This is a quick reference guide for using LOOP to edit, update, review and view Program Improvement Plans.

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Please contact Laura Kehoe with questions
lkehoe@roosevelt.edu
312-341-4171

Section 1: Purpose & User Roles

System Purpose

The Roosevelt LOOP database supports faculty and staff in their development of their Program Improvement Plans (PIPs) that provide feedback on student learning that improves instruction.

User Roles

User roles determine what rights and level of access each person has within the LOOP database. This is to ensure that only authorized persons are allowed to view, edit, and comment on PIPs. User roles are assigned and maintained by the Administrator.

Viewer	Reviewer	Manager (Program Leader)	Administrator
Viewers have read-only access to PIPs and are not authorized to make any changes. Program Leaders can designate anyone to be a Viewer. This could include department chairs, fellow faculty, deans, etc. Program Leads must inform the Administrator of any authorized viewers.	External Reviewers can comment on the PIPs only after the PIP has been progressed to the "Peer Review" stage by the Program Leader. Reviewers cannot edit the original PIP submission in any way. Program Leads must inform the Administrator who the PIP Reviewers will be.	Program Leaders are the contact person for the PIP and are responsible for notifying the Administrator of any user role changes (new Program Leader, additional Reviewers and Viewers). Leaders are the only users with edit rights to PIPs. Leaders enter and maintain all PIP information including basic program information, student learning outcomes, evidence/results, and advancing the PIP through the schedule/calendar steps.	The LOOP Administrator activates program templates for Program Leads, creates and maintains user accounts, roles, and can advance/reverse a PIP through the calendar stages. The Administrator has no edit access to PIPs.
A user could have multiple roles allowing different levels of access to multiple PIPs.			

Section 2: Log In & Basic Navigation

Logging In

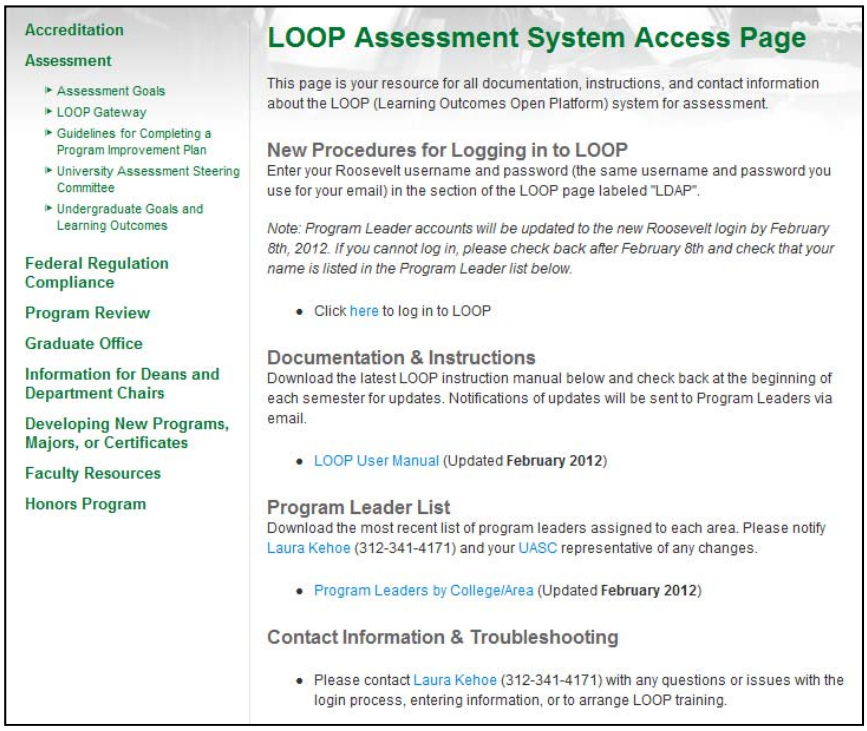
Always use the Roosevelt Assessment webpage as your home page for accessing LOOP. This will ensure that you always have access to instructions, documentation, and contact information:

http://www.roosevelt.edu/Provost/Assessment/LOOP.aspx

This page includes a variety of information related to LOOP, including:

- A link to the LOOP login page.
- The most recent LOOP user guide
- The most recent list of program leaders
- Contact information for questions and problems

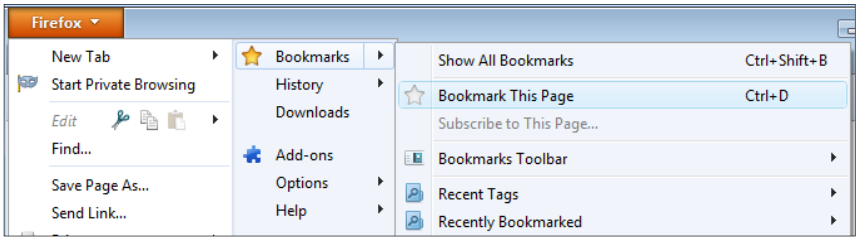
Using this webpage to access LOOP will ensure you always have easy access to the most up to date information, instructions, and program lists.



