Login to Weave using MIDAS

1. From our website, Office of Institutional Effectiveness and Assessment, navigate to the Weave Login with MIDAS: https://app.weaveeducation.com/login/odu

2. Then enter your MIDAS ID and password and click Login.

Setup Access to Weave with MIDAS

1. Please complete this access request to link Weave to MIDAS or email us at assess@odu.edu. Upon completing this, you will receive an email from Weave (noreply@weaveeducation.com) within one business day to link accounts.

2. Please follow the prompts in the “Welcome to Weave” email to set up your Weave account with MIDAS, the university’s single sign on system.

3. Troubleshooting: For security purposes, there is a 36-hour expiration for account creation. If you try to create your account after this timeframe and experience issues, then please email assess@odu.edu and we will re-send and re-active your Weave invitation to set up your account. We apologize for any inconvenience.
Authentication Error – If you receive an error message (pictured below) then you must use the email activation link that was sent to you in a message titled “Welcome to Weave” from noreply@weaveeducation.com

![Authentication Error](image)

Continuously Loading during Weave Sign On – If you encounter this, your activation link has expired. Please contact assess@odu.edu and we will resend your invitation. The activation link will expire 36 hours after it is sent.

Email - If you cannot find the “Welcome to Weave” email please contact us by emailing assess@odu.edu and we will resend the invitation to set up ODU’s Single Sign On. The email will come from noreply@weaveeducation.com
What do I need to do for the 2020-2021 Academic Assessment Report?

Step 1 - Enter Results & Target Status

Step 2 - Interpret the Results and Use the Results

Step 3 – Document Modifications or Previous Changes

Step 4 – Add, Review, or Update Action Plans

Step 5 - Update the Status of the Assessment Report

You have submitted a strong assessment report, if it answers at least one of the following questions.

• What changes did you make in 2020-2021 and why? What information prompted action? What impact will this have on student learning?

• What are the lessons learned from this year that will be applied to future courses? What actions will take place at a programmatic level to enhance student learning for the upcoming year?

• How is the program using information (e.g., assessment results and faculty conversations) to make decisions and improve student learning?

For additional findings support, use our How-To Guide for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of institutional examples.
Once you have logged into Weave, you will be directed to the Dashboard. Click on the “Projects” tab located in the top center of the screen to view the assessment reports.

![Dashboard Screenshot]

**Find Your Assessment Report/Project**

- Click on the “Projects” tab located in the top center of the screen to view the assessment reports.

**Dashboard**

- **Assessment Project Status...**
  - Status of Assessment Projects:
    - Not Started: 303
    - In Progress: 84
    - Internal Review: 11
    - Complete: 1156

- **All Projects**
  - Outcomes with Measures: 96%
  - Measures with Targets: 93%
  - Targets with Findings: 0%

- **10 Measures Missing**
  - 2.2 - Advising
    - English Ph.D. 2020-2021 AL
  - 11 - Comprehension of Subject Matter
    - Literature Graduate Certificate 2020-2021 AL
  - 3.1 - Unnamed
    - Literature Graduate Certificate 2020-2021 AL

- **Your Team Stats**
  - Accreditation Projects: 29
  - Assessment Projects: 1554
  - Projects: 1583

- **Announcement Feed**
  - Welcome to Weave  Apr 4, 2019
  - This is the Weave announcement feed. Occasionally we will post information about upcoming webinars and any Weave related news we think you should hear from us. Your institution leadership can also post important information to share with all account holders.
From the “Projects” tab you will see a list of projects that you have access to. Select the project and year that you would like to work on. Click on the Project Title to continue.

If you do not see your project, please complete this e-mail template or email assess@odu.edu.
Upon viewing the assessment project, you will see be taken to outline view, a place where you can quickly see the main components of the assessment project and add or move outcomes and measures.

To add your results, interpretations, and action plans, click on the “>l” symbol in the top left to view the assessment project to go to plan view.
Upon viewing the assessment plan, you are able to directly edit the text. 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 plan by adding, removing, and adjusting the read/edit access of faculty members.

**Outline View** – To the right side of the screen, this displays the plans goals, outcomes, and measures. It is color-coded and provides an abbreviated list of the elements of the assessment plan (this feature was designed to mirror post it notes). If you click on an item in the outline view, the main screen will jump to that section of the assessment plan.
To easily navigate the system and update the assessment report, we recommend opening and closing each outcome as you enter the information. You can do this by clicking the arrows located in the far right of each box.
Enter the Results

- Scroll through the report until you find the header labeled “Target/Benchmark”. This is the first item with four numbers in it. This is where you will enter the first set of results.
- Simply click on the field that you plan to update and enter the text/data. The report is pre-populated with information from the last year’s report.
- Enter the results from the information collected through the measures. If using percentages or some other calculated final tally, include the numbers involved in creating the final result (e.g., 87/94 = 92.55%).

