The University of West Alabama

Weave®

Planning and Assessment Guide & WEAVE User's Manual

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Introduction

This manual was created to help provide guidance and instruction for all WEAVE users at the University of West Alabama in the planning processes for UWA. Because the processes are fluid and dynamic, this manual should be viewed as a work in progress that will expand over time and evolve as the University does.

WEAVE is a web-based assessment management application that helps manage accreditation, assessment, planning, and quality improvement processes for colleges and universities, detailing institutional effectiveness. It is designed to capture assessment information that ultimately supports quality improvement in student learning and in the services provided by the University of West Alabama (UWA) in various forms. WEAVE focuses on continuous improvement in all academic programs, administrative and student affairs units, and other services, projects, and grants.

Learning to use WEAVE requires not only understanding how to navigate the various parts of the application and enter data in the right boxes, but also how to decide what goes into those boxes. The navigation and data entry parts are relatively simple. The Help system built into WEAVE is accessible from every screen and is a convenient way to access context-sensitive help. The decision part is not as simple and should be well thought out before data is entered into WEAVE.

Items Due in 2021-2022 Annual Plan Cycle

The following items are due on **July 15, 2022** in order to have a **complete Annual Plan submission**:

1. Assessment of 2021-2022 Student Learning Outcomes (Academic Programs only) and/or Departmental Goals
2. Identified Action Plans for each outcome/goal demonstrating continuous improvement
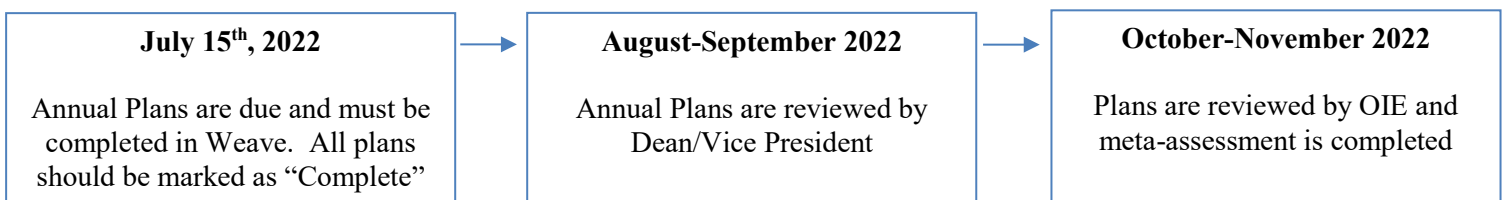3. Updated status of previous Action Plan identified in 2020-2021

All Annual Plans will be included in the UWA SACSCOC Reaffirmation Compliance Report. As such, plans which are deemed incomplete will be returned and modifications requested. Please ensure that plans are complete upon submission date.

Resources

The following resources are made available to help guide you through the process of completing an Annual Plan:

1. **Assessment Plan.** The information provided below within this document outlines the process and goal of the assessment process.
2. **User Guide for Weave.** Within this document, step by step screen shot instructions are provided in order to guide you through the completion process
3. **Video Guides.** Videos guides are available to accompany the screen shot instructions. You can find those on the website here: https://www.uwa.edu/about/universitydepartments/officeofinstitutionaleffectivenessandretention/resourcesandtraining. *Please note that some terminology and labels might have changed for specific text boxes. Refer to the screen shot guide while watching the video. Edited videos are forthcoming*
4. **Timeline for Assessment.** A timeline is provided below in order to assist with understanding the full cycle of this years assessment process.

Timeline for Assessment Process

July 15th, 2022	**August-September 2022**	**October-November 2022**
Annual Plans are due and must be completed in Weave. All plans should be marked as "Complete"	Annual Plans are reviewed by Dean/Vice President	Plans are reviewed by OIE and meta-assessment is completed

5. **Meta-Assessment Rubric.** A blank meta-assessment rubric has been attached at the link below for reference on what criteria is expected in completing an annual plan. Please refer to this rubric to understand details on the narratives that are expected.

Thinking About Planning and Assessment

There is great benefit when a culture of assessment is embraced and nurtured on a university campus. In her book *Assessment: Clear and Simple* (2004), Barbara Walvoord states, "In the right hands, good information is potentially the best lever for change." The planning and assessment process should provide the information necessary to become the lever for change at the University of West Alabama. Walvoord goes on to write that if done properly, assessment "can provide a basis for wiser planning, budgeting, and change in the curriculum, staffing, programming, and student support, instead of wasting valuable resources on vague notions about what might be effective."

There are three primary catalysts for the current "assessment movement," which have arisen from different areas. One catalyst began outside institutions of higher education with legislators, employers, and other constituents who became disappointed and disillusioned with the quality of college graduates and the ever rising cost of higher education. These constituents wanted institutions of higher education to provide data-based evidence that they were providing quality academic programs and administrative services and not just claiming to do so. The second catalyst was educational reform movements. Reform movements such as writing across the curriculum and learning communities needed data on learning in order to build a case for meaningful reform. The third catalyst for the "assessment movement" was increased competition among institutions of higher education. Colleges and universities began using data about learning to market themselves and challenge other institutions. The greatest challenge that UWA and other institutions face is to identify what is productive about assessment and to use it to improve the institution (Walvoord, 2004).

Planning and assessment is simply formulating a scheme to reach a specific goal and then evaluating the attainment of that goal. It is the systematic gathering, analyzing, and interpreting of data to guide strategies and plan for improvement while measuring success. Assessment should not be thought of only in relation to outside accrediting bodies, but should be considered an integral part of the institution's desire for continuous improvement in the academic programs and administrative services offered to its various publics. Good planning and assessment are necessary steps for UWA to realize its goals, dreams, and initiatives. There are three steps to assessment: (1) articulate the goal, (2) gather evidence about how well the goal is being met, and (3) use the information to make improvements.