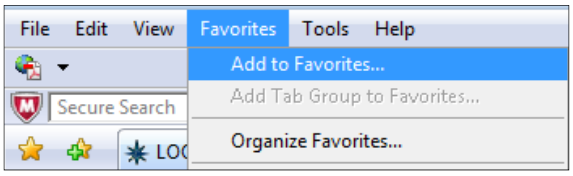
If you are using a private computer, you can bookmark this site for later use.

Don't create bookmarks if you are using a shared or public computer.

Creating a bookmark in Firefox



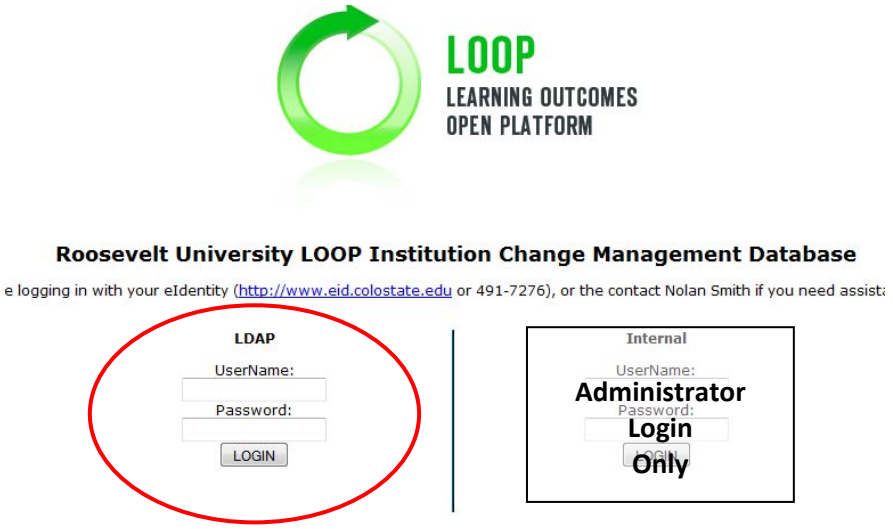
Creating a bookmark in Internet Explorer



In the section of the home page that says "LDAP," enter your Roosevelt username and password. This is the same information you use to log in to the Roosevelt network and into your webmail.

Click "Login" to continue to the LOOP system.

Ignore all references to staff at Colorado state and use the contact information on the Roosevelt Assessment website for questions.



