Assessment Database Manual (WEAVEonline®)

2008-2009
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1.0 INTRODUCTION

Institutional assessment is a broad-based, comprehensive, and systematic process of measuring performance against the mission of the College. The institutional assessment process includes reviewing data, planning, budgeting, implementing changes, evaluating results, and using results for improvement. An obvious benefit of assessment is that of enabling the improvement of institutional performance.

The purpose of institutional assessment is to determine to what extent predetermined outcomes are realized, to enhance and improve the institution, and to demonstrate to what degree the institution has been effective in fulfilling or achieving its stated mission and goals. Key elements of the annual review include a focus on quality and student achievement.

The process of continually reviewing and articulating the mission and goals of the College, setting expected outcomes, assessing these outcomes, and using the assessment results to identify and implement improvement actions reflects a commitment to continuous quality improvement. The assessment process includes all levels and areas of the College and is strongly linked to the decision-making process at all levels, including the College budgeting process.

The process is designed to accomplish the following three tasks:

**Program Involvement**: to provide faculty and professional staff with information and feedback that will assist in continuously improving quality and cost effectiveness.

**Quality Assurance**: to assure the Kentucky Community and Technical College System (KCTCS), the Council on Postsecondary Education (CPE), the Southern Association of Colleges and Schools (SACS), administration, faculty, students, and community that the College is providing quality academic programs and services.

**Program and Resource Alignment**: to ensure BCTC is offering academic programs that are needed and that resources are sufficient for those programs.
The BCTC institutional assessment process encompasses all facets of the institution to ensure that planning and assessment processes reflect the College’s commitment to improving its academic, administrative, and educational support services. The Office of Institutional Effectiveness (IE) supports the achievement of BCTC’s mission by coordinating and facilitating ongoing, systematic, and institution-wide assessment.

Steps to develop a program assessment plan are located in section 6.4 of this document. Additional information about institutional assessment at BCTC and assessment resources is available on the BCTC IE Website at http://www.bluegrass.kctcs.edu/fa/iesp.

The primary vehicle to document institutional assessment at BCTC is the WEAVEonline® assessment management system, which allows programs/units to enter and track their mission statements, outcomes and objectives, measures/findings, action plans, and analyses http://app.weaveonline.com/bctc/login.aspx.

WEAVEonline®, designed by Virginia Commonwealth University, is an online system for annually tracking and reporting an institution’s institutional assessment data. The system was developed to be consistent with the accreditation standards established by the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC).

**What is W-E-A-V-E?**

The process of assessing how successfully an institution is meeting its goals—collecting data on how each department, program, or unit carries out its functions, reviewing data for areas that need improvement, and taking steps to make improvements focuses on improving student learning and the delivery of services to the institutional community. The acronym “WEAVE” is used to make brief notation of the steps of the assessment cycle:

- Write expected student learning or program/department outcomes
- Establish criteria for success of the outcomes
- Assess performance of students or support unit
- View assessment results for analysis
- Effect improvements where indicated
The assessment cycle is continuous, as illustrated by the diagram reproduced below.

The assessment cycle is predicated upon a clear understanding of the institution’s state of its mission and goals. The BCTC “draft” mission statement reads as follow:

With students at the heart of our mission, Bluegrass Community and Technical College (BCTC) provides excellence in teaching and learning. Through comprehensive and responsive programs and services, the college sustains a strong partnership with our communities to improve economic vitality and quality of life in the region. BCTC strives for a physical and intellectual environment that promotes access to life-long learning and a commitment to diversity.

The college meets the needs of a broad community of learners, both individuals and business and industry, by offering literacy skills, developmental education, workforce training, continuing education, liberal arts, and technical programs at multiple campus sites and through distance learning. BCTC works to foster professional competence, critical thinking, cultural and global awareness, civic responsibility, and a commitment to environmental sustainability within the
college community. Graduates are awarded associate degrees, diplomas, and certificates in preparation for careers or for transfer to baccalaureate programs.