Planning and Assessment at UWA

The planning process at the University of West Alabama begins at the unit level, then moves to the Dean/Vice President level at the Dean's Council and then culminates at the President's Council, where the direction and budget is set for the upcoming year. It is a continuous process designed to involve all areas of the institution and maintain comprehensive participation. Planning and assessment in WEAVE require units to work in a general-to-specific approach when planning objectives and assessing actual outcomes. Figure 1 is a visual representation of the process.
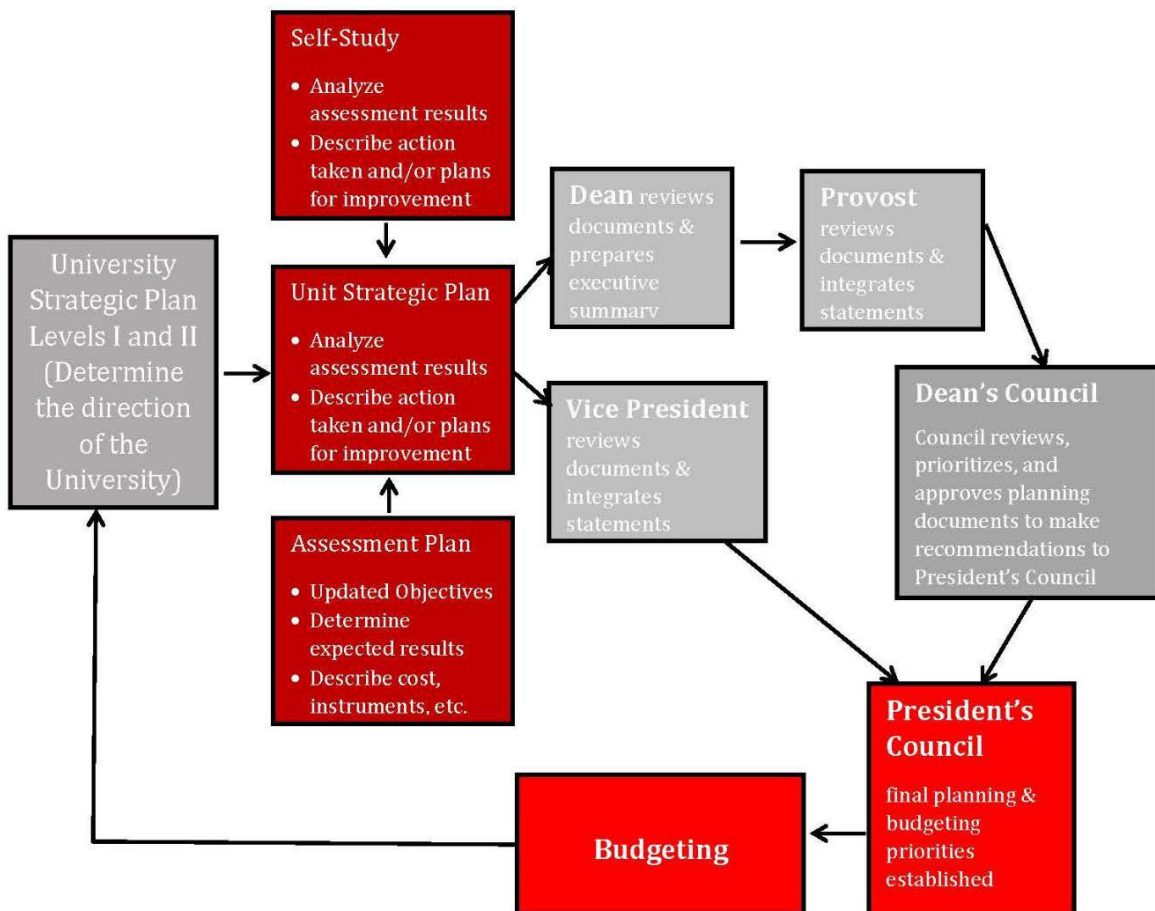

Figure 1

By the end of May, all units complete the planning portion of the process for the upcoming academic year. This process includes developing, reviewing, and/or updating objectives that link to specific University goals and determining expected results to form a comprehensive assessment plan. This plan is designed to guide academic units in assessing the quality of academic programs or the operations/services of non-academic units. The planning process is done collectively, allowing all vested individuals a voice in the process.

By the end of September, all units perform a self-study to analyze the results of assessment activities from the previous year. Using the self-study results, all units develop strategic action plans and note any resources needed to accomplish set outcomes/objectives. This process allows each unit to determine which parts of their current comprehensive assessment plan are working well and/or which areas need improvement. When the self-study process is complete at the unit level, all planning and assessment documents are forwarded to the Dean/Vice President. Documents are then reviewed and approved by the Dean/Vice President by the end of October.

During the Spring Semester, the Dean's Council and President's Council are convened. Each unit's key accomplishments (noted on faculty and staff service reports) budget requests are reviewed by the Dean's Council members. The Council works to integrate the planning statements with budget requests and establish institutional priorities. The planning priorities established at the Dean's Council serve to guide final budget prioritization and budget recommendations to the President's Council. The President's Council considers the recommendations of the Dean's Council as a University Plan is developed that determines the direction the University will take, which plans are to be supported and implemented immediately, and available and needed resources. Final budget proposals are then presented to the Board of Trustees for approval. At the conclusion of this cycle, the process begins anew, with units making needed changes in mission statements, objectives, assessment activities, and strategic plans based on the assessment findings, unit/college/University strategic plans, etc.

Entering Goals and Outcomes (Annual Plans)

Goals and student learning outcomes are identified by each unit at UWA for the upcoming academic year. The process is broken down into several different steps, beginning with the identification of a broad, overall University-level goal and ending with targets. The task of identifying and entering goals and outcomes can begin anytime during the year, but must be completed by the end of July. Units complete the following steps in succession to identify their goals/outcomes for the academic year just completed:

1. Identifying University Strategic Plan Goal: Strategic Plan Goals are broad statements describing what a unit wants to accomplish. Goals must relate to both the unit's mission and the University's mission. For most units, the goal(s) will usually be stated as the University goal(s) a unit is attempting to meet.
2. Identifying Student Learning Outcomes/Departmental Goals: Outcomes/goals are statements that describe in some detail what a program/unit plans to accomplish. Outcomes/goals should be associated with all applicable goals, strategic plans, standards, and institutional priorities. See Appendix A for information on Student Learning Outcomes.
3. Identifying Measures: Measures are the means in which a program or unit assess their outcome or goal. A measure should be accompanied by a process and data that can be used as "proof" that an outcome/objective has been met, such as a survey, exam evaluation, committee minutes, etc.
4. Identifying Targets: Targets are the thresholds that the measures must meet for a unit to determine that it has been successful in meeting its specified outcomes/objectives. Targets are measurable statements. Targets are also referred to as benchmarks. Units are responsible for determining the target that is best suited for the measure and goal it sets out to achieve.

Assessment of Learning Outcome/Department Goals

The assessment process in WEAVE is a self-study for units. As units identify the measures for each outcome/objective, they can choose to select a source of evidence, such as a survey, project, presentation, etc., that will be used as documentation. The assessment of all student learning outcome and goals should be complete by July 15th. Units perform self- studies to determine the accomplishments for the previous academic year (Summer, Fall, and Spring) and to create action plans for reaching any measure that was not fully met and/or any budget requests deemed necessary. Assessment is an ongoing and fluid process and is conducted throughout the academic year by all units. Findings can be put into WEAVE throughout the year; however, self-studies must be fully completed by July.

The assessment process includes the following steps:

1. Publishing Findings: Findings are indications whether an outcome/objective was met or not. Findings are put into Weave under each target. There is room for interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes, indicated strengths, etc.
2. Completing Recommendations: The Recommendations are used for interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes, indicated strengths, etc. Each unit must enter a Recommendation for every Finding.
3. Formulating an Action Plan: A detailed plan must be created by a unit to meet an outcome/objective that was only partially met or not met. Action plans include information such as how the plan will be implemented, a projected completion date, and all resources needed, including financial resources, in order for the plan to be successful.
4. Reviewing Previous Action Plans: Units create detailed plans during each project for all outcomes/objectives that were only partially met or not met. During the self-study, units should review the action plans created in previous projects and note the progress on the action plan.