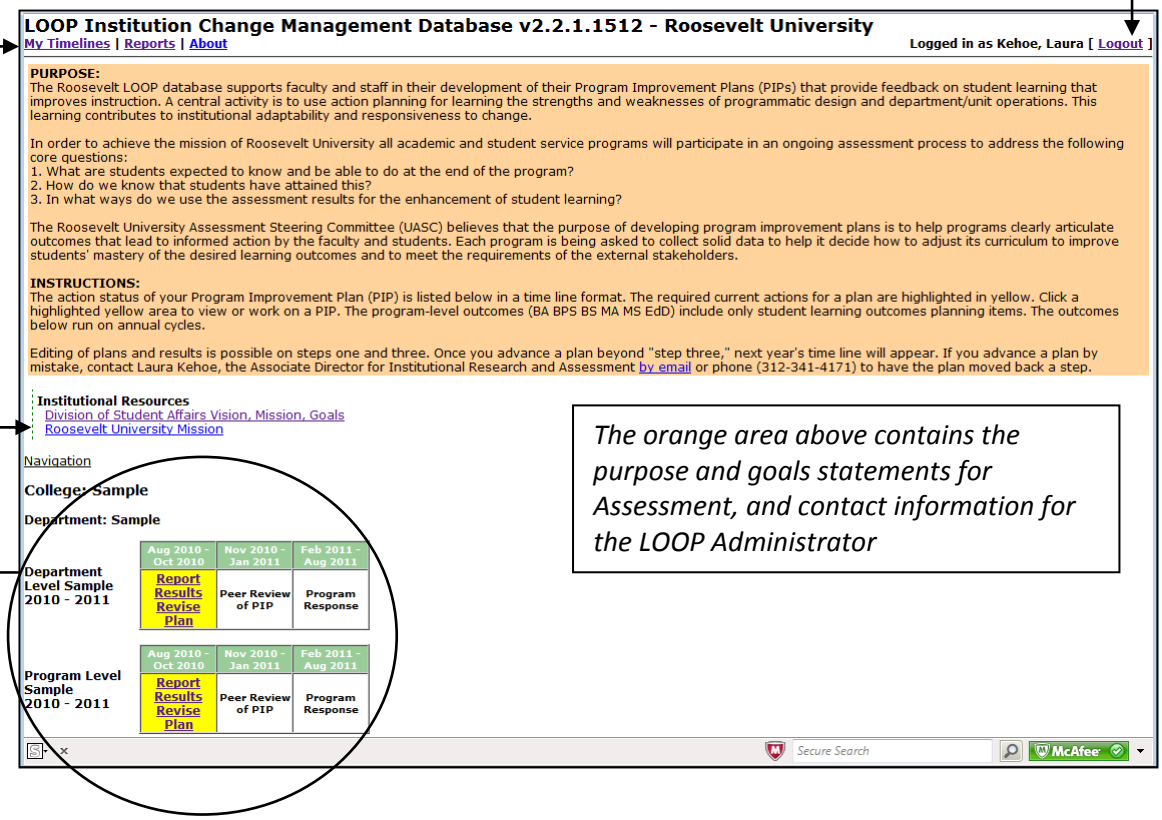
The Home Screen

Log Out:
Clicking "Logout" will return you to the Login screen

Menu:
From any screen, you can return to this Home Screen by clicking "My Timelines" in the top left corner.

Links to the Roosevelt Websites on Assessment and University Mission

PIP Timelines:
You will see only those programs to which you have been granted access.



The orange area above contains the purpose and goals statements for Assessment, and contact information for the LOOP Administrator

Yellow highlights indicate the current step in the timeline and the areas that can be updated.

Click the link for the PIP area you want to view/edit. Only areas of the PIP that have been activated in the timeline are available for view/edit and only areas highlighted in yellow are available for edit. If there is no active link for the timeline step, the PIP has not yet progressed to that step.

Three Parts of a Program Improvement Plan (PIP)

A. **Contact Information**: The college/division, department, and program names, calendar year for the current cycle, current step in the assessment process, current date, and the program leader's contact information.

Program Improvement Plan (PIP) Contact Information	
College or Division:	Sample
Department:	Sample
Program or Functional Area:	Sample
Time Period:	Aug 2010 - Aug 2011
Plan Status (timeline step):	Report Results Revise Plan
Current Date/Time:	November 11, 2011 10:06 AM
Program Leader or Project Leader:	Laura Kehoe
Email:	lkehoe@roosevelt.edu
Phone:	312-341-4171
Office (include building and office number):	AUD 1153

College/Division and Department to which the program belongs

Program name

Dates of current cycle, current step in the process, and current date

Program Leader Contact Information

- Program leaders can edit the contact information section only. If a new program leader is designated, the Administrator must be notified to activate accounts and permissions for the new leader.
- Changes to the upper portions of the PIP Information can only be done by the Administrator.

B. **General PIP Information**: The college/division, department, and program names, calendar year for the current cycle, current step in the assessment process, current date, and the program leader's contact information.

General PIP Information Aug 2010 - Aug 2011	
Program Title	Sample
Mission Links	Click Here To Edit
College Planning Goals/Mission Statement/Conceptual Framework Linkages	Click Here To Edit
Program Purpose	Click Here To Edit
Describe the Assessment Process for the Program	Click Here To Edit

How the program supports the University mission

How the program supports the college/division mission

Purpose of the program

Assessment plan/process for the program

- Program leaders can edit the yellow highlighted areas. Instructions on how to edit these sections is covered in Section 3 of this document.
- Completed or in-progress PIPS will display yellow highlights along with whatever text has already been entered.
- Blank PIPs will display yellow highlights along with "Click Here To Edit"

C. **Student Learning Outcomes (SLO)**: Directly underneath the General PIP Information section appears a summary/instructions for completing the SLO section and a button used to add outcomes to the PIP.

Directions for completing the student learning outcome (SLO) section of the PIP: When working on the SLO section of the Program Improvement Plan the program/project leader will input the results for the previous year's plan by entering the information in the Summary of Evidence/Results section of the template. The program/project leader enters information into the Use of Assessment Evidence/Results section of the template. The completion of this section should occur after the program/project leader has discussed the use of the evidence/results with the other program faculty.
After the previous year's information is complete, the program/project leader begins to complete a new PIP for the current year by completing the following sections on the template:
Student Learning Outcome
Opportunities to Learn (optional)
Question(s) of Interest
Assessment Measure and Method(s)
The program/project leader checks to see that all the information on the general section and contact information sections of the PIP are accurate and complete.