With the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*, Central Kentucky Technical College (CKTC) became part of the Kentucky Community and Technical College System (KCTCS). *House Joint Resolution 214* joined Lexington Community College with KCTCS, resulting in consolidation with CKTC to form Bluegrass Community and Technical College in 2005. BCTC is a comprehensive public two-year, degree-granting community and technical college serving primarily the central Kentucky region.

Bluegrass Community and Technical College’s goals focus on:

- Student Access and Success
- Teaching and Learning
- Economic Development
- Community Outreach
- Diversity and Global Awareness
- Technology and Communication
- Assessment and Evaluation
- Student and Customer Service

To fulfill its mission, BCTC has adopted eight Areas of Focus with 30 strategic goals to coincide with the KCTCS goals and has identified eight Institutional (Annual Priorities)

**Areas of Focus and Strategic Goals**

**AREA OF FOCUS: Student Access**
- **Goal #1:** Expand transfer general education and/or technical education where needed including at extended campuses and off-campus sites.
- **Goal #2:** Expand opportunities for non-traditional learners to access postsecondary education (including high school students, adult learners, and seniors).
- **Goal #3:** Develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout the Bluegrass Region.
- **Goal #4:** Expand scholarship opportunities for students.
- **Goal #5:** Expand course offerings and educational delivery in non-traditional ways (such as evening and weekend courses).

**AREA OF FOCUS: Student Success**
- **Goal #6:** Develop programs and services designed to consistently improve retention for all student populations.
- **Goal #7:** Enhance developmental education at all campuses.
- **Goal #8:** Enhance learning support services for all students.
- **Goal #9:** Increase credentials awarded and facilitate student transfer to four-year colleges.
- **Goal #10:** Enhance technological support services for students.

**AREA OF FOCUS: Teaching & Learning**
- **Goal #11:** Promote and support expansion of quality instruction.
- **Goal #12:** Maintain or improve licensure/certification pass rates.
Goal #13: Enhance professional development.
Goal #14: Improve and expand academic facilities.
Goal #15: Enhance technology to improve the quality and delivery of teaching and learning (including distance learning technology).

**AREA OF FOCUS:** Economic Development
- Goal #16: Improve the college’s ability to quickly and efficiently meet the needs of business and industry with specialized and flexible training and program offerings in current and future job growth/high demand areas.
- Goal #17: Increase the number of businesses served and enhance credit enrollment in workforce development courses.
- Goal #18: Develop and expand career pathways in occupational areas.

**AREA OF FOCUS:** Community Outreach
- Goal #19: Establish a comprehensive fund-raising/development program.
- Goal #20: Develop and enhance programs that facilitate and promote entrepreneurship.
- Goal #21: Increase individual and college participation in community service activities to enhance the quality of life in the region.

**AREA OF FOCUS:** Diversity & Global Awareness
- Goal #22: Improve diversity within student, faculty and staff populations.
- Goal #23: Enhance diversity outreach services/programs for students, faculty and staff.
- Goal #24: Internationalize the curriculum and advance international education.
- Goal #25: Develop programs and services designed for an aging population.

**AREA OF FOCUS:** Technology & Communication
- Goal #26: Enhance technology at all campuses (including wireless technology).
- Goal #27: Enhance the usability and utilization of the college web site and develop a college intranet to facilitate better internal communication.
- Goal #28: Integrate a comprehensive marketing strategy across the college.

**AREA OF FOCUS:** Evaluation & Student/Customer Service
- Goal #29: Enhance assessment and evaluation across the college.
- Goal #30: Improve student/customer service across the college.

