What is assessment?

Assessment is a process and a cycle in which we compare our expectations with actual achievements, and use these comparisons to plan for the future.

Why do assessment?

Assessment of programs, services, and student learning is needed to determine how effective we are in achieving our mission – to determine how closely our achievements and outcomes match the expectations put forth in our mission. In order to be an effective institution, we must have an integrated framework of strategic and annual planning and budgeting, assessment and evaluation, and decision-making for continuous improvement.

What’s my role in assessment?

Faculty members are responsible for assessing student outcomes including student learning outcomes in academic degree and certificate programs and for assessing the effectiveness of these programs.

Faculty are also responsible for assessing student learning outcomes in courses to ensure quality and comparability of student learning across instructional modes and locations such as distance learning and off-campus sites, including dual enrollment sites. Course-level assessment should be coordinated by discipline coordinators/department chairs with support from academic Deans.

Annually (at the beginning of each academic year), program faculty should review, and revise as necessary:

1. The mission statement for their academic program(s)
2. Program-specific student learning outcomes, i.e., the knowledge, skills, behaviors, attitudes, values that program completers should have when they graduate from PVCC
3. Program-specific student outcomes
   a. Transfer programs should have an outcome related to transfer
   b. CTE programs should have at least one outcome related to employment
4. “Administrative” outcomes for the year, i.e., those goals, supported by activities, that are necessary for the efficient, effective, productive continuation of the program
5. At least one measure for each outcome
6. Criteria for success, i.e., targets for each measure
7. Faculty members who are responsible for course level assessment, with assistance from Deans, develop a plan to collect and analyze outcomes data across sections of the same course representing different instruction modes and instructional locations.
At the end of each academic year, you are expected to:

8. Enter results for each objective and student learning outcome
9. Review the assessment results
10. Develop plans based on those results for the next year

Faculty is also responsible for curriculum mapping:

- Mapping program course objectives to program student learning outcomes, and
- Mapping courses in each discipline to the college’s general education outcomes.

You are responsible for ensuring that all of your assessment data is entered and saved in PVCC’s assessment management system. You may also be assigned to a five-year program review, using data from the assessment management system and other sources to review an academic program.

Leaders of administrative and service units, areas, programs, services and grants are responsible for assessing the effectiveness of these functions. At the beginning of each academic year, you (together with your team, if you have one) should:

1. Review or develop the mission statement for your area
2. Write expected outcomes/objectives
3. Establish at least one measure for each outcome/objective
4. Establish criteria for success (i.e., targets for each measure)

At the end of the academic year, you are expected to:

5. Assess performance against criteria
6. Review the assessment results
7. Develop plans based on those results for the next year

You are responsible for ensuring that all of your assessment data is entered and saved in PVCC’s assessment management system.

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**What is the Assessment Management System?**

PVCC has a subscription to WEAVEonline® Assessment Management System. With this system we can keep all of our planning and assessment information in one place.

**What is the general annual timeline for planning and assessment?**

- **Summer:** Planning cycle opens, develop plans for academic year. Training provided by IRPIE as needed.
- **October 30:** Deadline for current academic year plans to be entered in WEAVEonline
- **September - May:** Implement actions and assess performance
- **April - July:** Enter findings
Develop action plans
Enter Analysis and Annual Report

June 30: All data entry complete for administrative unit plans

End of Fall Convocation Week: All data entry complete for prior academic year for academic degree and certificate programs, academic disciplines (that have plans), and course level assessment.

How do I access my WEAVEonline® Assessment Management System account?

A link to the WEAVEonline® login screen is available on the left navigation menu of the PVCC IRPIE home page.

What do I need to do in WEAVEonline®?

VERY IMPORTANT!!! Before you begin working in the new cycle (academic year), you need to ensure that the “Active Through” cycle for your mission, objectives, measures, and targets are correct. Everything you want to carry over into the next cycle should say “keep active.” If you don’t want something to carry over, the “active through” cycle should be set to the previous year.

