Weave Due Dates
https://app.weaveonline.com/
llc/login.aspx

**February 15
or before**
Fall Course Assessment
Results/Findings

May 1
Program Assessment
Results/Findings
& ICCB Program Review

June 2011 - May 2012
Institutional Assessment Data
Collection Process

September 15, 2012
Institutional Assessment
Results/Findings

**September 30
or before**
Spring Course Assessment
Results/Findings

Lake Land College

Curriculum Mapping, WEAVEonline and Lake Land College
By: Deborah L.G. Hutti, Ph.D., Associate Vice President for Educational Services

Curriculum mapping is a spatial representation of the different components of the curriculum so that the whole picture and the relationships and connections between their parts are easily seen. (Harden 2001)

Over the past couple of years, Lake Land College (LLC) has introduced the use of the WEAVEonline software in conjunction with the College's assessment activities. Up to this point, the college has used the software to assist with documentation in regards to course assessment, program assessment and institutional assessment. The software has enabled the LLC users to organize and categorize assessment activities occurring both inside and outside of the college classroom. LLC has used this particular software over two complete academic years with significant success. Though its primary function is data collection, the WEAVEonline software is capable of many additional functions . . . including Curriculum Mapping!

Curriculum mapping isn't a new concept. The use of tables and/or charts to visually depict and ensure that all learning outcomes and objectives are adequately covered in an academic program has been a much used tool throughout recent educational history. According to Jacobs (2004), in its best form curricular mapping has two specific outcomes: measurable improvement in student performance in targeted areas and an accepted process for ongoing curriculum/program review. It is simple in concept and theory, but often

arduous in implementation. However, through a most recent webinar, Lisa Madlem and I began to more fully understand the ease at which Curriculum Mapping could be completed using the WEAVEonline software. With a little program prep work and a software refresher/tutorial, we produced an early sketch of a curriculum map for the Lake Land College General Education Core Curricula – with time to destination being relatively brief.

All maps created, regardless of individual curriculum or program, can be configured in multiple ways to showcase a variety of outcome measures including: (Academic) Direct Measures of Learning, (Academic) Indirect Measures of Learning, Levels of Instruction, Bloom's Taxonomy – Cognitive Domain, and Administrative Measures. At this very early stage, it seems to be an interesting, useful, and welcomed tool.

For more information, please give either Lisa (234-5088) or me (234-5273) a call!

References

Harden, R.M. (2001). AMEE guide no. 21: Curriculum mapping: A tool for transparent and authentic teaching and learning. Medical Teacher 23 (2): 123-137.

Jacobs, H.H. (Ed.). (2004). Getting results with curriculum mapping. Alexandria, VA: ASCD.

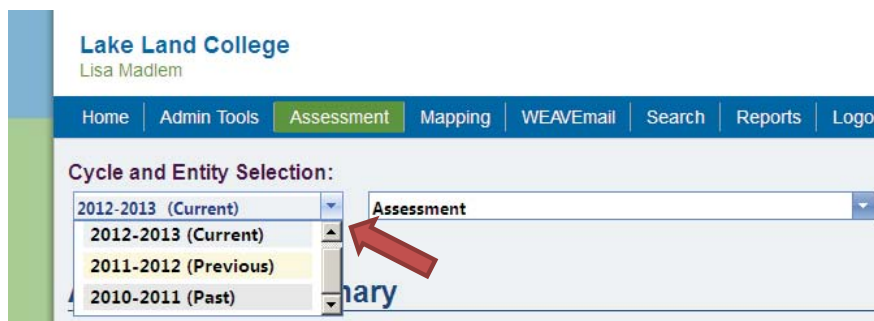# Weave Cycles: Definition, Clarification and Use

By: Lisa Madlem, Professional Development and Assessment Facilitator

Have you ever asked yourself the question, "What is a Weave cycle?" If so, you are not alone. Although Lake Land College is approaching its third academic year using Weaveonline, there is still much to learn about this powerful assessment software. Let's take for example, cycles and how they are defined and used.

According to Weaveonline, Weave cycles are defined as a span of time for a single assessment sequence. So what does this mean? For Course and Program Assessment, this is generally applied to an academic year (2011-2012, 2012-2013, etc.). Currently we have three cycles in the Weave system with the new 2012-2013 cycle as the default. When a new cycle is created, content will automatically be copied from the most recent cycle into the new cycle. Unless otherwise specified, all data from previous cycles will move forward to the newly created cycle. However, edits made in one cycle are NOT automatically reflected in other existing cycles. Small changes, edits, tweaks are therefore accurate to the cycle in which they were made. This preserves the data so that the wording/naming is accurately reflected in each cycle.

Guidelines for Entering Assessment Results/Findings:
Academic year 2011-2012 results should be entered in the 2011-2012 cycle. Here is where the confusion can occur. Because the due date for spring 2012 course assessment data is September 30 and new cycles are created in June, the new cycle (i.e. 2012-2013) becomes the default. Therefore when entering spring semester data, please **take great caution** to make sure the **correct cycle** is selected. This can be done by simply clicking on the drop down arrow. See below.

Institutional Assessment:
For Institutional Assessment (non teaching departments) a cycle is referred to in terms of a fiscal year (FY2011-2012 – July 1 through June 30). Because the due date for entering data results/findings is September 15, and if results/findings have not been entered prior to the end of June when a new cycle (i.e. 2012-2013) has been created, **great caution** should be taken to make sure the **correct cycle** is selected. Please follow the same steps as mentioned in the above illustration.

As you can see, cycles can be somewhat complex but with LLC's Weaveonline Assessment Software we can all work together in the assessment process to make necessary changes and plans of action to ensure that every student at Lake Land College is provided a continuous learning environment.

For assistance with Weave and any other assessment questions or concerns please contact Lisa Madlem at extension 5088.

What is assessment?

Assessment is a term used to describe the process of measuring student learning, and using the results to improve Lake Land's institutional non-academic areas, academic programs, courses and the general education curriculum.

Assessment assists instructors to evaluate whether students are achieving identified outcomes/objectives and provides information to improve a course, program or department.

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