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### 2008-09 Institutional (Annual) Priorities

<table>
<thead>
<tr>
<th>Proposed Annual Priorities &amp; Objectives for 2008-09</th>
<th>Strategic Plan 2005-2010 Related Areas of Focus &amp; Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment/Reaccreditation</strong></td>
<td>Evaluation &amp; Student/Customer Service</td>
</tr>
<tr>
<td>(Goal 29) Enhance assessment and evaluation across the college.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Finance/Budget</strong></td>
<td>Teaching &amp; Learning</td>
</tr>
<tr>
<td><strong>3. Capital Campaign</strong></td>
<td>(Goal 11): Promote and support expansion of quality instruction.</td>
</tr>
<tr>
<td></td>
<td>Community Outreach</td>
</tr>
<tr>
<td></td>
<td>(Goal 19) Establish a comprehensive fund-raising/development</td>
</tr>
</tbody>
</table>
4. Communication  | **Technology & Communication**  
    (Goal 27) Enhance usability and utilization of college website and develop a college intranet to facilitate better internal communication.

5. Customer Service  | **Economic Development**  
    (Goal 16) Improve the college’s ability to quickly and efficiently meet the needs of business and industry with specialized and flexible training and program offerings in current and future job growth/high demand areas.

6. Enrollment/Retention  | **Student Access**  
    (Goal 3) Develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout the Bluegrass Region.  
    (Goal 6) Develop programs and services designed to consistently improve retention for all student populations.

   **Student Success**  
    (Goal 7) Enhance developmental education at all campuses.

   **Diversity & Global Awareness**  
    (Goal 23) Enhance diversity outreach services/programs for students, faculty and staff.

7. Marketing  | **Community Outreach**  
    (Goal 28) Integrate a comprehensive marketing strategy across the college.

8. Quality Education  | **Student Success**  
    (Goal 8) Enhance learning support services for all students.

   **Teaching & Learning**  
    (Goal 11) Promote and support expansion of quality education.

### 2.0 INSTITUTIONAL ASSESSMENT PROCESS

#### 2.1 ACCESSING WEAVEonline®

Follow the steps below to access program/department assessment data. For more information about assessment or for assistance with
WEAVEonline®, e-mail the WEAVEonline® Administrator at BL_weave@kctcs.edu or contact the Office of Institutional Effectiveness at (859) 246-6567.


   (NOTE: Netscape and older versions of Internet Explorer do not support some of WEAVEonline’s functions and may cause data collection errors. Netscape users should download and install Mozilla or Firefox from http://www.mozilla.com.)

2. Your WEAVEonline® ID is your KCTCS Logon ID (example: JDOE0001). Logon using your KCTCS Logon ID. Your WEAVEonline® password is not the same as your KCTCS password.

   • To obtain your initial WEAVEonline® password
     Enter your ID into the WEAVEonline® ID field, then click on [Reset Password]. WEAVEonline® will use your KCTCS e-mail account to send a randomly assigned password that can be changed. Refer to the steps below on password recommendations and changing your WEAVEonline® password. If you don’t receive an e-mail password within 15 minutes, contact BL_weave@kctcs.edu or the Office of Institutional Effectiveness at (859) 246-6567. If you chose to use your KCTCS password, keep in mind WEAVEonline® will not automatically change when you change your KCTCS password every 90 days. WEAVEonline® and PeopleSoft are not affiliated with one another.

   • Password specs and recommendations

     The maximum character length for a WEAVEonline® password is 20. Any alpha-numeric combination may be used. The only character restriction is the single quote mark.

     Passwords should be at least 6 – 10 characters in length and include one upper case character, one lowercase character, and one numeric character.

   • To change your WEAVEonline® password
Enter your WEAVEonline® ID.

Click the [Change Password] link (located below the login fields).

Enter your current password in the [Current password] field.

Next, enter your new password twice. Click [Change]. A prompt will display letting you know the change was successful.

Your are now able to login with your WEAVEonline® ID and new password.