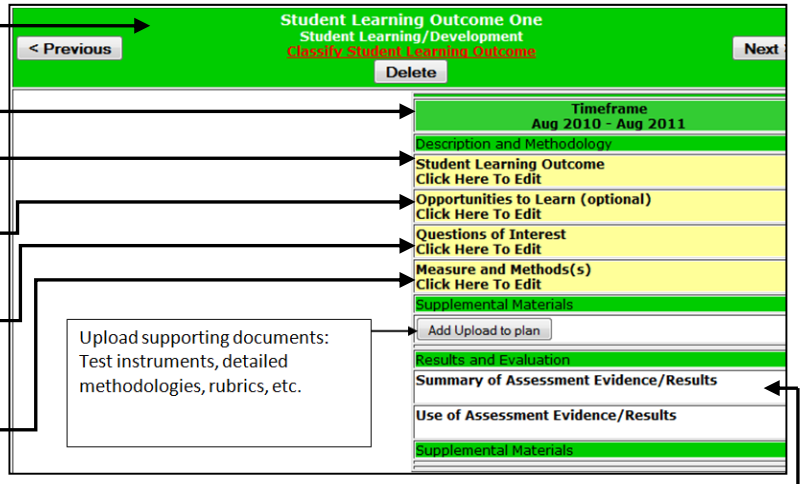
Add Student Learning Outcomes

Description & instructions for Student Learning Outcomes

Click to add Outcomes to the PIP

- Program Leaders can add Student Learning Outcomes to the PIP. Instructions on how to edit these sections is covered in Section 3 of this document.
- Completed or in-progress PIPS will display a section for each SLO below the "Add" button.
- Blank PIPs will display no information below this section.

Toolbar: Delete button removes outcome. Previous, Next, and the Classify link are not yet functional.
Calendar: Shows the calendar cycle for the set of SLOs being viewed
A general title/summary of SLO. Example *"Students will be able to communicate effectively in writing"*
A description/list of activities or courses where the Learning Goal is emphasized.
Question/Problem being assessed. Example: *"Do students' performance in [course] accurately reflect students ability to communicate written analyses of key principles [subject]?"*
The measurements and methodology used to evaluate the learning outcome. Example: *"A rubric designed to evaluate the quality of student writing samples from term papers and exams in the selected courses".*

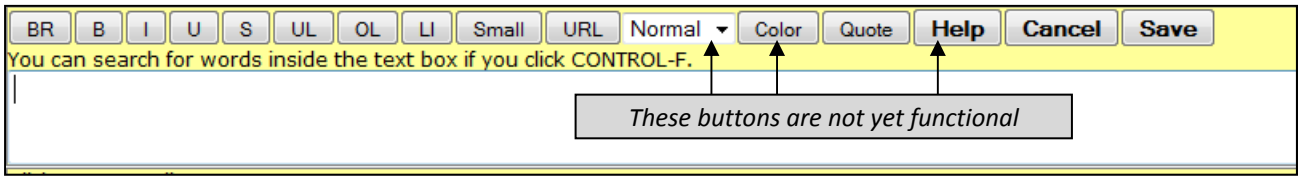


Results: Once results are available, they are uploaded by the Program Leader and the PIP will move to the Peer Review stage.

Section 3: Program Leader Instructions

This section will cover the basic how-to for Program Leaders to edit and update PIPs during the first "Report Results" stage of the process and will refer back to Three Parts of a PIP in Section 2.

The Editing Toolbar: When you click in any of the yellow areas of a PIP, the following toolbar will appear:



The buttons along the top allow you to format text in your PIP. Text that is copied and pasted from Word or any other program will lose all formatting in LOOP. The button functions are (from left to right):

BR: Insert a line break between lines of text. The *Enter* key will also insert lines that appear on screen, however, to ensure line breaks appear where needed when data are extracted from LOOP in the reporting phase, use line breaks between paragraphs when possible.

B: **Bold selected text**

I: *Italicize selected text*

U: Underline selected text

S: ~~Strike-through selected text~~

UL/OL: Centers the selected text *(Both buttons appear to do the same thing)*

LI:
- Inserts a line break and a bullet point.

Small: Reduces the font size of selected text to small text

URL: Inserts an active web link for selected text. For example having Roosevelt University link back to the RU website.

-- The drop down list & Color button are not functional at the present time. Do not use.