Strategic Plans

Strategic planning is very important to UWA. It not only occurs at the University level every five years, but also in the unit level annually in short-range strategic plans. Drawing upon both the annual plan and the self-study, units develop short-range strategic plans and describe the resources required for implementation. Short-range strategic plans address any areas the self-study indicates are necessary, but may take more than a year to accomplish. Each unit's annual plan is linked to a University Strategic Plan goal in order to show congruency in annual planning.

Review and Approval of Annual Plans

After the planning and assessment process is complete on the unit level, all documents are forwarded to upper-level administration for review and approval. Documents for academic units are approved by Deans and the Provost and documents for non-academic units are approved by the Vice President responsible for that area. Key accomplishments from each unit (noted on the faculty and staff service reports) and budget requests are presented at the Dean's Council and President's Council. The approval form can be located in Appendix G and an example of a formatted assessment document can be located in Appendix H. The following steps outline the approval process:

1. Approval forms and assessment reports are attached to an email with instructions on how to

complete the approval process. Documents and forms in Academic Affairs are sent by OIER to the Dean or Provost for approval. All non-academic unit documents and forms are sent to the appropriate Director or Vice President.

2. After reviewing the document for completion and proofing for errors, the approver will complete and sign the form.

3. If changes are necessary, a copy of the form is sent to the appropriate person responsible for making indicated changes.

4. The original signed form is sent to OIE.

5. After all necessary changes have been made to the documents, the Coordinator of Planning and Assessment approves the documents as final and sends copies to the appropriate Dean.

6. Approved documents are placed on the OIER website.

From Thinking to Doing: Understanding and Using WEAVE

Although there is context-sensitive help within WEAVE, this manual supplements that content with information based on local users' experiences and addresses issues unique to UWA's process. The following chapter provides information that is helpful in understanding terms used in WEAVE as well as detailed instructions for inputting information into each section of the WEAVE system.

Entities and the Entity Tree

WEAVE defines individual organizational units as entities. Individual entities are grouped together within the administrative area under which they fall in the UWA administrative organizational chart to create an entity tree. All entities participate in the planning and assessment process. For academic units, assessment is done at the program level. The offices of the President, Provost, and Vice Presidents do not complete planning and assessment documents as individual units, but participate in the process by reviewing and approving the documents for each entity in their particular area. The following is the entity tree in WEAVE:

- Campus Police Department
- Department of Athletics
- University-wide Research
- Division of Economic Development and Outreach
- Vice President for Institutional Advancement
  - Alumni Relations
  - Fundraising
  - Public Relations
- Vice President for Student Affairs
  - Financial Aid
  - Housing
  - Registrar's Office
  - Student Life
  - Student Success
    - Career Services
    - Counseling/ADA Services
  - Undergraduate Admissions
- Vice President of Academic Affairs (Provost)
  - Academic Affairs
    - Office of Information Technology
    - Office of Institutional Effectiveness and Retention
    - Office of International Programs
    - Quality Enhancement Plan (QEP)
  - College of Business and Technology
    - Department of Accounting, Finance, and Economics
      - *Accounting- B.B.A.*
      - *Finance- B.B.A.*
      - *Quantitative Finance & Econometrics- B.B.A.*
    - Department of Business Administration, Management, and Marketing
      - *Business Administration- B.B.A.*
      - *Management- B.B.A.*
      - *Marketing- B.B.A.*
    - Department of Computer Information Systems and Technology
      - *Computer Information Systems- B.B.A.*
      - *Engineering Technology- B.S./B.A.*
      - *Automotive Engineering Technology- A.A.S.*
      - *Industrial Maintenance- A.A.S.*
  - College of Education
    - *Interdisciplinary Studies- B.S./B.A.*
    - *Clinical Mental Health Counseling- M.S.*
    - *Elementary Education- B.S./B.A.*
    - *Elementary Education and Early Childhood Undergraduate/Alt-A*
    - *Elementary Education and Early Childhood Education- MED*
    - *Elementary Education and Early Childhood Education- Ed.S.*
    - *Early Childhood Development (non-cert)- B.S./B.A.*
    - *Family Counseling- M.S.*
    - *Counseling/Psychology- M.S.*
    - *School Counseling- M.Ed.*
    - *School Counseling- Ed.S.*
    - *Guidance and Counseling- M.S.*
    - *Counseling- Ed.S.*
    - *Undergraduate Secondary Programs and Alt-A Program*
    - *Student Affairs in Higher Education- M.Ed.*
    - *Teacher Leader- Ed.S.*
    - *Collaborative Teacher/Special Education (K-6)(6-12)- B.S./B.A.*
    - *Special Education: Collaborative Teacher- M.Ed.*
    - *Learning, Design, and Technology- M.Ed.*
    - *Library Media- M.Ed.*
    - *Library Media- Ed.S.*
    - *Instructional Leadership- M.Ed.*
    - *Instructional Leadership- Ed.S.*
    - *Special Education- B.S./B.A.*

- ▪ *Collaborative Special Education (K-6/6-12)- Ed.S.*
- ▪ *Rural Education- Ed.D.*
- ▪ Campus School
- o College of Liberal Arts
  - ▪ Department of Behavioral Sciences
    - *Public Safety- B.S./B.A.*
    - *Psychology- B.S./B.A.*
    - *Sociology- B.S./B.A.*
    - *Sociology: Criminal Justice Track-B.S./B.A.*
    - *Sociology: Community Health Track-B.S./B.A.*
    - *Experimental Psychology- M.S.*
  - ▪ Department of Communications
    - *Integrated Marketing Communications-B.S./B.A.*
    - *Integrated Marketing Communications: Sports Communication Track-B.A./B.S.*
    - *Integrated Marketing Communications: Graphic Design- B.A./B.S.*
    - *Integrated Marketing Communications-M.S.*
  - ▪ Department of Fine Arts
    - *Music- B.A.*
    - *Interdisciplinary Arts- B.S./B.A.*
  - ▪ Department of History and Social Sciences
    - *History- B.S./B.A.*
    - *History Teacher Certification- B.S./B.A.*
    - *History- M.A.T.*
  - ▪ Department of Languages and Literature
    - *English- B.S./B.A.*
    - *English Language Arts Teacher Certification- B.S./B.A.*
    - *English: Creative Writing Track- B.S./B.A.*
    - *English: Publishing Track- B.S./B.A.*
  - ▪ Livingston Press
- o College of Natural Sciences and Mathematics
  - ▪ Department of Biological and Environmental Sciences
    - *Biology Comprehensive- B.S./B.A.*
    - *Biology Teacher Certification- B.S./B.A.*
    - *Cell/Molecular Biology- B.S./B.A.*
    - *Conservation and Field Biology- B.S./B.A.*
    - *Conservation and Field Biology- M.S.*
    - *Marine Biology- B.S./B.A.*
  - ▪ Department of Mathematics
    - *Tutorial Mathematics- A.S.*
    - *Mathematics Education- B.S./B.A.*
    - *Mathematics Actuarial Science- B.S.*
    - *Mathematics- B.S./B.A.*
  - ▪ Department of Physical Sciences
    - *Chemistry- B.S./B.A.*
    - *Chemistry Comprehensive: Forensic Track- B.S./B.A.*
    - *Chemistry Comprehensive: Pre-Pharmacy Track- B.S./B.A.*

