



ASSESSMENT OF STUDENT LEARNING

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AVAILABLE ONLINE

[HTTP://WWW.IOWACENTRAL.EDU/IE/PLANNING.ASP](http://www.iowacentral.edu/ie/planning.asp)

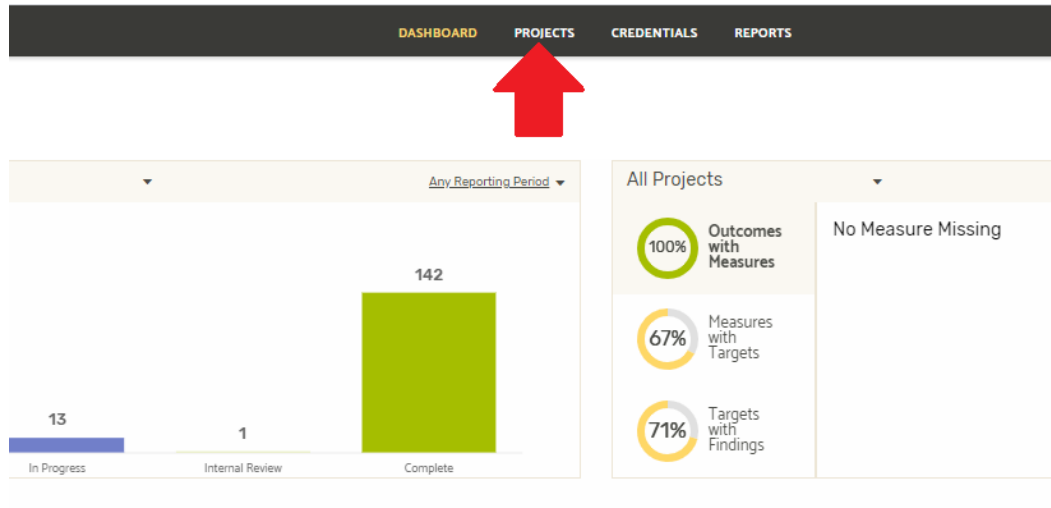
Assessment of Student Learning

Minimum expectations: Create one project for every section you teach during every semester, no matter the format, no matter the location. You are welcome to create more projects based on individual, program, department, or other initiative.

- One project¹ will need improvement.
- One project will measure a general education learning outcome on this cycle:
 - ◆ Fall and Interim 2018: Personal Responsibility
 - ◆ Spring and Summer 2019: Critical Thinking
 - ◆ Fall 2019: Effective Communication
 - ◆ Spring and Summer 2020: Personal Responsibility
 - ◆ Fall 2020: Critical Thinking
 - ◆ Spring and Summer 2021: Effective Communication
 - ◆ Fall 2021: Personal Responsibility
 - ◆ Spring and Summer 2022: Critical Thinking
 - ◆ Fall 2022: Effective Communications
 - ◆ Spring and Summer 2023: Personal Responsibility
- Projects are due with final grades seven (7) days after fall or spring terms end or seven (7) days after the end of a course for short-term sections
- Full, detailed instructions with screenshots follow on the next page
- Videos that will help you get started creating your Weaves may be found here:
<https://tinyurl.com/lowaCentralAssessment>

¹ If you teach only one section a semester, you can use one project to meet both expectations of improvement and general education learning outcomes, or you can create a second project for the same section to measure the general education learning outcome.

1. After signing in to Weave, click on **PROJECTS** at the top middle of your screen.



2. Next, click **+Create New Project** near the top right of your screen.

The screenshot shows the top navigation bar with 'PROJECTS', 'CREDENTIALS', 'REPORTS', a notification bell, a help icon, and the user name 'Justin Robertson'. A red arrow points to the '+ Create New Project' button located in the top right corner. Below the navigation bar, there are several filter buttons: 'Assessment', 'Accreditation', and 'Program Review'. At the bottom, there is a table with columns 'Year' and 'Type'. The table contains one row with '2019-2020' under 'Year' and 'Assessment' under 'Type'.

Year	Type
2019-2020	Assessment

3. Select **A completely new Assessment Project** (*then continue to step 4*)
OR
Duplicate an existing Assessment Project (only if you are improving an assessment from a previous term that was made in the correct template—search for and select an old project, *then skip to step 5*)

What type of project is this?

