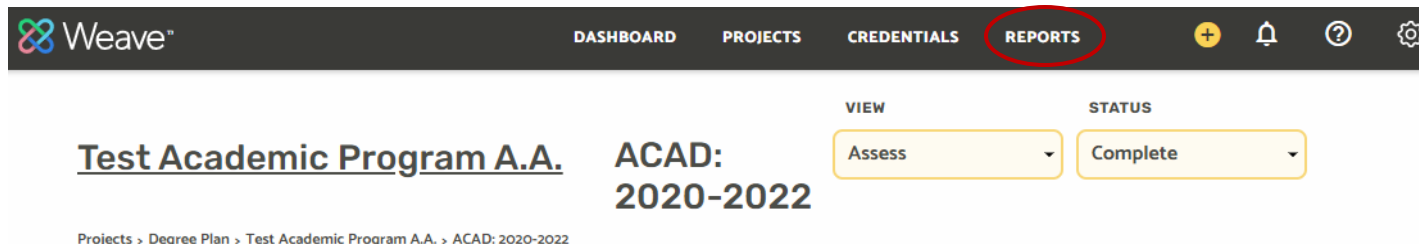
At the conclusion of the assessment cycle, update the project status from “In Progress” to “Complete” to indicate you have completed your assessment project. This will signify to the Assessment Coordinator that your project is ready for final review and feedback and report generation.



Create Assessment Report

Create a PDF of Your Assessment Project

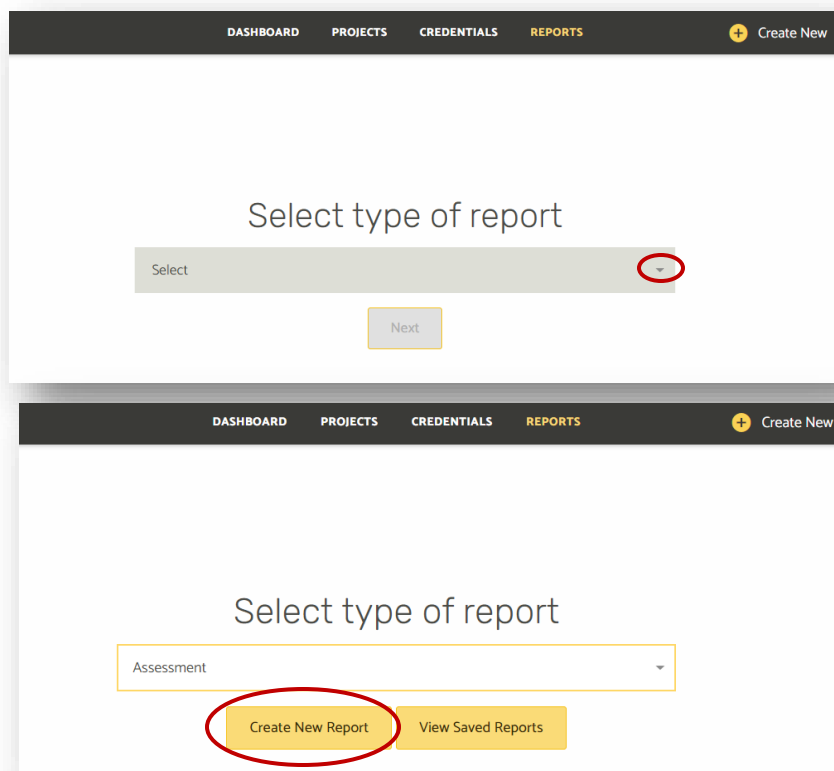
Weave has a built-in reporting function. To run a report of your findings, analysis, and action plan(s) from your Assessment Project in Weave, navigate to the top center of the screen and select the “Reports” tab.



From the Reports tab, click on the dropdown menu.

Select “Assessment”.

Select “Create New Report”



Create Your Assessment Report

Create New Report

On the “Create New Report” screen, select “Page View” or “Table View” for report type.

Enter a “Report Title”. This will also serve as the name of the PDF file that is generated as well as the title of the report cover page.

No additional boxes are required to generate the report. If an Executive Summary is written, it will be printed on the cover page.