- ▪ School of Health Sciences and Human Performance
  - *Health Sciences- B.S./B.A.*
  - *Athletic Training-B.S./B.A.*
  - *Exercise Science- B.S./B.A.*
  - *Sport Management- B.S./B.A.*
  - *Athletic Training- M.A.T.*
  - *Physical Education- B.S./B.A.*
  - *Physical Education- M.Ed./M.A.T.*
  - *Physical Education- Alternate A*
  - *Physical Education- M.S.*
- o Ira D. Pruitt Division of Nursing
- o Julia Tutwiler Library
- o Office of Sponsored Programs and Research
- o School of Graduate Studies
- o Vice President of Financial Affairs
- o Business Office
- o Physical Plant
- o Printing
- o Purchasing and Inventory

WEAVE User Manual and Planning & Assessment Guide

Login Information

WEAVE can be accessed from any computer with internet access. Unit directors determine the faculty/staff in each area that will have access to WEAVE and what level of access is needed. Figure 1 is a screenshot of the login page for UWA.

Instructions for Logging In

1. Go to https://app.weaveeducation.com/login/. Create/edit a bookmark/favorite with this exact address before logging in.
2. Enter a WEAVE ID and password, and click **Log In.** The WEAVE ID and password are the same as each user's UWA ID (not including @uwa) and password.
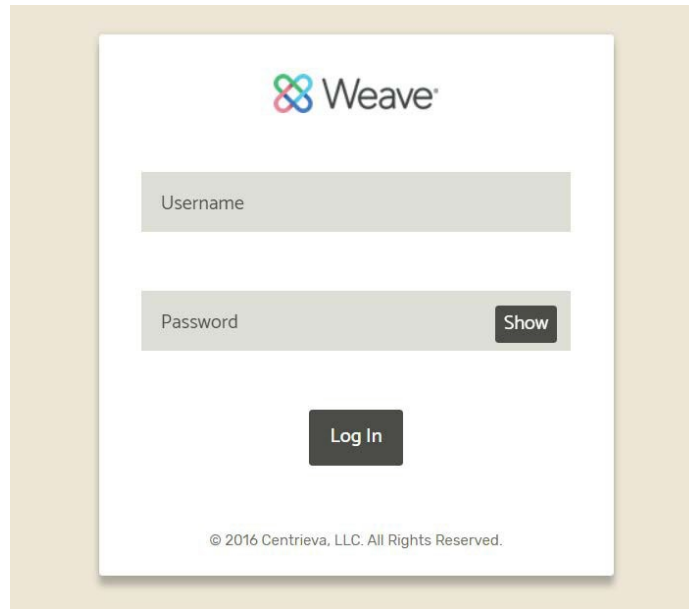
Figure 1

Home Page Information

The Home Page (shown in Figure 2 below) is the first page users will view after logging into WEAVE. This page contains access to all Projects assigned to the user. You will see four tabs at the top center of the page: Dashboard, Projects, Credentials, and Reports. The default tab is the Dashboard tab. For most users, the Projects tab will the tab used for most of the work being done within WEAVE. **Click on the "Projects" tab**. From this page, you can access Projects by searching the name of the project in the "Filter projects" box, (OR) you can select the underlined Project name under "Title." It is helpful to search for the academic year in which you desire to enter results or update. For example, if you wish to access the 2021-2022 plan, you can enter "2020-2021" into the search box or filter according to that year.
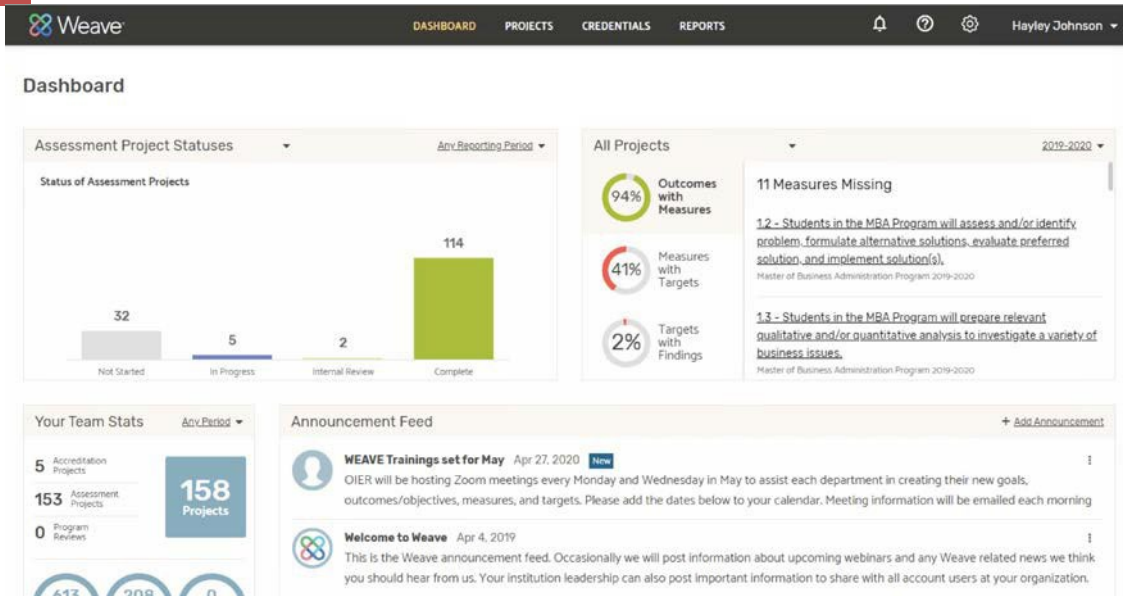
Figure 2

The Projects Tab

The Projects Tab in WEAVE provides access to all projects a user is assigned to currently. **Click on the title of the project that you wish to edit**.

When a project is existing and information has been entered, the following page will appear by clicking on the underlined title:

The user will be able to see all people assigned to this team as a user in the first column to the far left under "Team". You will also be able to see if the user(s) have edit or read access. You can also assign users to the project in this area.

In the middle column, you can see two alternate views: Assessment and Outline View. In "Outline

View", if no goals or measures has been entered, there will be no information listed in any category. However, if information has been entered, you will see an outline of the goals, outcomes/objectives, and measures in a sticky note view. From this sticky note view, quick edits can be made to any goal, outcome/objective, or measure by clicking on the wording. However, targets cannot be accessed from this view. In addition, new outcomes/objectives and measures can be added in the far right column. To make complete edits, you will need to click the ⊐ symbol in the middle column to access "Assessment" view. This will expand this column and allow access to make any changes needed to the existing goals, outcomes/objectives, measures, and targets. Once this column is expanded, you will see the following categories.