- Completely new Assessment Project
- Duplicate an existing Assessment Project

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Next

4. Select **Template: Assessment of Student Learning by Course Section.**

Let's Get Started!

TEMPLATE	PROJECT TITLE	REPORTING PERIOD
Assessment of Stude... ▾	Robertson, Justin Fall HI	2020-2021 ▾

↑ 4 ↑ 5 ↑ 6

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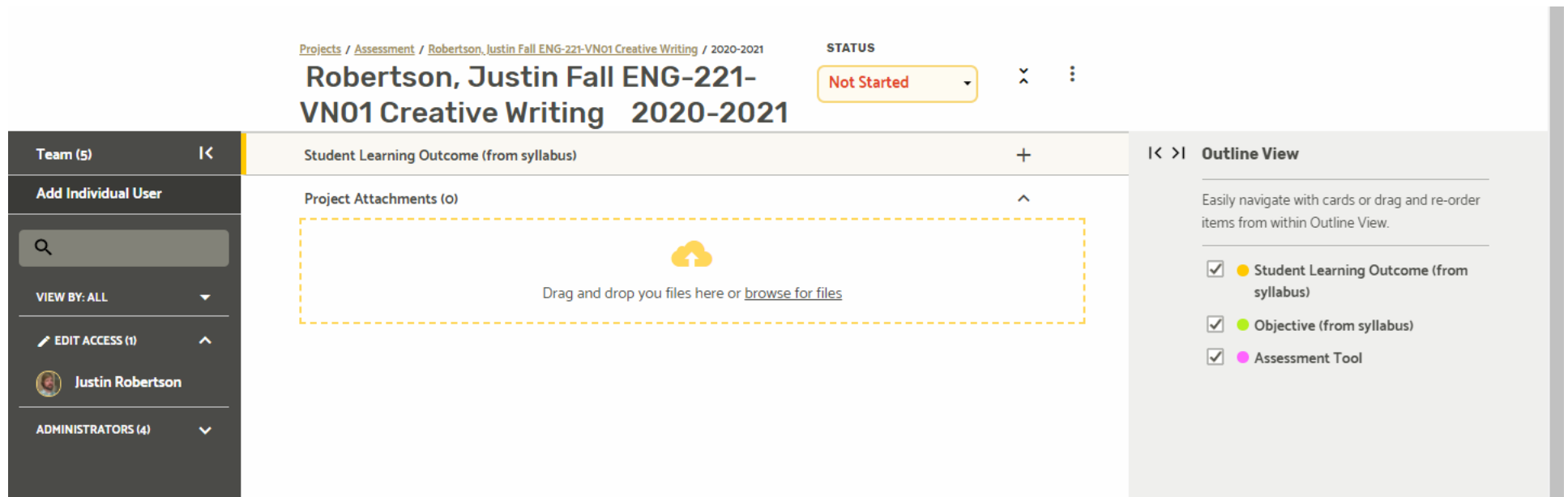
5. Enter Project Title: **Last Name, First Name Term² XXX-###-XX## Title of Course** (e.g. Robertson, Justin Fall ENG-221-VN01 Creative Writing).

**** You MUST follow this naming protocol or the VP of Instruction will not be able to find your project. ****

6. Select **Reporting Period** (Choose the current academic year, e.g. for Fall 2020, Spring 2021, or Summer 2021, you would select 2020-2021 as the reporting period).

² Term options: Fall, Spring, or Summer

7. Your project page will be created. When it loads, it will look similar to this:



8. Click the **+** sign to the right of **Student Learning Outcome (from syllabus)**

9. Click **Enter Text** and type (or copy and paste) one student learning outcome from your course syllabus.

10. If the Student Learning Outcome needs context or clarification for a reviewer, click the second **Enter Text** under DESCRIPTION to add a description.



The screenshot shows a list of items in a software interface. The first item is 'Student Learning Outcome (from syllabus)' with a plus sign to its right. Below it is a detailed entry for '1 Student Learning Outcome (from syllabus)' with a description: 'Develop the use of the elements of fiction with particular emphasis on characterization, plot, point of view, dialogue, setting, and concrete language.' Below this is a 'DESCRIPTION' field with the placeholder text 'Enter text'. The next item is 'Objective (from syllabus)' with a plus sign to its right. Below it is a detailed entry for '1.1 Objective (from syllabus)' with the placeholder text 'Enter Text'. Below this is another 'DESCRIPTION' field with the placeholder text 'Enter text'. Red arrows labeled 11, 12, and 13 point to the plus sign, the 'Enter Text' field, and the 'DESCRIPTION' field respectively.