NOTE: If you do not know your KCTCS Logon ID, this information is available from Outlook. Click on “New Mail Message” and type in your e-mail address in the “To:” box. Place the cursor over your name and right click, then click on “Outlook Properties”, your KCTCS Logon ID is noted in the “Alias” box in the upper right hand corner. If you are not able to logon to WEAVEonline® using your KCTCS Logon ID or if you have questions or other technical problems related to WEAVEonline®, call the Institutional Effectiveness office at 246-6567 or e-mail the WEAVEonline® Administrator at BL_weave@kctcs.edu.

3. After typing in your WEAVE ID and Password, click [Login]
Various roles and access are available to WEAVEonline® users. The majority of the users will be either Entity Reviewers (former designation was “Reader”) or Entity-Writers/Reviewers (former designation was “Data Manager/Writer”). Additional roles have been added: Entity Administrator, External Reviewer, Approver, Group Owner, Curriculum Map Owner, and Data Uploader. Contact the WEAVEonline administrator at 246-6567 for additional information on the new role classifications.

Entity-Writers & Reviewers may enter and edit information on WEAVEonline®, pull status and information reports, and give access to other individuals to their unit’s information.

Entity Reviewers can review all the data pertaining to their units and pull status and information reports.

All users: The tabs at the top of the webpage guide the user through the various functions in WEAVEonline®. Entities available for assessment are shown in black type; other entities are in gray.

[Select Cycle and Entity]
Click on [Select Cycle and Entity] to view BCTC’s Hierarch-EntityTree.
Assessment Year - Select the desired year of assessment by using the drop down box next to Cycle. To select the year of assessment, use the Cycle drop down box.
Program – A specific program can be accessed by using the Show Through drop down box, selecting program OR clicking on the “+” icon next to the appropriate functional unit.
(Note: The program title and assessment year will appear in red at the top of the page.)

[Assessments]
Clicking on the [Assessments] tab provides access to the various assessment fields for the specific program (Mission, Assessment Essentials, Action Plan Tracking, Analysis Questions, Annual Reporting, and Document Repository)

[Reports]
The reports tab shows the various reports available in WEAVEonline®
User Report: Detailed Assessment Reports
Audit Reports
Sort Reports
Annual Reports
Other Reports: Student Learning Outcome Summary

Reports are generated by selecting the cycle (assessment year), the report, and the specific program areas. Then click [Run]

5. Logout - To exit WEAVEonline® at any time, click on the [Logout] button in the upper right corner.

6. Assistance – In the upper right hand corner two links are available; one is the Help link and the other is to e-mail the WEAVEonline® Administrator.

2.2 WEAVEonline® Administrative Modules

Most BCTC employees with access to WEAVEonline® have either Entity-Writer/Reviewer or Entity Reviewer status. All users have the ability to view data, create and view reports, and view Archived cycles. Instructions for each of these functions are provided below. Entity-Writer/Reviewer may enter data and add users.

2.2.1 ALL USERS

1. Select the Reports tab on the top, far right tab to run reports across the programs with which you are affiliated. Select the cycle/year, specific report, program(s) and click [Run].
2. To access archived assessment years, simply click on the appropriate year in the Cycle drop down box, then report, program and [Run].
2.2.2 ENTITY-WRITER/REVIEWER

Annual Plan Coordinators have been entered into WEAVEonline® with Entity-Wr
ter/Reviewer status.

NOTE:
For consistency, when adding new users, please make sure the KCTCS logon ID and WEAVEonline® ID are the same. KCTCS logon IDs are found in the KCTCS Global Address Book available via Outlook.

2.3 ENTERING DATA INTO WEAVEonline®

WEAVEonline® has six main data entry screen:
- Mission
- Outcomes/Objectives
- Measures and Findings
- Action Plan
- Analysis
- Annual Reporting

Once you have entered your department/program’s mission statement, measures and targets, these will automatically roll into the next year’s records. Of course, the findings, action plan, analysis, and annual report will be entered each year as you gather and analyze new data.