Quote: "Indents and places selected text in quotes with a box outline to denote a quotation"

Help: Help button is not functional. Please refer all questions to the LOOP Administrator at this time.

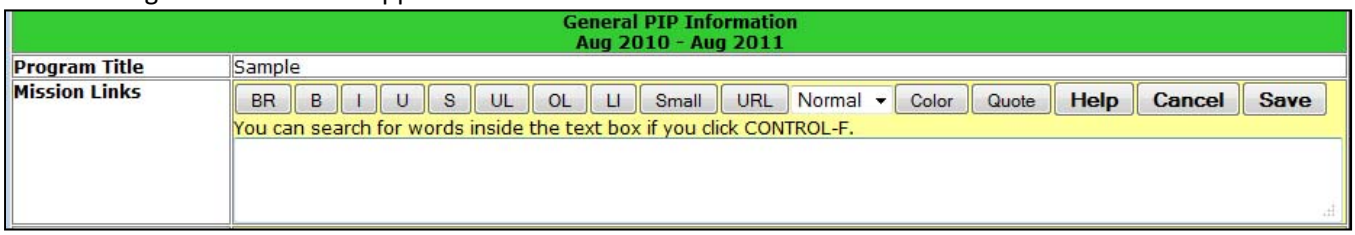
Cancel: All changes to the area being edited will be cancelled and will return to the original state prior to clicking.

Save: Saves changes and close the edit box.

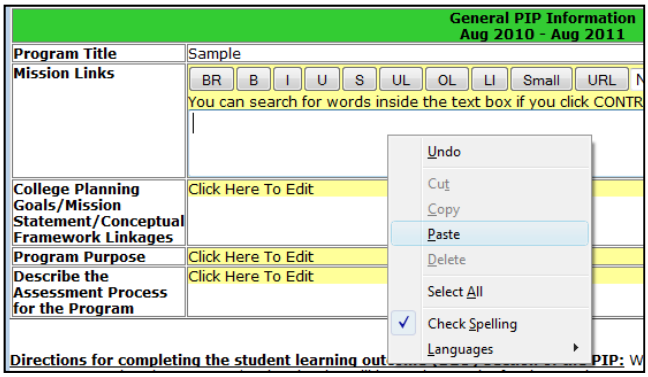
The formatting buttons will insert commands into the text to denote the formatting around the selected block of text. For example, [b]**will denote that the text enclosed will be bold after the changes are saved and** [/b] denotes the end of the bold formatting. The easiest way to remove formatting is to delete the brackets and commands ("[b]") from your entry.

Editing Contact Information: To edit the program leader name and contact information, click in the yellow area (For existing PIPs, this will already contain a name. For blank PIPs, this will say "Click here to edit"). Enter the correct information and click "Save." **Note: always notify the LOOP administrator of new Program Leaders so that user permissions to edit the PIP can be updated.**

Editing General PIP Information: For any of the areas in the General PIP Information section, click the yellow area and the following edit window will appear:



You can either type information directly into the text box, or you can copy text from Word and paste it in the window.



To paste text from another program, select and copy the text from the document and return to the PIP in your browser. Click the white area and right click. Select the "Paste" option.

Quick keys, Ctrl+C (copy) and Ctrl+V (paste), also work if you prefer that to using mouse controls.

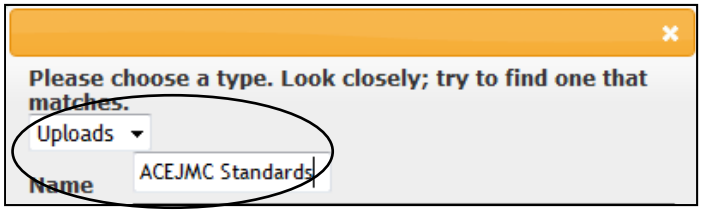
Wait until you have input all text before adding formatting such as bold or underlines.

Click save

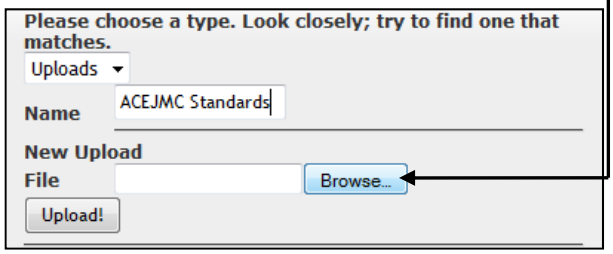
Editing Student Learning Outcomes: Editing the SLOs works the same way as the General PIP Information.
You can free-type or copy and paste and add any needed formatting by clicking the yellow area of the SLO section.