11. Click the **+** sign to the right of **Objective (from syllabus)**. In the dropdown menu that expands, click **Program Level**.

12. Click **Enter Text** and type or copy/paste one objective from syllabus that helps students meet student learning outcome you chose.

13. If the objective needs context or clarification for a reviewer, add description by clicking on the second **Enter Text** below DESCRIPTION.

14. Click the **+** to the right of **Supported Initiatives**.

15. Click **Select Supported Initiatives** to choose either **Standards**, **General Education**, **Institutional Priorities**, or **Strategic Initiatives** from the dropdown menu to begin finding and adding initiatives.

a. Supported initiatives include the following:

- i. **Standards:** Program outcomes, Department outcomes, Higher Learning Commission criteria for accreditation, and External accrediting bodies
- ii. **General Education:** Personal Responsibility, Effective Communication, and Critical Thinking
- iii. **Institutional Priorities** from the Vice President of Instruction
- iv. **Strategic Initiatives:** Strategic Plans or Strategic Enrollment Plans

b. Linking to these supported initiatives is necessary to allow

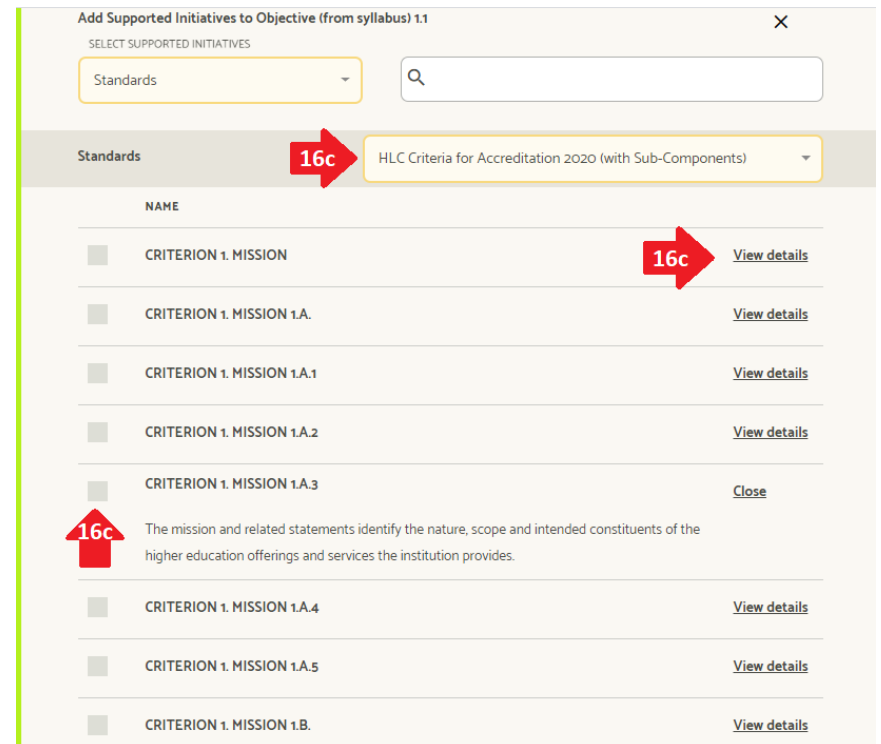
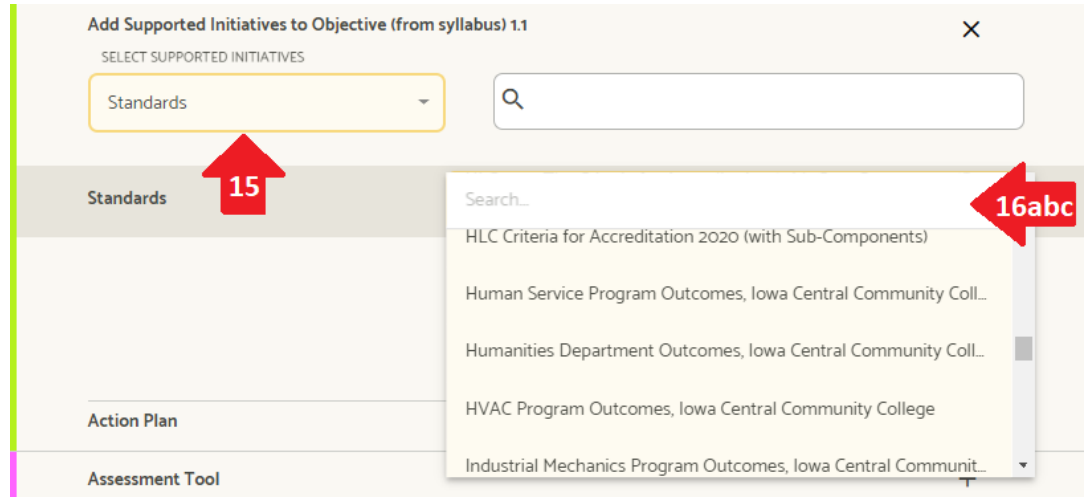
- i. Institutional Effectiveness to pull reports for linked projects that measure individual initiatives,
- ii. Program coordinators to link courses to program outcomes, and
- iii. The College to assess its effectiveness through a variety of indirect and direct measures.