We are currently collecting data on the 2008-09 Academic Year.

Program Overview
1. Click on [Select Cycle and Entity] to view BCTC’s Hierarch-
EntityTree.
2. Assessment Year - Select the desired year of assessment by using the drop down box next to Cycle. To select the year of assessment, use the Cycle drop down box.
3. Program – A specific program can be accessed by using the Show Through drop down box, selecting program OR clicking on the “+” icon next to the appropriate functional unit.
   (Note: The program title and assessment year will appear in red at the top of the page.)
2.3.1 MISSION

Each program/department should review their mission statement to ensure alignment with the BCTC mission and goals. BCTC’s mission and goals are located on the College webpage at http://www.bluegrass.kctcs.edu/fa/iesp/strategic_plan.

Every functional unit (Academic Affairs, Information Technology Services, Multicultural Affairs, etc.) and many programs/departments have already developed mission statements, other programs/departments will need to
develop a mission statement, describing their purpose and that is in alignment with BCTC’s mission statement.

The mission statement should describe the purpose (fundamental reason for being) of the program/unit, clearly identify the primary stakeholders of the program, and illustrate how the program/unit connects and contributes to the overall work of the College. If applicable, the mission statement should focus on educational values, major areas of knowledge covered in the curriculum and/or careers or future studies for which graduates are prepared. It should specify the global reason for being, which then requires the accomplishment of goals and objectives. (For additional information on developing a mission statement, refer to Appendix 6.1, Developing a Mission Statement.)

**Mission Data Entry**

1. Select the [Assessment] tab at the top of the page.
2. Select the [Mission/Purpose] on the left side of the page. The page shows:
   a. Current Mission Statement
   b. Established in Cycle – Indicating the assessment year the mission statement was developed.
   c. Entry Status
   d. Last Update
   e. [Edit] – Used to make changes to the mission statement
   f. Approve and Feedback from Reviewer provide the supervisor the opportunity to review/approve the mission and provide feedback to the annual program coordinator.
   g. [Save] – to save any changes to the screen

If a mission statement has already been entered, the statement will appear and the button will read **Edit Mission**. Otherwise, the screen will note no mission statement has been entered. To Edit, click [Edit Mission]

In addition to editing the mission, another box, [Additional Information] provides an area for additional comments about the mission. Click the appropriate **Entry Status (Draft/In Progress or Final)** and **Approved** status (**Yes** or **No**). Then click [Save]. The appropriate supervisor will then have the opportunity to review/approve the mission and provide feedback.
New Mission Statement - Click [Add Mission]. Key in the department/program’s mission statement into the text box (or use the document repository function). Text can be entered directly from the keyboard, cut and pasted from another document, or dropped in from the document repository. Click [Save]. The appropriate supervisor will then have the opportunity to review/approve the mission and provide feedback.

**FORMATTING NOTE:**
When typing directly into a text box (and sometimes when cutting and pasting), formatting details such as paragraph breaks or bolding can be lost. Simple HTML codes can be used to create the desired formatting.

Several Internet resources are available to assist with learning more about using simple HTML code. One easy to read source is Dave Raggett’s Introduction at [www.w3.org/MarkUp/Guide/Overview](http://www.w3.org/MarkUp/Guide/Overview). Specific HTML formatting examples are included in Section 2.3.6 of this document.

Click **Save**. This step must be completed before leaving this screen or any information that has been entered will be lost.
VERY IMPORTANT:
Be sure to SAVE the information you have entered before leaving the screen.
Otherwise, all data entered will be lost.

2.3.2 OBJECTIVES/OUTCOMES
Copy Associations from 2007-08
Clicking on [Copy Associations from 2007-08] provides a roll-over function for all the Outcomes/Objectives and measures from the previous year.

About Outcomes/Objectives

**Outcome** – An outcome is a specific kind of objective that describes a desired end result related to the mission. An outcome statement defines what is expected to happen as a result of activities such as providing orientation and training sessions.