Uploading Documents: The Student Learning Outcomes section also allows you to upload supplemental documents. These could be curriculum maps, documents from external accrediting bodies detailing outcomes goals, instruments developed for assessment, etc. Documents can be in any format and any program (Word, Excel, PDF, etc).

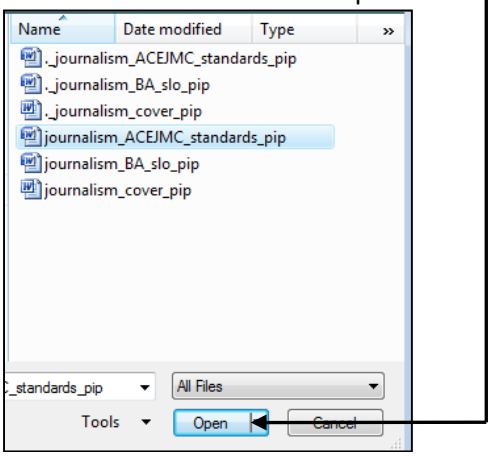
1. Click the "Add upload to a plan" button and the upload window will appear:
2. Select "**Uploads**" from the first drop-down menu and give a **Name** to the document. This name will appear in the PIP and should describe the document so that Reviewers and Viewers will understand what it is.



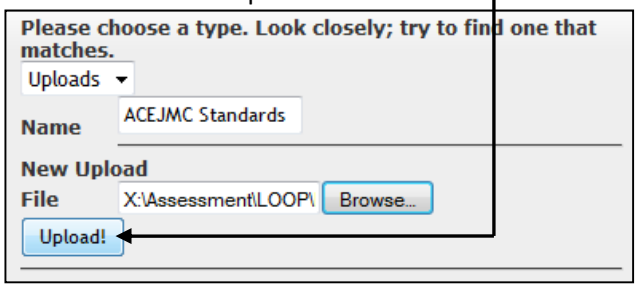
3. Click "**Browse**" to open the explorer window.



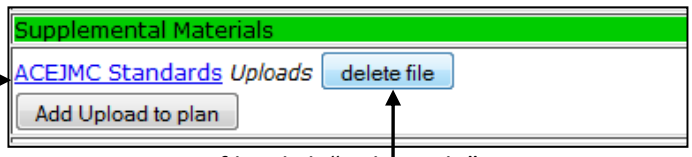
4. Select the file and click "Open."



5. Then click the "Upload" button



The item will now appear as a link within the PIP and can be opened by clicking the link. The text of the link is the name chosen in the second step, so it is important that it clearly communicate the contents of the document.



6. To remove a file, click "Delete File"

In addition to documents, you may also upload links to websites. For instance, the website for a national organization with student learning outcome standards for your program. To add a web link:

Follow steps 1 and 2 above.

Then go to the bottom portion of the upload window and type a URL into the window.

Click "Create Link"

Instead of opening a document, clicking the link that appears in the PIP will direct the user to the website.

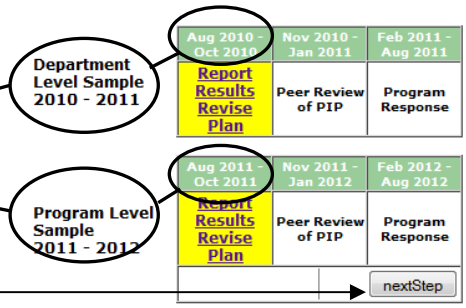
<u>Adding Results and Revising Student Learning Outcomes</u>: Results from (and revisions to) student learning outcomes are reported <u>after</u> the PIP has been through the first Peer Review and Program Response Cycles. Once a program has been advanced through one full year of the cycle, leaders can input results from the prior year's SLO measurements and revise the assessment plan for the next year. To have a PIP advanced through the cycle so results may be added, contact the administrator.

Most programs were created with the "Aug 2010-Oct 2010" as the start of the timeline. If your first data entry will be for the 2011-12 academic year, click the "Next Step" button until the "Report Results/Revise Plan" is highlighted in yellow underneath the "**Aug 2011-Oct 2011**" timeline.

The "Department Level Sample" is on the 2010-11 timeline and the "Report Results" section is under "Aug 2010 – Oct 2010".

The "Program Level Sample" is on the 2011-12 timeline and the date "Report Results" section is under "Aug 2011 – Oct 2011".