16. First, **Standards**. Use the search or the dropdown menu to find the appropriate department and/or program.

- a. Search by program, if applicable, and use the checkboxes to the left of the supplied initiatives to **Add** all that apply to this objective.
- b. Search by department in which this class belongs and use the checkboxes to the left of the supplied initiatives to **Add** all that apply to this objective.

- i. Business Department
- ii. Communications Department
- iii. Health Sciences Department
- iv. Humanities Department
- v. Industrial Technology Department
- vi. Math Department
- vii. Science Department
- viii. Social Sciences Department

- c. Find **HLC Criteria for Accreditation 2020 (with Sub-Components)** and use the checkboxes to the left of the supplied initiatives to **Add** all that apply to this objective or as directed in other instructions. **View Details** is available to the right to learn more about each HLC criterion.
- d. NOTE: Standards collections are listed alphabetically and include local, regional, national, and Higher Learning Commission (HLC) criteria.



Add Supported Initiatives to Objective (from syllabus) 1.1

SELECT SUPPORTED INITIATIVES

General Education

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#	DESCRIPTION
<input type="checkbox"/> Personal Responsibility	Initiative to consistently meet or exceed stated expectations over time.
<input type="checkbox"/> Effective Communication	Information, thoughts, feelings, attitudes, or beliefs transferred either verbally or nonverbally through a medium in which the intended meaning is clearly and correctly understood by the recipient with the expectation of feedback.
<input type="checkbox"/> Critical Thinking	The ability to dissect a multitude of incoming information, sorting the pertinent from the irrelevant, in order to analyze, evaluate, synthesize, or apply the information to a defensible conclusion.

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17. Next, choose **General Education** from the **Select Supported Initiatives** dropdown. Use the checkboxes to **Add** all that apply, recalling that at least one course you teach per semester needs to include **the required initiative for the term** (see page 2 in this packet for your current term's required initiative).

Add Supported Initiatives to Objective (from syllabus) 1.1

SELECT SUPPORTED INITIATIVES

Institutional Priorities

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#	DESCRIPTION
<input type="checkbox"/> Deans 1	Create or revise course/program/department assessment plans that use data for reflection and change.
<input type="checkbox"/> Deans 2	Increase learning activities that impact student computer/technology literacy.
<input type="checkbox"/> Deans 3	Develop student learning activities that build 21st Century Skills: global awareness; financial, economic, business, and entrepreneurship literacy; civic literacy; and health literacy.
<input type="checkbox"/> Deans 4	Improve employability or transferability of students through activities and expectations that reinforce professionalism and academic rigor.
<input type="checkbox"/> Deans 5	Increase service learning opportunities and work experiences in class sections, courses, or programs.
<input type="checkbox"/> Deans 5	Integrate new techniques/technology/practices/research from industry that impacts student learning in the learning environment.
<input type="checkbox"/> COVID-19	Documentation of an assessment that was modified as a result of COVID-19 changes.

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18. Repeat this process to review **Institutional Priorities** and use the checkboxes to **Add** all that apply.