REPORT FORMAT

Select Report Type

Report title

Executive Summary (500 character max)

Report description (Will not be included in report - for internal use only)

Back Next

Create Your Assessment Report

Page View Report:

Test Academic Program

Completed

1 GOALS 2 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 0 ATTACHMENTS

ACAD:
2020-2022

Institutional Mission
Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post secondary education rich in Ojibwa culture, tradition, and beliefs that promotes lifelong learning.
This mission will be accomplished by providing a professional, dedicated, open-minded and enthusiastic faculty teaching a challenging, intellectually rigorous, and relevant curriculum in a culturally sensitive environment that is safe and conducive to learning.

Program Mission & Alignment to Institutional Mission
The mission of the Test Academic Program is to provide students will skills and dispositions in the areas of [educational purpose] in order to prepare students for careers in [primary fonction]. The program seeks to prepare thoughtful citizens and lifelong learners, in alignment with the mission of the instution through [primary activities and learning experiences].

1 Program Learning Goals
Short goal title
Longer description of goal

1.1 Program Learning Outcomes
Short Outcome Title
Longer description of this outcome, detailing explicitly what behavior or skill is expected of the student.

Action Plan
Create a repository for faculty, outcome - written communication and theory evaluation
Assessment information was reviewed and discussed at a curriculum committee meeting. The curriculum annually reviews this information and recommends changes to the curriculum, pedagogy, or other aspects that impact learning. There recommendations are shared with the chair and the faculty. Based on our discussions, partially met targets related to written communication and theory evaluation, and additional departmental information, the program will create a repository of model assignments and assessments related to the written communication

Keweenaw Bay Ojibwa Community College

Page 1 of 3

Table View Report:

Test Academic Program

Completed

1 GOALS 2 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 0 ATTACHMENTS

ACAD:
2020-2022

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Program Learning Outcomes	Measures	Targets	Findings
<p>1 Program Learning Goals Short goal title Longer description of goal</p>			
<p>Outcome has action plan</p> <p>1.1 Short Outcome Title</p>	<p>1.1.1 Capstone Paper - EX 297 Students will complete a 10-page paper that demonstrates</p>	<p>1.1.1.1 Not Met 90% of final papers will rete as "Meets Standard" on all areas of the rubric developed by faculty 90%</p>	<p>80% (8 out of 10) of papers rates as "Meets Standard" on all areas of the rubric. ANALYSIS OF FINDINGS</p>

Keweenaw Bay Ojibwa Community College

Page 1 of 3

Create Your Assessment Report

Select Assessment Project(s)

On the next screen, select which Assessment Projects you would like to include in your report (there may only be one to choose from) by checking the boxes next to the project title(s). If there are multiple assessment cycles created, make sure to select the current assessment cycle “Reporting Period”. You can search for projects by entering text into the Project Title search field in the top left or filter by Reporting Period, Template, or Status. Then click “Next” at the bottom of the screen.

Which projects are included in this report?

PROJECT TITLE:

REPORTING PERIOD:

TEMPLATE:

STATUS:

0 Projects selected

Select	Project Title	Template	Reporting Period	Status
<input type="checkbox"/>	Test Academic Program	Program Assessment Plan	ACAD: 2022-2024	In Progress
<input checked="" type="checkbox"/>	Test Academic Program	Program Assessment Plan	ACAD: 2020-2022	In Progress

Create Your Assessment Report

Select Report Elements

On the next screen, select which elements you would like to include in the report. Check or un-check the boxes next to each element. Then click “Compile Report”.

Select elements for the report

<input checked="" type="checkbox"/>	Report Elements
<input checked="" type="checkbox"/>	Cover Page
<input checked="" type="checkbox"/>	Logo on Cover Page
<input checked="" type="checkbox"/>	Executive Summary
<input checked="" type="checkbox"/>	Date Stamp
<input checked="" type="checkbox"/>	Table of Contents
<input checked="" type="checkbox"/>	Project Elements
<input checked="" type="checkbox"/>	Institutional Mission
<input checked="" type="checkbox"/>	Program Mission & Alignment to Institutional Mission
<input checked="" type="checkbox"/>	Program Learning Goals
<input checked="" type="checkbox"/>	Program Learning Outcomes
<input checked="" type="checkbox"/>	Supported Initiatives
<input checked="" type="checkbox"/>	Action Plan
<input checked="" type="checkbox"/>	Measures
<input checked="" type="checkbox"/>	Targets
<input checked="" type="checkbox"/>	Findings
<input checked="" type="checkbox"/>	Analysis of Finding
<input checked="" type="checkbox"/>	Attachments

Create Your Assessment Report

Report Preview

The next screen shows a preview of the report. Go back to edit selections on previous screens or click “Save Report” to generate report.