### Target / Benchmark (1)

<table>
<thead>
<tr>
<th>1.1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>[Outcome]: Measure</td>
</tr>
<tr>
<td>TARGET / BENCHMARK</td>
</tr>
<tr>
<td>90% of papers will rate as “Meets Standard” on all areas of the rubric.</td>
</tr>
<tr>
<td>RESULTS / FINDINGS</td>
</tr>
<tr>
<td>87% (87/100) of papers rated as “Meets Standard” on all areas of the rubric.</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

Weave employs a four-digit numbering system to help you keep track of where you are within your assessment plan. Digits are separated by a period (.) and are arranged as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1.1</td>
<td>Target</td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

Any aspect of your report can be revised at any time. Simply click on the text and revise it directly. Changes are saved automatically after clicking out of the text being updated.

For additional findings support, use our How-To Guide for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of institutional examples.
Please select a target status. Each status is explained below:

- **Nothing Entered**: This is an administrative status used by our office to flag missing/incomplete findings.
- **Not Reported This Cycle**: Data for this measure was not collected or reported for this assessment cycle.
  - Instances for this status include: adding a new measure too late in the assessment cycle to collect data, collecting data on a longer-than-annual basis, or unforeseen circumstances that prevented data from being collected, analyzed, and/or reported. An explanation for selecting this status should be noted in the “Interpretation and Use of Results” field, and a plan to resolve the matter for the upcoming year should be included in an Action Plan.
- **Not Met**: All data reported do not meet the target set. An action plan is required.
- **Partially Met**: A portion of the data reported do not meet the target set. An action plan is required.
  - Examples: When reporting findings for two or more cohorts, at least one cohort achieved or surpassed the target but other(s) did not. When reporting multiple criteria, at least one criteria achieved or surpassed the target but other(s) did not.
- **Met**: All data reported achieve the target set
- **Exceeded**: All data reported surpass the target set
We ask that programs **provide an “Interpretation and Use of Results”** for at least two of the results. Please use the prompts provided within the report to guide your interpretation.

### Interpretation and Use of Results

2020-2021 INTERPRETATION **Please use the following prompts as a guide to analyze at least two results within the report**

1) Interpretation of Results:
What are the strengths and weaknesses of student learning in this area?
How do results compare to previous years? and between cohorts, for programs with both online and on-campus degree programs?

2) Modifications or Previous Changes:
What actions or changes were made this year or in previous years to improve this student learning outcome?
What information and discussions prompted these actions?
How/when will impact of these changes be assessed?

3) Planned Use of Results:
How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?
What actions do the results suggest need to be implemented?
What concrete actions will the program take to sustain or improve this outcome? What is the timeframe of these actions?

For additional findings support, use our [How-To guide](#) for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of [institutional examples](#).
Interpret the Results and Use the Results

*Please use the following prompts as a guide to analyze at least two results within the report*

1) **Interpretation of results**

   What are the strengths and weaknesses of student learning in this area?
   How do results compare to previous years and between cohorts, for programs with both online and on-campus degree programs?

2) **Documentation of Modifications or Previous Changes**

   What actions or changes were made this year or in previous years to improve this student learning outcome?
   What information and discussions prompted these actions?
   How/when will impact of these changes be assessed?

3) **Use of results**

   How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?
   What actions do the results suggest need to be implemented?
Another great way to “connect the dots” and highlight modifications made to improve (past tense) based on results is by included this as a completed action plan. Please see example below.

**Action Plan**

**DESCRIPTION**

Last year, [describe data or circumstance that prompted action and specify student learning outcome].

In response the program made the following modifications - [list completed action plans or modifications to the program].

This year, we can see that results are [compare results before and after modification] OR This year, we can see that the impact of these modifications through [describe new measure] OR We will see the impact of this modification in X number of years through a desired increase in [existing measure] scores.

<table>
<thead>
<tr>
<th>BUDGET SOURCE</th>
<th>AMOUNT</th>
<th>DUE DATE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter text</td>
<td>$0.00</td>
<td>--/--/-----</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**ADD ACTION ITEM**

**Action Plan**

**DESCRIPTION**

Over the past few years, the program saw poor performance on the final lab report in the capstone course. Specifically in the area of quantitative analysis.

In response the program made the following modifications as recommended by the Undergraduate Curriculum Committee and implemented by faculty: (1) created a 1 credit laboratory class to be taken in conjunction with an existing 300 level course and (2) increased the number of credits for ODUU 310 from 3 to 4 to include a recitation section to give more opportunities for students to work on quantitative problems.

We will see the impact of these modifications in the final lab report for the capstone course in 2 years. In the meantime, we will monitor impact by collecting grades and rubrics scores from a major assignment in the added lab and ODUU 310 course.

For additional findings support, use our [How-To guide](#) for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of [institutional examples](#).
Add an Action Plan – Step 1

Targets that are “Not Met” or “Partially Met” must include an action plan for improvement.

To add an action plan, scroll up to the Outcomes section and look for a heading titled “Action Plan”. Click on the “plus” sign located to the right.