Add Supported Initiatives to Objective (from syllabus) 1.1

SELECT SUPPORTED INITIATIVES

Strategic Initiatives

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Strategic Plan 2015-2020

#	DESCRIPTION
<input type="checkbox"/> Institutional Goal 1	The College will set priorities to maintain and sustain our growth in enrollment to support the work force needs of our region.
<input type="checkbox"/> Institutional Goal 2	The College will provide service and support for students in order to measure goal achievement.
<input type="checkbox"/> Institutional Goal 3	The College will further develop cooperative relationships with individuals, businesses, industries, schools, colleges, and other organizations to promote education and workplace services.
<input type="checkbox"/> Institutional Goal 4	The College will continue to improve in the areas of institutional excellence, continuous improvement, and effectiveness.

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19. Repeat this process to review **Strategic Initiatives**. Choose current Strategic Plan, and **Add** initiative(s) as directed by supervisors, coordinators, or administration.

20. Review your added **Supported Initiatives**.
- Use the caret (^) to expand or minimize this or other sections.
 - Continue to add supported initiatives as needed, discussed, or directed, by clicking + to right (see 17-19 above).
 - Delete any supported initiative by clicking and choosing **Remove**. This symbol is present throughout your plan and may be used to remove any/all items. **WARNING:** Removing a section will also remove anything entered within that section, so it's best to delete from the bottom up in your project to avoid deleting something accidentally.

21. Click the + to the right of **Action Plan**.

22. Enter a brief **Description** of your plan/tasks you must complete for assessment (i.e. changes to assessment requirements, materials, how you prepare students, etc.).

- Ignore **Budget Source** and **Amount** unless directed otherwise.
- Set **Due Date** for email reminders.
- Select **Status** (Planned, Complete, or In Progress).

23. Enter YOUR action plan item(s) for the assessment.
- Click **+Add Action Item** to add action plan items if more are needed
 - What will YOU do to better assess this objective for this Student Learning Outcome?
 - Be thorough for a reviewer.
 - Provide context that may be important.
 - This action plan may be individual, program, or department driven.
 - Enter specific Action Item(s), due date, and status, which will trigger reminders to complete the Action Item(s).
 - Specific
 - Measurable
 - Think about evidence to include that documents & measures both instructor actions and student learning.

Action Plan ⋮

DESCRIPTION
SP 20 - Modified requirements and added new supporting material for assessment

BUDGET SOURCE	AMOUNT	DUE DATE	STATUS
Enter text	\$0.00	2/5/2020	Complete ▼

+ ADD ACTION ITEM

ACTION ITEMS (3)	CREATED	DUE	STATUS
Share assignment instructions on Canvas and go over assignment in class. Encourage students to read CW handbook chapter on characterization, particularly p. 193, which provides a list of questions about characters to help guide critical thinking about constructing interesting and realistic characters.	2/4/2020	2/5/2020	Complete ▼ ⋮
Modify assignment requirements-- modifying requirement from 1.5 required pages to 1-2 pages to see if that impacts quality & quantity of work produced.	2/4/2020	2/5/2020	Complete ▼ ⋮
Share new handout for Developing Characters with students (see attached)	2/4/2020	2/5/2020	Complete ▼ ⋮


24. Click **+** to the right of **Assessment Tool**.
25. Click **Source of Evidence** and select from drop-down menu.
 - a. This list includes many types of assessments that happen inside and outside the classroom.
 - b. Choose the one that best describes your tool. Some of these are specific names from other institutions.
 - c. Departments and Programs may have a pre-determined, narrowed list of assessment tools for their initiatives.
 - d. If the assessment tool you have is not in the list, 1) discuss the tool with a colleague to see if another name is equivalent or 2) submit ticket to see if Weave can add it to list.



26. Enter **Description**.
 - a. Specific, thorough for a reviewer.
 - b. Include copy/paste of the assessment tool if available.
 - i. Be aware formatting may be lost when pasting in the assessment tool.
 - ii. Even if the assessment tool is pasted here, attach the file as well in step 27.
 - c. Departments and Programs may have common descriptions for their initiatives.