Why do I have to make these changes? In WEAVEonline 4.0, mission, objectives/outcomes, measures, findings, etc., are available across all cycles so that you can see history and progress -- unless you tell WEAVE not to do that by changing the “active through” cycles. NOTE: WEAVEonline now has “enhanced cycle functionally” meaning that changes made in one cycle do not automatically appear in future cycles. However, keeping your data entry for cycles “clean” is still important so that reports over time begin and end with all information associated with each objective.

Here’s how…

☐ Choose the “Select Cycle and Entity” tab at the top of the page.
☐ Select the previous year cycle.
☐ Review your list of available entities. An entity is the term for a program or unit. This list should contain everything for which you are a writer, reader, or reviewer/supervisor.
☐ Select the first entity for which you were the primary writer by clicking on the name of the entity.
☐ Select the “Assessments” tab at the top of the page.
☐ From the menu, select “Mission/Purpose” If you want this exact Mission to carry over into the current year, keep the default “active through” cycle that says “Keep active.” If you do not want this statement to carry over into previous year select “edit” and change the “active through” cycle to say the previous year Remember: If you make changes that you want to keep, always “SAVE” When in doubt, IRPIE it out, meaning please contact IRPIE for assistance.
☐ From the Assessment menu, select “Outcomes/Objectives”
☐ Select “Expand All”
☐ Under your first objective, select “Edit”
At the bottom of the edit screen, you will see “Established in” and “Active through” cycles. If you want this objective to carry over into current year, keep the default “active through” cycle that says “Keep active.” If you do not want this objective to carry over into the current year then change the “active through” cycle to say the previous year.

Repeat for every outcome/objective.

Repeat this process for all measures and achievement targets. If you edit the “active through” cycle in a measure, you will also need to “Select a Source of Evidence.” Also, If you have not been consistent with the “active through” cycles for objectives and their associated measures and targets, you will create “orphan” data in WEAVEonline which generates numerous error messages in future cycles. Please keep this clean.

If your outcomes/objectives and/or measures are not numbered properly, click the “Reorder” button. Doing so will automatically re-number them. You can also change the order in which they appear in the lists by dragging and dropping.

If you have not already done so for the previous year, also review and update the status of any Action Plans.

After you have confirmed your previous year’s data and set your “active through” cycles, you are ready to begin updating/entering your current year’s plan(s). Remember to always choose the correct cycle in which to work, since all cycles remain editable.

Here’s how…

Return to the “Select Cycle and Entity” tab.
Select the current year’s cycle.
Review your list of available entities. This list should contain all active programs or units for which you are a writer, reader, or reviewer/supervisor in the current year.
Select the first entity for which you are the primary writer by clicking on the name of the entity.
Select the “Assessments” tab at the top of the page
Select “Mission/Purpose” if you need to enter a new/revised mission statement.

From the “Assessments” tab at the top of the page, select “Outcomes / Objectives”
Select the “Copy Associations and Connected Documents” tab.
Refer to the table on the following page and the references below for instructions on writing the current year plan(s).
Repeat with any other entities for which you are responsible

Where do I get help?

WEAVEonline® has a User Guide available at the “Help” link at the top right of each WEAVEonline® page. This is an excellent guide to navigating version 4.0. Use this guide to assist you in learning to navigate version 4.0 and writing your assessment plans. Other “Assessment 101” documents are also available.

For questions about assessment or WEAVEonline® contact IRPIE.

The table on the following page shows what must be completed, and when, for each entity type.
| **Mission** |
| Statement of Purpose. Why this unit, service, or program exists at the college |
| **Administrative and Support Units, Services, Grants** |
| Review and revise, as needed. Contact IRPIE if you need to completely revise |
| **Due:** 10/30/XX |
| **Academic Degree and Certificate Programs** |
| Review and revise, as needed. Contact IRPIE if you need to completely revise |
| **Due:** 10/30/XX |