<table>
<thead>
<tr>
<th>1.3 Outcomes</th>
<th>test</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td></td>
</tr>
<tr>
<td>Enter text</td>
<td></td>
</tr>
<tr>
<td>Supported Initiatives (0)</td>
<td>+</td>
</tr>
<tr>
<td>Action Plan</td>
<td>+</td>
</tr>
<tr>
<td>Measures of Outcome</td>
<td>+</td>
</tr>
</tbody>
</table>
Add an Action Plan – Step 2

Then “Add Action Item” to enter your plan for improving that outcome in the upcoming year.

For additional analysis support, use our How-To Guide for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of institutional examples.
Add an Action Plan – Step 3

Add your action plan in the action item description box. Then provide a status of the action plan (e.g., Planning, In-Progress, or Complete).
• What concrete actions will the program take to sustain or improve this outcome?
• What is the timeframe of these actions?

For additional analysis support, use our How-To Guide for guiding questions, templates, and examples or get inspiration from other programs across campus and view a list of institutional examples.
Last year’s action items were copied over into this report. Please review and update these action plans. Delete inactive action plans or action plans that have been complete for 3 years.

1. **For any action items still in progress**, update the action item description by adding what happened this year (example provided in action item #1 below).

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 in the “Interpretation and Use of Results” section (example provided in action item #2 below).

3. **For any inactive or incomplete action items**, modify and update the description to explain (see action item #3 below).

<table>
<thead>
<tr>
<th>ACTION ITEMS</th>
<th>CREATED</th>
<th>DUE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17 Adjunct faculty will use repository and key assessments will be evaluated on a common rubric. 17-18 were not able to implement with adjunct faculty due to slow development of rep. will do this in the upcoming year</td>
<td>2/19/2019</td>
<td>--/--/----</td>
<td>In Progress</td>
</tr>
<tr>
<td>16-17 create a foundations course repository for adjunct faculty and share with them. 17-18 we are developing and adding resources</td>
<td>2/19/2019</td>
<td>--/--/----</td>
<td>Complete</td>
</tr>
<tr>
<td>17-18 Resources were developed and added to repository. Department held a adjunct faculty orientation and training to review and discuss course expectations.</td>
<td>6/23/2020</td>
<td>--/--/----</td>
<td>Planned</td>
</tr>
</tbody>
</table>
To attach supporting documents and files to the assessment report, 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.

*Important Note* Personally Identifiable Information cannot be stored here.
Update the Status of the Assessment Report

All projects begin with the status of “Not Started.” Before exiting the project, please update the status to reflect its current state based upon your work. To do this:

- Scroll up to the top of the screen and locate the status to the left of the name of the project

- Select the status that is most appropriate:
  - **Not Started**: All projects start with this status.
  - **In Progress**: Update the project to “in-progress” when new information is added.
  - **Internal Review**: Can be used within the department to
  - **Complete**: Update the project to “complete” to indicate the report is done and ready for submission to the Office of Institutional Effectiveness and Assessment

This is how to “submit” the Report. Now you should celebrate!
Create a PDF of the Report – Step 1

Navigate to the top center of the screen and select the “Reports” Tab.
Create a PDF of the Report – Step 2

- From the Reports tab, click on the drop down menu.

- Select “Assessment”.

- Select “Create New Report”.
- Use the “View Saved Reports” option to quickly access reports you have already created.
• On the “Create New Report” screen, select “Page View” or “Table View” as a 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 cover page that is created in the report.

• No additional boxes are required to generate the report.

• If an executive summary is written, it will be printed on the cover page.
Select or search for the program’s project/report name. Be sure to select the correct Reporting Period. Then, select the project(s) that should be included in the PDF report, scroll down and click “Next”.

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>REPORTING PERIOD</th>
<th>TEMPLATE</th>
<th>REPORTING PERIOD</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Academic Program</td>
<td>None Selected</td>
<td>Academic Assessment Template</td>
<td>2015-2016</td>
<td>Internal Review</td>
</tr>
<tr>
<td>Test Academic Program</td>
<td>None Selected</td>
<td>Academic Assessment Template</td>
<td>2016-2017</td>
<td>Completed</td>
</tr>
<tr>
<td>Test Academic Program</td>
<td>None Selected</td>
<td>Academic Assessment Template</td>
<td>2017-2018</td>
<td>Not Started</td>
</tr>
<tr>
<td>Test Academic Program</td>
<td></td>
<td>Academic Assessment Template</td>
<td>2018-2019</td>
<td>Completed</td>
</tr>
</tbody>
</table>

On the next screen “Select Elements for the Report”, you can leave all of these boxes checked. Scroll down and click “Compile Report”. The next screen allows you to preview the PDF report. Navigate to the top right of the screen and click “Save Report”.

Weave Assessment User Guide
Create a PDF of the Report – Step 5

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 created. It will be listed as “in-progress” until it is ready for download. Depending on the size of the report is usually takes 30 seconds for the PDF report to be ready. Click “Download”.
The PDF report will download to the computer as a zip file. This includes the PDF report as well as any project attachments.
The “Saved Reports” screen includes a repository of all the PDF reports you generated. This provide quick and easy to access previous reports you have created.