27. Click **v** to the right of **Project Attachments** to expand the section. Drag/drop files or browse/upload files.
- .pdf file types are strongly recommended.
 - Other file types may or may not be browser friendly.
 - If uploading student examples, graded rubrics, etc., please remove the student's name.
 - These evidence files will be embedded in any reports that are created for individuals, programs, departments, college, or other initiatives.

Project Attachments (3) ^

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

NAME ▼	DATE UPLOADED	SIZE	
Character Sketches.docx	2/4/2020	14KB	⋮
Developing Characters.pdf	2/4/2020	399KB	⋮
grades-character sketches - sp20.jpg	2/4/2020	84KB	⋮

Do not move to #28 until the assessment of student learning is completed



28. In the **Assessment Tool** section, below your description of your tool, click the **+** to the right of **Instructor Analysis**.

The screenshot displays the 'Instructor Analysis (1)' section of an assessment tool. It includes fields for 'DESCRIPTION', 'INSTRUCTOR ANALYSIS', 'FINDINGS', 'REFLECTION', 'IMPROVEMENT TYPE', and 'IMPROVEMENT(S) ACHIEVED'. Red arrows with numbers 28 through 35 point to specific UI elements: 28 points to a '+' icon, 29 points to a 'STATUS' dropdown menu showing 'Met', 30 points to the 'DESCRIPTION' text, 31 points to the 'INSTRUCTOR ANALYSIS' text, 32 points to the 'FINDINGS' text, 33 points to the 'REFLECTION' text, 34 points to an 'IMPROVEMENT TYPE' dropdown menu showing 'Improved Performance', and 35 points to the 'IMPROVEMENT(S) ACHIEVED' text.

29. Under **Status**, click **Not Set** to select the status of this assessment.

30. Under **Description**, briefly title/describe the analysis that will follow.

31. Under **Instructor Analysis**:

- Describe your analysis of the assessment of student learning.
- Establish # or % that would indicate success in meeting the expectations of this assessment of student learning.
- Include context because these numbers are relative to individual, program, department, or other initiative.

32. Under **Findings**

- Enter data/results collected to compare to established target you set to measure the assessment.
- Include context if data may be relative to individual, program, department, or other initiatives.

33. Under **Reflection**

- Enter YOUR reflection on the findings.
- Identify implications for the objective and outcome.
- Include recommendations for next steps in meeting the expectations of this assessment of student learning.
- This reflection may lead to individual, program, department, or other initiatives.

34. Under **Improvement Type**, click **None Set** and from the drop-down menu, select the most closely related subcategory under one of these headings.

- a. Academic Program Improvement
- b. Academic Process Modifications
- c. Assessment
- d. Assessment Process Modifications
- e. Curricular Change
- f. Curricular Modifications
- g. Data Collection, Coding, or Analysis
- h. Library Collection Development
- i. Other

35. Under **Improvements Achieved:**

- a. Describe the improvement displayed in this assessment from a previous attempt AND/OR describe the improvement(s) YOU plan to make to this assessment for the next attempt.
- b. Be specific and thorough for a reviewer.
- c. Include context because this improvement is relative to individual, program, department, or other initiative.

36. When this project content is complete, go to the top of the page and change the status of the project to **Complete** (unless directed otherwise for a specific project).

Thank you for submitting your assessment of student learning project! Always check for the most updated instructions on our Planning and Assessment webpage:

<http://www.iowacentral.edu/ie/planning.asp>

--The Assessment Team

The screenshot shows a project management interface. At the top, the breadcrumb trail reads: [Projects](#) / [Assessment](#) / [Robertson, Justin Fall ENG-221-VN01 Creative Writing](#) / 2020-2021. The main title of the project is **Robertson, Justin Fall ENG-221-VN01 Creative Writing 2020-2021**. Below the title, there are several sections for adding content: 'Student Learning Outcome (from syllabus)', 'Objective (from syllabus)', and 'Supported Initiatives (0)'. Each section has a 'DESCRIPTION' field with a placeholder 'Enter text'. On the right side, there is a 'STATUS' dropdown menu. The current status is 'Not Started'. A red arrow points to the dropdown arrow. Below the dropdown, there are three status options: 'Not Started' (with a description: 'All projects start with this status until content is added.'), 'In Progress' (with a description: 'Update your project to this status when content is added.'), and 'Complete' (with a description: 'Update your project to this status to indicate it is complete and ready for final review.'). A second red arrow points to the 'Complete' status option.