- Institutional Mission
- Departmental Mission
- University Strategic Plan Goals (with all Student Learning Outcomes/Department Goal, Measures, and Targets falling under this category)
- Project Attachments

The following is information on the sections found within the "Assessment" view and detailed instructions for entering information into each section.

Institutional Mission

The institutional mission statement is a declaration of the overall purpose of the University. The institutional mission is established as part of the University Strategic Plan. This mission statement will be given to each user to enter in this category, and it can also be found here within the 2020-2025 University Strategic Plan: https://www.uwa.edu/sites/default/files/inline-files/UWA%20Strategic%20Plan%202020-2025.pdf.

Instructions for Entering/Editing Institutional Mission

1. After selecting a Project, and expanding the middle column by clicking the ⊐ symbol, the user will see the "Institutional Mission" area (shown in Figure 4 below).
2. To enter a new Institutional Mission, the user will click on "Enter Text," and type the mission in this box. When the entire mission statement is entered, click outside of the text box. By clicking outside of the box, all information entered will be saved. There is no save button.

3. To make edits to the existing Institutional Mission, the user will click on the current institutional mission, make the necessary changes, and again click outside of the box, which will save the newly entered information.

Figure 4

Departmental Mission

The departmental mission statement is a declaration of the overall purpose of the department/office/unit. It should be clear and guide the actions of the unit, provide direction, and guide decision-making. The mission statement should (1) describe the unit, (2) describe the purpose of the unit, (3) describe how the unit accomplishes its purpose and why, and (4) describe how the unit relates to and enhances the University's mission.

Instructions for Entering/Editing Departmental Mission

1. After selecting a Project, and expanding the middle column by clicking the ⟩| symbol, the user will see the "Departmental Mission" area (shown in Figure 4 below).
2. To enter a new Departmental Mission, the user will click on "Enter Text," and type the mission in this box. When the entire mission statement is entered, click outside of the text box. By clicking outside of the box, all information entered will be saved. There is no save button.
3. To make edits to the existing Departmental Mission, the user will click on the current departmental mission, make the necessary changes, and again click outside of the box, which will save the newly entered information.
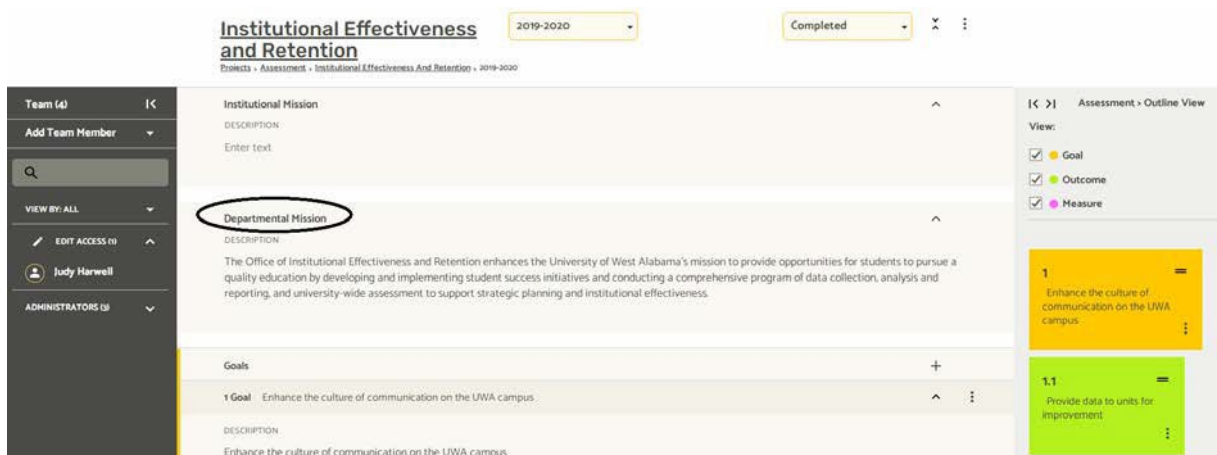
Figure 5

University Strategic Plan Goal

University Strategic Plan Goals are broad statements describing what a unit wants to accomplish. T h e s e g oals must relate to both the unit's mission and the University's mission. For most units, the goal(s) will usually be stated as the Strategic Plan goal(s) it is attempting to meet. All University goals can be found here in the 2020-2025 University strategic plan: https://www.uwa.edu/sites/default/files/inline-files/UWA%20Strategic%20Plan%202020-2025.pdf.

Instructions for Entering a New University Strategic Plan Goal

1. After selecting a project, and expanding the middle column by clicking the >| symbol, the user will see four primary areas listed (shown in Figure 6 below).

2. To enter a new Goal, the user will click on + symbol, and a new area will populate under the Goals section. The user will click on "Enter Text," and type the goal in this box. When the goal has been entered, click outside of the box. By clicking outside of the box, all information entered will be saved. There is no save button.

Figure 6

Instructions for Editing an Existing Goal

1. After selecting a project, and expanding the middle column by clicking the >| symbol, the user will see all existing goals (shown in Figure 7 below).

2. When all boxes are expanded (which can be done by clicking the ^ symbol, the user should click on the box containing the information that needs to be edited. After clicking on the box, a cursor should populate, and the user will now be able to edit any information in this box.

3. When all information is edited, click outside of the text box. By clicking outside of the box, all

information entered will be saved. There is no save button.

Goals		+
1 Goal Promote high quality, relevant academic programs & faculty to ensure student transition to career or graduate school	⌄	⋮
2 Goal Grow enrollment	⌄	⋮
3 Goal Increase retention and persistence to graduation	⌄	⋮

Figure 7

Student Learning Outcomes/ Departmental Goals

Student learning outcomes are outcomes identified by an academic program which states the proficiencies that a student should have upon completion of that program. Student learning outcomes only are applicable to academic programs. Departmental Outcomes/Objectives are statements that describe in some detail what a unit plans to accomplish. These goals are more closely associated with administrative aims of the unit. Goals should be specific, measurable, actionable, and effective. They should articulate the desire for continuous improvement of the unit.

Instructions for Entering/Editing Outcomes/Objectives

1. After a new University Strategic Plan goal has been entered, a section for a Student Learning Outcome or Departmental Goal will populate.

2. To add a new outcome/goal, the user should click the + symbol next to the Outcome (shown in Figure 8 below). After clicking this symbol, a new box will appear like this: Program Level . Select this box by clicking on it. A new area will populate under the Outcomes section. The user will then enter information in the appropriate boxes by clicking on "Enter Text." The box next to the number will be the brief outcome/objective. The box under the number will be a more detailed description of the outcome/objective. *The information in these boxes ideally should be different.*

3. To edit an existing Outcome, the user should click on the ^ symbol next to the outcome that needs to be edited (shown in Figure 9 below). This will expand all boxes to show any information related to this outcome. When all boxes are expanded, the user should click on the box containing the information that needs to be edited. After clicking on the box, a cursor should populate, and the user will now be able to edit any information in this box.