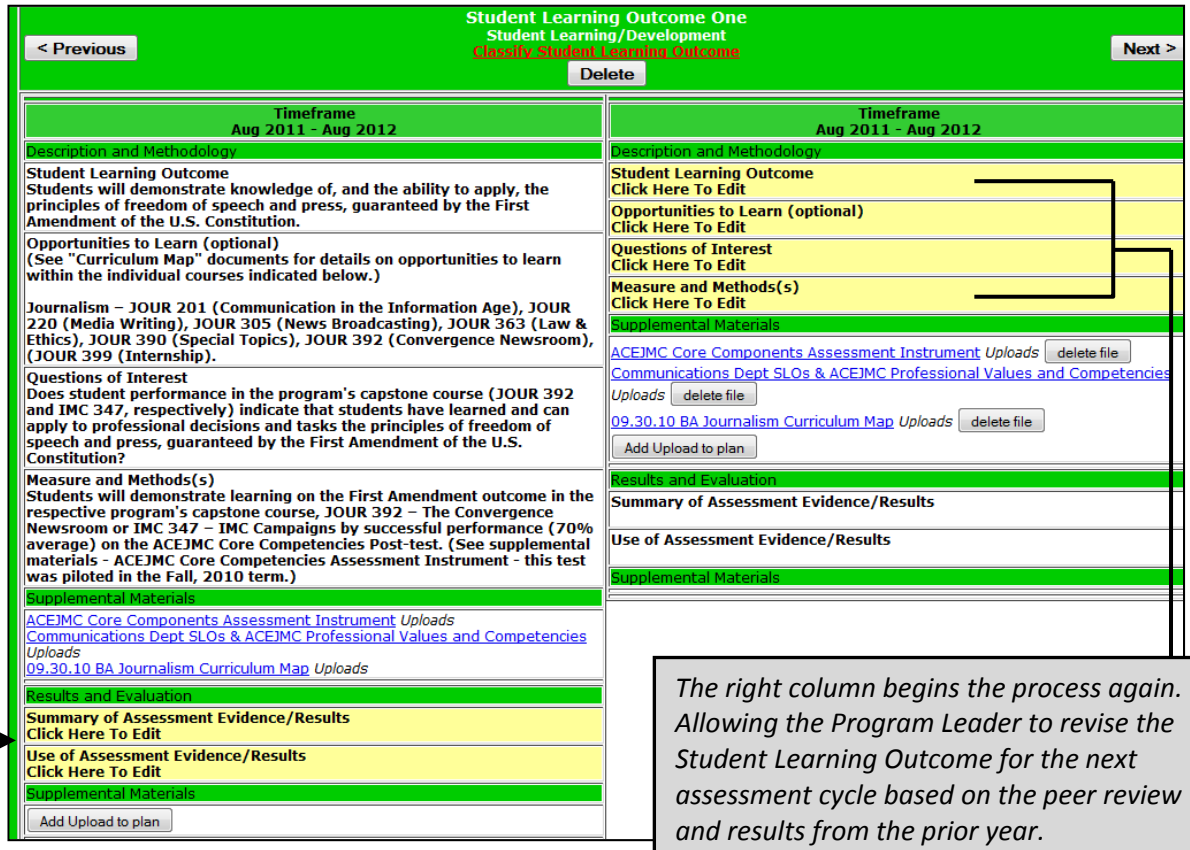
Clicking the "Next Step" button advances the PIP through to the appropriate point in time.



Only the program leader may advance a PIP through the timeline.

A PIP that has advanced to the next stage in the cycle will show two columns under Student Learning Outcomes.

The left column shows the previously defined and reviewed Learning Outcome, Supplemental Materials, and an area (yellow) to report the results and a plan for how those results will be used to improve the program.



The right column begins the process again. Allowing the Program Leader to revise the Student Learning Outcome for the next assessment cycle based on the peer review and results from the prior year.

Section 3: Peer Reviewer Instructions

This section will cover the basic information peer reviewers need to leave feedback for program leaders. There is a separate document called Guidelines for Peer Reviewers detailing the specific kinds of information peer reviewers should look for in a well-developed PIP.

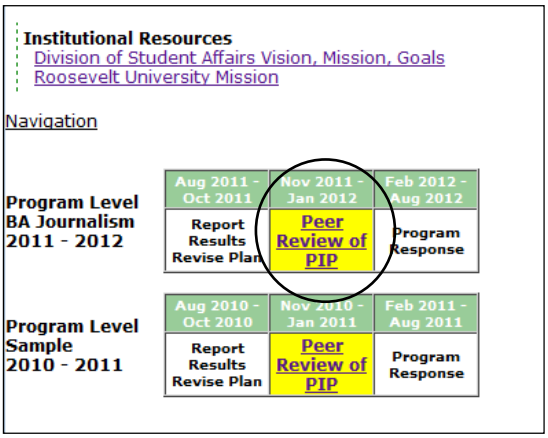
First, peer reviewers should review sections 1 and 2 of this document for the basic overview and log-in instructions.