Click “Back” to return to previous report screens

Click “Save Report” to generate report PDF

The screenshot shows a web interface titled "Report View" for the "Test Academic Program" (ACAD: 2020-2022). The status is "In Progress". A navigation bar includes: 1 GOALS, 2 OUTCOMES, 1 MEASURES, 1 TARGETS, 1 FINDINGS, 0 ATTACHMENTS. The main content area is divided into two columns: "Institutional Mission" and "Program Mission & Alignment to Institutional Mission". Below this is a table with columns: Program Learning Outcomes, Measures, Targets, and Findings. The table contains one row for "Program Learning Goals".

Report View

Test Academic Program ACAD: 2020-2022

In Progress 1 GOALS 2 OUTCOMES 1 MEASURES 1 TARGETS 1 FINDINGS 0 ATTACHMENTS

Institutional Mission
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Program Learning Outcomes	Measures	Targets	Findings
1 Program Learning Goals Short goal title Longer description of goal			

Create Your Assessment Report

Download Report

A “Report Added” window will appear explaining that once the report is ready to download, you will receive an email notification. Click “Continue”.

On the “Saved Reports” screen you will see the PDF Report you just generated. It will be listed as “in-progress” until it is ready for download. Depending on the size of the report it usually takes 30 seconds for the PDF to be ready. Once ready, click “Download”.

The screenshot shows a web interface for 'Saved Reports'. At the top right, there is a 'Create New Report' button. Below the title, there is a 'Filter reports' dropdown menu. The main content is a table with the following columns: Date, Report Name, Description, and Compiled By. There are three rows of data, each with a 'Download' button and a vertical ellipsis icon. The first row's 'Download' button is highlighted with a red box.

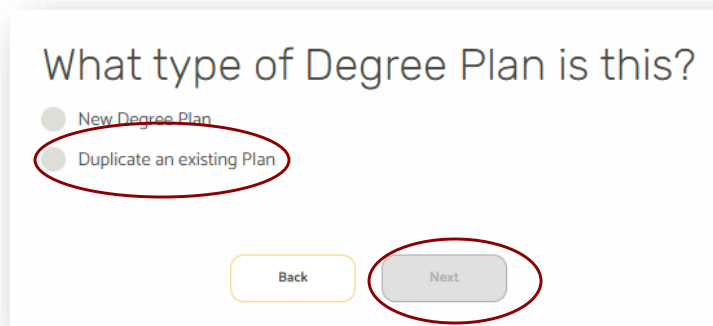
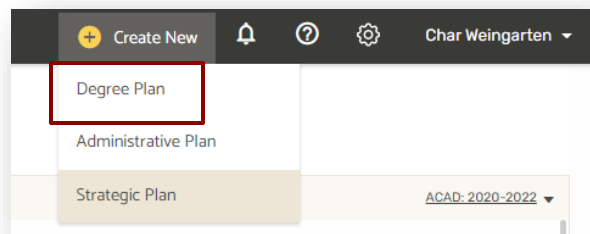
Date	Report Name	Description	Compiled By	
MAR 22, 2022	Test		Char Weingarten	Download ⋮
MAR 18, 2022	Test Academic Program Assessment Report 2020-22		Char Weingarten	Download ⋮
MAR 18, 2022	Test Academic Program Assessment Report		Char Weingarten	Download ⋮

Creating Next Assessment Cycle's Assessment Project

Duplicate Your Assessment Project

Once program's have entered findings and made final changes to their Assessment Project for the current assessment cycle, it is time to clone or duplicate your project to serve as the basis for the next assessment cycle's plan. This will create a copy of your current Assessment Project.

From any screen, click "Create New" in the top menu. From the dropdown menu, select "Degree Plan" to duplicate an academic Assessment Project. On the following page, select "Duplicate an existing Plan" and click "Next".



On the next screen, select which Assessment Project you would like to duplicate and click "Next". On the following screen, enter a title for your Assessment Project and select the appropriate Reporting Period for the next assessment cycle. Then click "No, start empty" to keep your assessment findings in the assessment cycle in which they were gathered. Your new Assessment Project will then be generated.