4. When all information is entered/edited, click outside of the text box. By clicking outside of the box, all information entered will be saved. There is no save button.

University Strategic Plan Goal	+
1 University Strategic Plan Goal Increase operational efficiency and fiscal responsibility	∧ ⋮

DESCRIPTION

Enter text

Student Learning Outcome/Departmental Goal	+
1.1 Student Learning Outcome/Departmental Goal Complete all service requests	∧ ⋮

DESCRIPTION

The Physical Plant will complete all routine service requests and requests for special or emergency services.

Supported Initiatives (0)	+
Action Plan	+
Measures	+

Figure 8

University Strategic Plan Goal	+
1 University Strategic Plan Goal Increase operational efficiency and fiscal responsibility	∧ ⋮

DESCRIPTION

Enter text

Student Learning Outcome/Departmental Goal	+
1.1 Student Learning Outcome/Departmental Goal Complete all service requests	∨ ⋮
1.2 Student Learning Outcome/Departmental Goal Complete approved deferred maintenance projects	∨ ⋮
1.3 Student Learning Outcome/Departmental Goal Perform a preventive maintenance program	∨ ⋮

Figure 9

Measures

Measures are the means/tools that a unit uses to verify if a stated outcome/objective has been met. A Measure may include any information that can be used as "proof" that an outcome/objective has been met, such as a survey, exam, evaluation, committee minutes, etc. **REMEMBER:** ALL Measures must be associated with an Outcome/Objective and must have a target.

Instructions for Entering/Editing Measures

1. After a new outcome has been entered, a section for a Measure will populate.

2. To add a new Measure, the user should click the $+$ symbol next to the Measure (shown in Figure 10 below). After clicking this symbol, a new area will populate under the Measures section. The user will then enter information in the appropriate boxes by clicking on "Enter Text." The box next to the number will be the brief measure. The box under the number will be a more detailed description of the measure. *The information in these boxes ideally should be different.*

3. To edit an existing Measure, the user should click on the ^ symbol next to the measure that needs to be edited (shown in Figure 11 below). This will expand all boxes to show any information related to this outcome. When all boxes are expanded, the user should click on the box containing the information that needs to be edited. After clicking on the box, a cursor should populate, and the user will now be able to edit any information in this box. When all boxes are expanded, the user should click on the box containing the information that needs to be edited. After clicking on the box, a cursor should populate, and the user will now be able to edit any information in this box.

4. When all information is entered/edited, click outside of the text box. By clicking outside of the box, all information entered will be saved. There is no save button.

Figure 10

Figure 11

Targets for Measures

A Target is the threshold that the measure must meet for a unit to determine it has successfully met a specified Outcome/Objective. Targets are measurable statements and expected results. Generally, if a

Measure is a survey, the Target would be the anticipated type of responses. If a Measure is a count of activity or a percentage, the Target would be the level that indicates success.

Instructions for Entering/Editing Targets

1. After a new measure has been entered, a section for Targets will populate.
2. To add a new Target, the user should click the + symbol next to the Target (shown in Figure 12 below). After clicking this symbol, a new area will populate under the Target section. The user will then enter information in the appropriate boxes by clicking on "Enter Text."
3. A description and justification for the target should be entered in the "Description" box. Justification includes stating why this target is suitable for the measure selected.
4. The target should be entered in the "Target" box.
5. To edit an existing Target, the user should click on the box containing the information that needs to be edited (shown in Figure 13 below). After clicking on the box, a cursor should populate, and the user will now be able to edit any information in this box.
6. When all information is entered/edited, click outside of the text box. By clicking outside of the box, all information entered will be saved. There is no save button.

1.1.1 Measure Pretest/Posttest ∧ ⋮

SOURCE OF EVIDENCE

Not Set ▾

DESCRIPTION

Students will be administered a pretest and a posttest. This will allow faculty to see how students have progressed on the identified material.

Targets (0) ⊕

Targets (1) +

1.1.1.1 ∧ ⋮

DESCRIPTION

Enter text

STATUS

TARGET

Enter text

FINDING

Enter text

RECOMMENDATIONS

Enter text

View Action Plan

Figure 12&13

Project Attachments

The Project Attachments section is available to upload any supporting documents. To provide evidence for any of the information listed in the Goals, Outcomes/Objectives, Measures, or Targets, documents can be uploaded at any time.

Instructions for Uploading Information in Project Attachments

1. After selecting a Project, the user will see the Project Attachments category at the very bottom of the page by default (as shown in Figure 14 below).
3. After clicking in the box, the user will be able to drag and drop files in the box, or browse for files from a computer. Multiple files can be uploaded at the same time.
4. When the document(s) is uploaded, the name will appear in WEAVE as the name of the saved File an Attachments section below Project Attachments. *Just as a word of caution: whatever the name of the document is on the user's computer will be the name of the uploaded document, so name documents appropriately and in a way they are easily identifiable.*
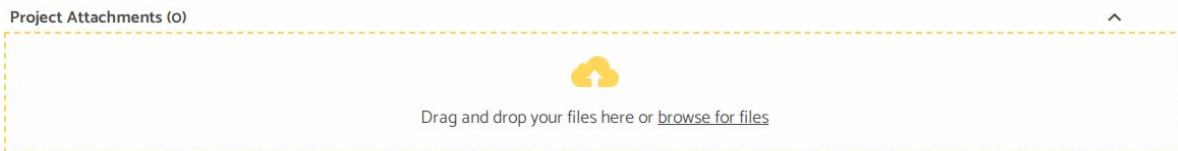

Figure 14

Entering Findings and Recommendations & Creating Action Plans:

After selecting the correct Project, you will need to expand the middle column if not already expanded by clicking the `>|` symbol. After the column has been expanded, the user will see all Goals listed (as shown below in Figure 15). To expand the Goals, you will click on the `^` symbol. The related Outcomes/Objectives will then appear.
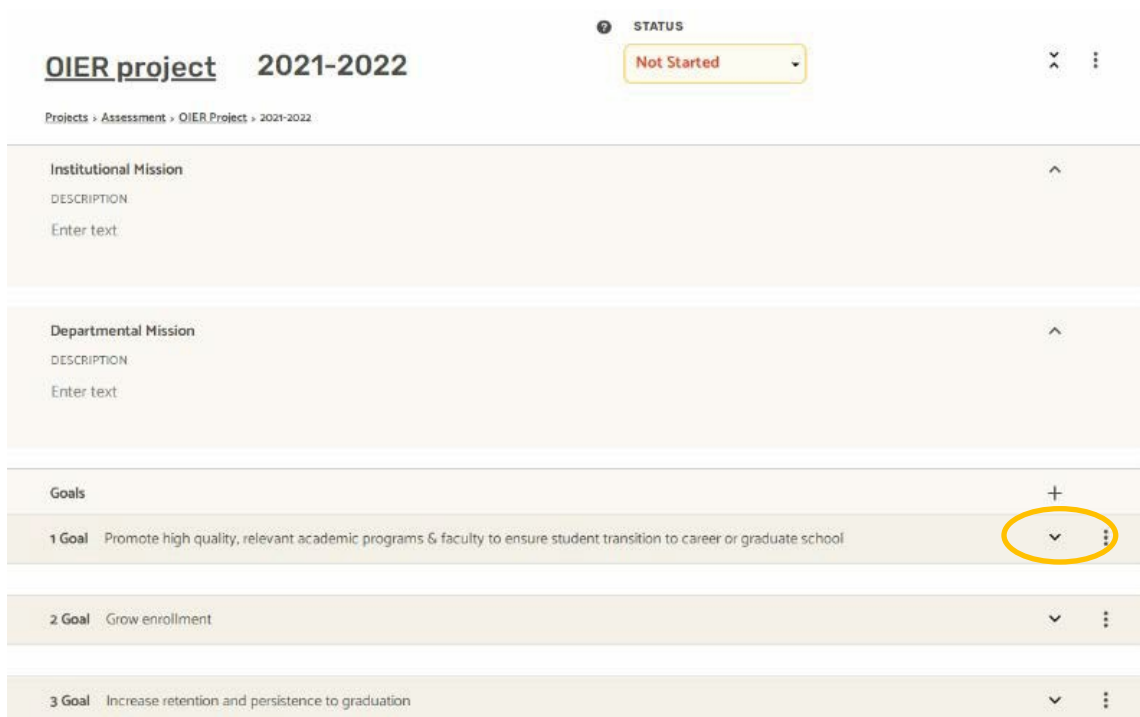