**Objective** – an objective is a statement of intention, describing a task to be accomplished or a goal to be met. A well-formulated objective is
SMART

Specific
Measurable
Achievable
Realistic
Time-bound

The faculty/staff in a program/department/unit identify outcomes/objectives prior to the beginning of the school year. Academic programs will have two types; one to assess student learning and the other for administrative outcomes/objectives. At the end of the school year, based on annual plan results from the previous year, initiatives are established for the next academic year.

The outcomes/objectives should be based on effective delivery of the program/department/unit’s current services using existing resources. At the end of the year, the Annual Plan Coordinator will indicate if the results were achieved, partially achieved, or not achieved.

Outcomes/Objectives Data Entry

New Objective

In the Outcomes/Objectives section, select [Add
Established Cycle – A drop down box displays the current assessment cycle or another cycle can be selected.
Active Through Cycle – Select Keep Active or 2008-09
Condensed Description – Use a descriptive title (limited to 50 characters). This entry box is designed for a short description (50 characters or less) of an outcome. This information may be keyed in or cut and pasted from another document. This is the text that will appear on summary reports and pop-up indexes, so it is important that the short description be clear and distinctive. The short description should begin with a verb. If copying and pasting from another document, be sure to add a verb if one was not previously used.
Description – Below the short title is a text box to enter the Full Description of the outcome. You may key in, cut/paste from another document, or use the document repository
Associations – Designate the appropriate associations
Standards, if applicable
General Education Competencies
Institutional Priorities
Strategic Plan Goals

**Entry Status** – Select Draft/In-progress or Final

Click [Save]

The appropriate supervisor will then have the opportunity to review/approve the objective/outcome and provide feedback.

*(Note: The means of measuring and targeted performance will be entered later from a different screen.)*
Edit Objectives

Select objective by clicking the arrow to the left of the objective. Click [Edit]. Editing is available in the Established Cycle, Active Through Cycle, Condensed Description, and Description areas. (Note: a DELETE option is also available BUT once deleted, it cannot be retrieved).

Student Learning Outcome – Edit with Yes or No response. Associations – [Select] the association requiring editing (General Ed, Institutional Priorities, Strategic Plan Goals, etc.)

Click [Update]

Order of Objectives – To change the order of the objectives, click on [Reorder] then click on the objective and drag it to the desired location.
Note: For additional information on developing student learning outcomes, refer to Section 6.3, *Student Learning Outcomes*.

(Note: Clicking on the term “Strategic Plan,” “General Education” or “Institutional Priorities” will result in the opening of a separate window with a list of the goals, competencies, or priorities.)

To associate outcomes with accreditation or professional standards or another strategic plan click on the text box below *Enter Accreditation/Professional Standards or other Relevant Association*, and key in (or cut and paste) the description of the associated standard or plan.
**2.3.3 MEASURES**

**About Measures**

Measures identify evidence and methods needed to determine whether expected results have been achieved. Measures need not be quantitative, but do need to show performance compared to criteria for success in relation to outcomes/objectives.

Measuring performance for administrative/service areas typically produces evidence on operational/process measures and client feedback on effectiveness, service, and satisfaction. (go to http://www2.acs.ncsu.edu/UPA/assmt/resource for additional information on higher education outcomes and assessments)

Measuring student learning is a special case. The best measures for student learning include direct indicators in which students demonstrate what they know or can do. This category includes evidence such as portfolios of work over time, exhibitions, clinical evaluations, performances, carefully designed course-embedded assessments, and products such as papers or oral presentations. Indirect indicators, in which students or others report on student learning, are less powerful, though they do have a place in creating “an understanding of learning as multidimensional, integrated and revealed in performance over time.” (This excerpt is taken from the American Association for Higher Education’s (AAHE) *Nine Principles of Good Practice for Assessing Student Learning. The full text of the Nine Principles and additional information on direct and indirect assessment methods are available at the BCTC IE webpage at www.bluegrass.kctcs.edu/fa/iesp/assessment.*

**Findings** are the results of the assessment process. Findings provide evidence of achievement versus a target level for each measure used. For Student Learning Outcomes, findings detail how students performed on
the measure; for other outcomes or objectives, findings usually describe performance of the department/program itself on the measure.