| **Outcomes/Objectives** |
| A statement of something to be accomplished. PVCC’s assessment plans typically contain one or more of the following types of outcomes/objectives: |
| 1. Administrative objectives: Accomplishments necessary for the effective functioning of a unit, program, or service. |
| 2. Student Outcomes: student accomplishments as a result of participating in a program or service. |
| 3. Student Learning Outcomes: specifically, the knowledge, skills, behaviors, attitudes, or values students acquire and can demonstrate as a result of participating in a program or service. |
| **PVCC**'s assessment plans typically contain one or more of the following types of outcomes/objectives: |
| Any objectives/outcomes that were set to “keep active” from the previous year will be carried over once you select the “Copy Associations from the previous years” tab. Enter any new objectives / outcomes for the current year. |
| *It is appropriate for student services (e.g., learning, math, and writing centers; career counseling; student activities, etc.) to establish student outcomes. |
| IMPORTANT! Update linkages to the strategic plan elements and institutional priorities. |
| **Due:** 10/30/XX |
| **Academic Degree and Certificate Programs** |
| Any objectives/outcomes that were set to “keep active” from the previous year will be carried over once you select the “Copy Associations from the previous years” tab. Enter any new objectives / outcomes for the current year. |
| Note: Academic program assessment plans MUST contain student learning outcomes. |
| IMPORTANT! If applicable: |
| - Associate student learning outcomes with general education competencies |
| - Update linkages to the strategic plan elements and institutional priorities. |
| **Due:** 10/30/XX |

| **Measures** |
| The source of evidence needed to determine whether an outcome/ objective has been met. |
| Ensure that there is at least one measure associated with each objective/outcome, and a target for each measure. |
| **Due:** 10/30/XX |
| **Academic Degree and Certificate Programs** |
| Ensure that there is at least one measure associated with each objective/outcome, and a target for each measure. |
| **Due:** 10/30/XX |

| **Findings** |
| Results based on measures. What does your evidence or documentation say? |
| Enter findings for each measure and indicate the extent to which each target was met. |
| **Due:** 6/30/XX |
| **Academic Degree and Certificate Programs** |
| Enter findings for each measure and indicate the extent to which each target was met. |
| **Due:** End of Fall Convocation of next Fall |
### Action Plans
Formal plan to address unmet objectives/outcomes in next cycle.

**Action Plan Tracking**
Follow-up on plans established for current cycle.

Develop an action plan for each unmet objective/outcome. If all objectives/outcomes meet their target, no action plan is necessary.

Complete tracking for any plans established previously.

**Due:** 6/30/XX

Develop an action plan for each unmet objective/outcome. If all objectives/outcomes meet their target, no action plan is necessary.

Complete tracking for any plans established previously.

**Due:** End of Fall Convocation of next Fall

### Analysis Questions
A reflection on successes and areas that need continued attention and/or improvement.

Answer the analysis questions posed in the current cycle.

**Due:** 6/30/XX

Answer the analysis questions posed in the current cycle.

**Due:** End of Fall Convocation of next Fall

### Annual Report
Summarizes the actions and accomplishments (of the unit, program, students, service, etc.) for the year. Provides archived history and context for interpreting future assessment findings.

Complete the Executive Summary, Highlights, and Challenges sections. If applicable, include information in one or more of the other sections.

**Due:** 6/30/XX

Complete the Executive Summary, Highlights, and Challenges sections. If applicable, include information in one or more of the other sections.

**Due:** End of Fall Convocation of next Fall

### Curriculum Mapping
Not required.

In 2007-2008, all required courses in each program were mapped to program student learning outcomes. Mapping does not need to be updated unless there are significant changes to required courses and/or course content in a program.

New programs must develop maps.

If you need to update curriculum maps, contact your division Dean
Helpful Features in WEAVEonline®

Strategic Plans: Other institutional plans (e.g., the technology strategic plan, capital outlay plan) could be entered into WEAVEonline® so that associations can be made between objectives and other plans elements. If interested in using this feature, please contact Tara Atkins-Brady.

Document Repository: This is perhaps the most exciting addition to WEAVEonline® version 4.0. If you have reports, rubrics, or other documents you would like to associate with other aspects of an assessment plan, WEAVEonline® can now accommodate these.

Where do I get help with assessment?

- IRPIE is always available to assist faculty, staff, and administrators with their assessment needs.
- Within WEAVEonline® Help there are several documents, including a User Guide and “Assessment 101” documents to help you navigate the new version and develop good assessment plans.