Figure 15

For each Outcome listed, you will need to expand the information related to that Outcome by clicking the ^ symbol. All Measures will then appear (shown in Figure 16 below).

Figure 16

For each Measure listed, you will need to expand the information related to that Measure by hitting the ^ symbol. All related Targets will then appear (shown in Figure 17 below).
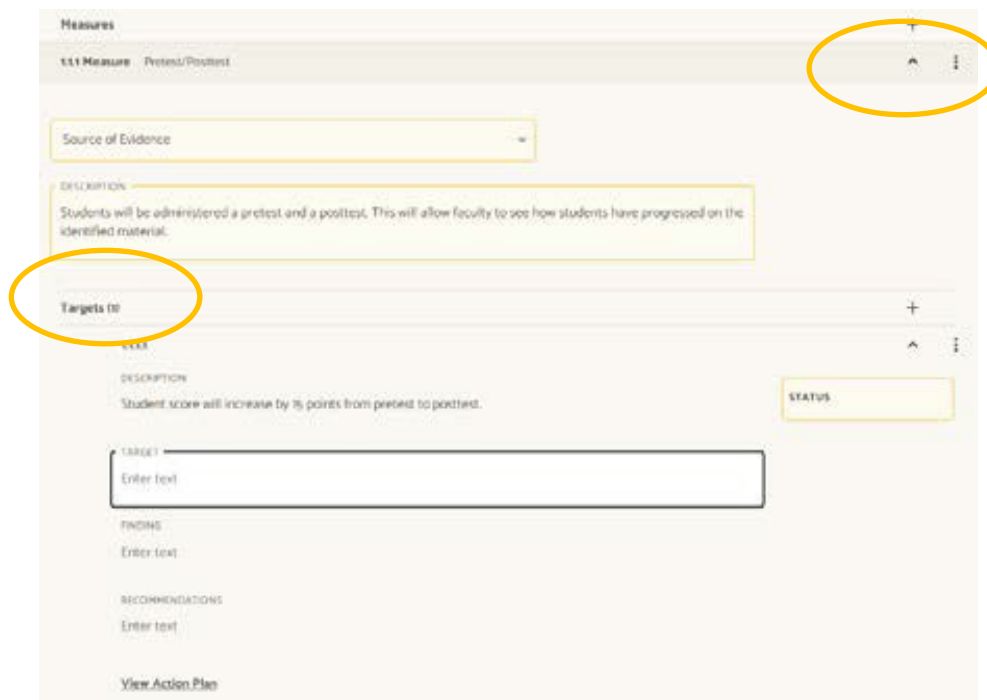

Figure 17

For each Target listed, you will need to enter the following pieces of information: the Finding, the Recommendations, and Improvements (shown in Figure 18 below).

The Finding for each Target is a statement describing whether a Measure was met or not. This statement should be about three to four sentences long and include the analysis of the results. For example, a departmental unit had a target of 50% increase in productivity for student inquiry. The department measured that goals by counting the number of hours for completion of student request. The department

found that they only had 45% increase in productivity. This analysis would be entered into the "Finding" box.

The Recommendation is an area to be used for interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes, indicated strengths, etc. ***Both sections should be completed, and all information should be entered as complete sentences.***

Improvement Type states the type of improvement you have made in the past year in your measure and target. It is a drop down list for you to select what might have been done last year to improve. Answer this question by selecting an appropriate category: What steps did you attempt this year for improvement?

Improvements Achieved. In this section, you may refer to your past actions plans and to see if you accomplished any of your designated tasks. You are expected to supply a three to four sentence narrative which supports and explains your selection of the type of improvement you selected.

Figure 18

After entering a Finding, you will need to determine whether the Target falls into one of the following categories: Not Met, Partially Met, Met, or Exceeded. To select one of the above categories, you will select "Not Set" (as shown in Figure 19 below), and the possible categories will appear (as shown in Figure 20 below). Select the correct category by clicking on the category.
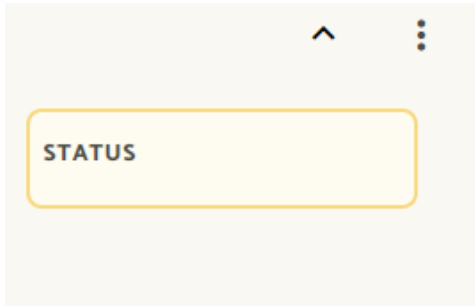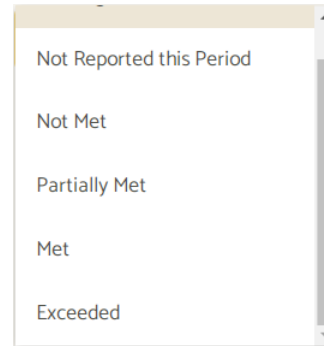

Figure 19

Figure 20

Action Plans

For all Targets that are Partially Met or Not Met, an action plan must be created. Action Plans are detailed plans created by the unit to meet a Target that was only partially met or not met OR to make improvements to successful Measures that were met but may need strengthening. The Action Plan includes an explanation of the action planned, a due date, a budget source, and a dollar amount. Each component below is required for a complete action plan. If the budget component does not apply, leave blank. After entering the action, you will need to select the Status of the plan (shown in Figure 22 below).