Measures and findings should include objective data such as percentages, numbers, or amounts.

WEAVEonline® recognizes the possibility that a measure to collect data may be related to more than one outcome. Although Measures are entered independently from Objectives/Outcomes, each Measure screen includes a box to allow each Measure to be linked to the appropriate Outcome(s).

Add a Measure

To add a measure click on the [Add] in the Measure Section. Select the Source of Evidence or designate Other. Key in a short, Condensed Description (50 character maximum)
Description: Provide a full description of the Measure.
Association to Outcome/Objective – Identify the outcomes/objectives the measure is associated with.
Established Cycle – Use drop down box to select cycle the measure was established in.
Active Through Cycle – Select “Keep Active” or “2008-09”
Entry Status
Click [Save]
The appropriate supervisor will then have the opportunity to review/approve the measure with feedback.
Edit a Measure
Click on the arrow next to the measure to edit.
Clicking on [Edit] will display the various fields in the Measures Section that can be edited.

- Condensed Description
- Full Description
- Association to Outcomes/Objectives
- Established Cycle
- Active Cycle
- Entry Status

After making all of the necessary edits, click [Update]

(Note [DELETE] option is also available BUT once deleted, it cannot be retrieved.)
Program/Department Health Review
Click on [Program/Department Health] Review Measures and Edit as needed (Do not Edit Title)

2.3.4 Achievement Target

After a measure has been saved, a target level of achievement needs to be added.
In the Measures and Findings section, click on [Add Achievement Target]. A text box provides an area to key in, copy & paste from another document, or upload from document repository the target with a brief description.
Using the drop down box, select the Active Through Cycle and the Entry Status.
Click [Save].
If target levels have not been added, add the target level of achievement for each measure.

**Edit Achievement Target**
Click on the [Edit Achievement Target] to edit the target achievement.

**Add Findings**
Click on [Add Findings]
Progress on measure and findings are placed in the text box (keyed in, copied and pasted from another document, or dropped in from document depository).

**Achievement Target** – Indicate whether the measure has been met, partially met, or not met.
**Entry Status** – Select the appropriate entry status (Draft/In Progress or Final)

*(Examples: 95% of programs are compliant; or 80% of respondents indicate agreement.)*
Program/Department Health
Click [Edit Achievement Findings] The Findings has been broken down into the various Program Health Measures. Place findings in the appropriate section of the text box.

(Note: Findings are recorded by specific measure, not by outcome. If a single Measure is used to measure results on more than one Outcome/Objective, be sure to record ALL relevant findings.)

(Example: Clinical Laboratory Technology (CLT) students complete a comprehensive lab practical prior to completing the CLT program. The comprehensive lab practical grading rubric serves as the Measure. The Target is that all students score 4.0 or higher on a 1.0 – 5.0 scale across all elements of the rubric. This Measure in this example is linked to CLT Outcomes that pertain to student retention and critical thinking. As a result, the Findings, should address how student performance on the lab practical impacted both the retention and critical thinking outcomes.)

Terminology Reminder:
Findings = Results/Achieved Outcomes

Measures should have have Findings for the current fiscal year entered into WEAVEonline® by May 15, 2009.

2.3.5 ACTION PLAN

About Action Plans

An action is an organized activity undertaken to help a department/program/unit more effectively achieve its intended Outcomes/Objectives. An Action Plan should be developed whenever a program does not achieve the desired target performance level for an outcome/objective.