After logging in to LOOP, you will see the timelines for the programs you have been assigned to review.

A program that is ready for Peer Review will have the **Peer Review PIP** section of the timeline highlighted in yellow.

Click the "Peer Review" link to display the PIP.

Based on the Peer Reviewer Guidelines, check to make sure that each section meets the criteria of a well-developed PIP.



If **every** section of the PIP meets the criteria of a well-developed PIP, please notify the program leader, the UASC representative in that area, and the Associate Director for Institutional Research and Assessment that you have completed your review and the PIP was satisfactory. Comments are not entered into LOOP for sections that meet the criteria for well-developed PIPs.

If **any** section of the PIP falls under the "under-developed" rating, follow the instructions below for leaving comments.

NOTE: At the present time, there is no place in LOOP to store general PIP comments or feedback about the Contact Information or the General PIP Information. This will hopefully be resolved in future versions of the software. For the time being, please leave any comments about under-developed information in the first two sections of the PIP in the section for Learning Outcome One.

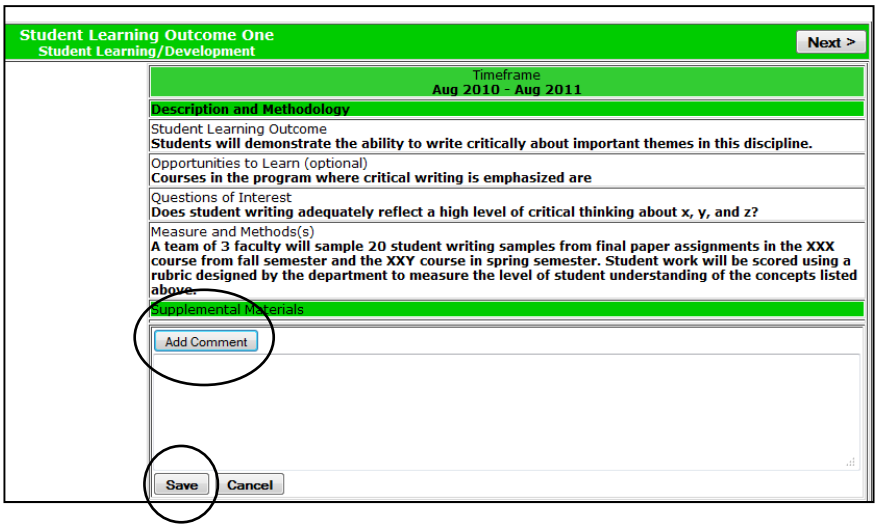
Leaving Comments:

Scroll down to **Learning Outcome One:**

Click the "Add Comment" button and a new section will appear below the button where you can enter text.

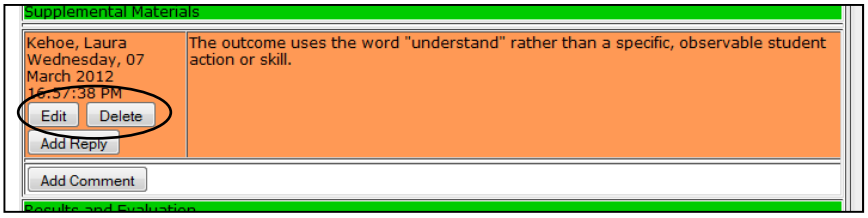
Following the Peer Reviewer Guidelines, be as specific as possible about how the PIP section does not meet the "well developed" criteria.

Click "Save" to save your comment to your PIP.



The completed comment will appear highlighted in orange, along with the date and time it was created.

To edit or delete your comment, click "Edit" or "Delete".



If a program requires comments on either the contact information or general PIP information sections (sections 1 or 2), leave those as a separate comment under Student Learning Outcome One and be clear that the comment is referring to sections 1 and/or 2 of the PIP.

If Student Learning Outcome One also requires comments, add an additional comment and be clear that the comment is referring to the first SLO.

Each peer reviewer will leave his/her own comments on each section. If a comment has already been created by another peer reviewer, add an additional comment by clicking "Add Comment".

The "Add Reply" button is intended for program leaders to provide responses to reviewer comments.
Repeat the steps for creating and editing comments on each student learning outcome section where comments are needed.

Completing the Review:
When you have completed your review, contact the program leader, the UASC representative for that program, and the Associate Director for Institutional Research and Assesment so we can begin the next stage of the process.