Figure 21
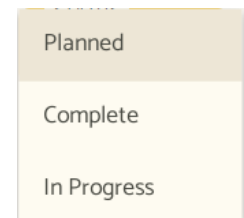
Figure 22

Resource Center

WEAVE has a resource center that contains helpful tips and general information. For more specific answers to questions, the UWA WEAVE Administrator can be contacted via email. The Resource Center can be accessed from all pages within WEAVE by selecting the "❓" bubble shown in Figure 3 below.
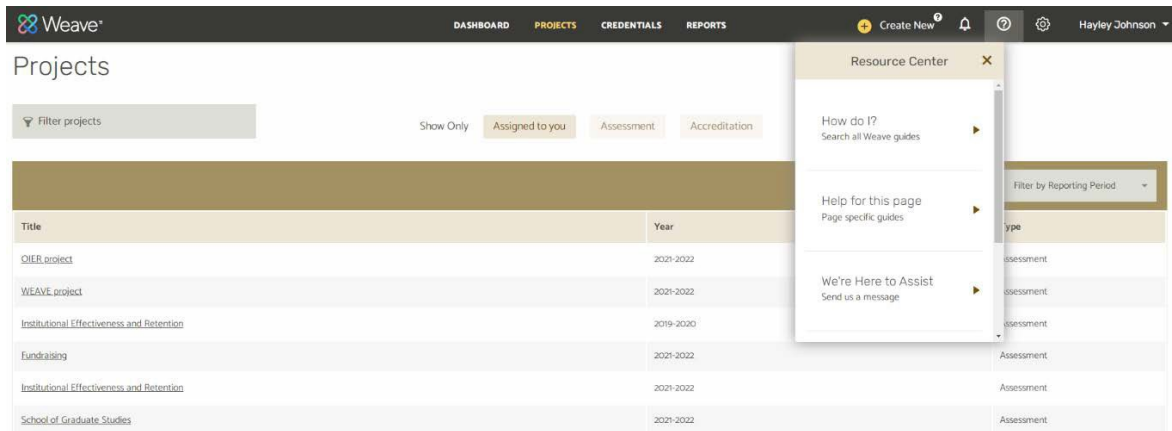
Figure 3

Instructions for assistance using the WEAVE Resource Center

1. Hover over [?] , and click the icon.
2. This option will open a new window in the browser and show multiple categories of assistance: How do I...?; Help for this page; We're Here to Assist; Knowledge Center; and Weave Feature Requests.
3. By selecting any of the categories listed above, the user can access a variety of information.

Appendix A

Student Learning Outcomes
Information and Worksheets

Defining Student Learning Outcomes (SLOs)

Student Learning Outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program, activity, course, or project. The focus is on what students *learn* rather than what faculty *teach*.

SLOs specify an action by the student that must be:
- Observable
- Measurable
- Able to be demonstrated

SLOs should:
- Help departments understand how to better facilitate student learning
- Provide departments with feedback
- Enable students to articulate what they are learning and have learned at UWA both inside and outside the classroom
- Provide a map of where learning opportunities are available across the university
- Reflect a range of thinking skills from low level identification to higher level application skills

SLOs and Bloom's Taxonomy

Bloom (1948) developed a classification of intellectual behavior and learning to identify and measure progressively sophisticated learning.
Bloom's taxonomy is important in developing SLOs since we are trying to assess our students' abilities to use information and not just recall or regurgitate concepts.

Three domains of learning are:
- Cognitive domain defining knowledge
- Psychomotor domain defining physical skills or tasks
- Affective domain defining behaviors that correspond to attitudes and values

Writing SLOs

Action verbs should be used when writing SLOs and result in behavior that can be observed and measured.

Examples of action verbs that are easy to observe and measure:
- …will be able to explain…
- …will be able to identify…
- …will be able to assist…
- …will be able to demonstrate the ability to…

Basic Format of SLOs

Students will be able to <action verb> by/because/as a result of <something>

OR

As a result of students participating in _____, they will be able to _____.

Example (Registrar):
Students will be able to identify and apply information needed to navigate through the college and other systems by participating in the registration process either online or on campus.

Example (Sociology):
As a result of participating in research projects in SY 100, 200, 315, and 425, students will be able to apply research methodologies to examine issues within the discipline.

Writing Student Learning Outcomes Worksheet

Course/Program/Unit: _____

Use the following formulas to develop Student Learning Outcomes:

Students will be able to <insert action verb> by/because/as a result of <insert a specific learning activity>

As a result of students participating in _____, they will be able to _____.

Outcome: One sentence that describes a major piece of knowledge, skill, ability, or attitude that students can demonstrate by the end of the course	Assessment: Major assignment, project, or test used to demonstrate the outcome	Domain: Identify a domain of functioning (circle one)	Checklist: Were all answers on the SLO checklist "yes" (circle one)
		Cognitive Psychomotor Affective	YES NO
		Cognitive Psychomotor Affective	YES NO
		Cognitive Psychomotor Affective	YES NO
		Cognitive Psychomotor Affective	YES NO

Writing Student Learning Outcomes Checklist

Question	Yes	No
1. Does the SLO start with or contain an active verb from Bloom's Taxonomy?		
2. Does the SLO suggest or identify an assessment?		
3. Is there an activity designed to enable the students to learn the desired outcome or can an activity be created?		
4. Does the SLO address what the unit intends for students to **know** (cognitive), **think** (affective, attitudinal), or **do** (behavioral, performance) at the end of the course or after accessing the services provided by the unit?		
5. Is the SLO written in language that students and those outside the field can understand?		
6. Is the SLO appropriate for and support the course or unit?		
7. Is the SLO general enough to work for any instructor teaching the course at this school or for anyone who accesses the services provided by the unit?		
8. Is the outcome important and worthwhile?		
9. Is the outcome detailed and specific?		
10. Is the outcome measurable?		
11. Is the outcome focused on the results and NOT the process? Is the focus on big-picture, overarching concepts, skills, or attitudes rather than on small details?		
12. Can the outcome be used to make decisions on how to improve the unit?		
13. Is the outcome simple and specific?		

Appendix B

Approval Form

Planning and Assessment Approval

Department or Division:
Chair or Director:
⊞ Dean or Vice President:

ANNUAL PLAN		
Item	**Approved**	**Remarks**
Goals Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.	YES _____ NO _____	
Outcomes/Objectives Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.	YES _____ NO _____	
Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.	YES _____ NO _____	
Measures Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.	YES _____ NO _____	
Targets Targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Targets are measurable statements.	YES _____ NO _____	

SELF-STUDY		
Item	**Approved**	**Remarks**
Findings Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.	YES _____ NO _____	
Action Plans Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening.	YES _____ NO _____	
Recommendations Recommendations include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.	YES _____ NO _____	

Approved by: _____   Date: _____
        Signature of Dean or Vice President

Received by OIER: _____   Date: _____
        Signature of Coordinator of Planning and Assessment

References

Corliss, David. *UAB WEAVEonline User Manual*. Birmingham: UAB, 2009.

Northern Kentucky University. *Glossary of Strategic Planning Terms and Guidelines for Measuring Outcomes.* Newport, Kentucky: NKU, 2008.

Walvoord, Barbara. *Assessment Clear and Simple.* San Francisco: Jossey-Bass, 2004.

WEAVEonline. *WEAVEonline User's Manual* prepared by WEAVEonline.