Outcomes are tracked to discover where modifications can be made to improve performance. Action Plans refer to the tasks necessary to effect those modifications. Actions to improve performance are often desirable even when Targets are being met. If a Target Level was partially met or not met an Action Plan is required.
(Example: *If students did not meet expectations for oral presentations, the department/program/unit might decide to include more instruction and/or more practice to enhance students’ development of oral presentation skills.*)

**Action Plans** not related to assessment findings may also be included in response to a new opportunity that has arisen during the course of a year.

(Example: *If a benefactor donates specific equipment to a department/program, an action plan could be developed to describe how the donation will be used.*)

**Action Plans** should include suggestions for increasing the likelihood of meeting **Outcomes/Objectives** during the next review cycle and/or suggestions for improving/strengthening a unit whose goals were met. Unmet goals (partially met or not met) or challenges may indicate a need for changes in instruction, services, policies, procedures, etc. **Action Plans** should include an estimated cost, if applicable, and should be listed by order of priority.

**Action Plan Tracking**
Click on **Action Plan Tracking** on the left side menu.
Click on [Add Enhancement Actions]
Click on [Edit Measure/Objective] to connect the action plan to an objective/outcome.

**Status** - Use the drop down box to record current status (**Planned, In Progress, Finished, On Hold**, or **Terminated**)
**Condensed Description** – Provide a condensed description (maximum of 50 characters).
**Description** – Provide a detailed description of the action plan (Key the text in, copy & paste from another document, or use the document repository option).
**Target Date** – Determine the target date
**Target Date Description** – Provide a description of the target date

**Priority** – Use the drop down box and select **High, Medium**, or **Low** Priority

**Responsible Person/Group** – List the person(s) responsible for the Action Plan.
**Additional Resources Needed** – Describe any additional resources needed including a total monetary amount (if applicable) in the **Budget Amount Requested**.

**Established in Cycle** – Use drop down box to select the cycle the Action Plan was established in.

**Active Through Cycle** – Designate it the Action Plan is to be kept active or just maintained in 2008-09

**Entry Status** – Designate if the Action plan is in **Draft/In Progress** or **Final** state.

Click [Save]

---

**Action Plan Tracking**

Provides the ability to monitor all action plans based on their level of progress (Planned, In-Progress, Finished, On-Hold, or Terminated)
2.3.6 ANALYSIS

Achievement Target Summary – Provides a summary of the target achievements.

About Analysis

The **Analysis** section requires integration and interpretation of a program/department’s institutional effectiveness data. **Analysis** is arguably the most important part of the assessment process since this section includes a description of how the findings of the assessment process are being used for improvement.

The **Analysis** section is completed in narrative form and requires analytical thinking. **Analysis** is a reflection on a department/program findings versus the criteria set for success on identified **Outcomes/Objectives**.

The **Analysis** section is composed of four questions and an area for program/department health review to explain what the findings for this year mean and how the results have been or will be used to improve future **Outcomes**.

1. **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**
   In this section discuss:

   (a) how the results of this assessment demonstrate the progress made in improving outcomes or in effectively measuring outcomes, and

   (b) strategies for further improving the department/program’s performance based on assessment results including descriptions of (1) changes or modifications planned for the upcoming year(s) to implement those improvement strategies; and (2) changes or modifications recently made based on this year’s assessment results.

2. **What specifically did your assessments show regarding any outcomes/objectives that will require attention?**
In this section include discussion of any outcomes that were not met (i.e., targets that were “not met” or only “partially met”), why that occurred, and strategies that will be used to improve those outcomes.

3. Has anything occurred in the program/department that needs to be reported to SACS?

4. Response to Program Review
   An area has been designated within the text box for the program/department coordinator, assistant dean (if applicable), Dean (or supervisor), and Vice President.
   Key in your response in the appropriate area of the box.

5. Click [SAVE]
2.3.7 ANNUAL REPORT

Each department/program completes an Annual Report that includes the elements listed below. The data in this section can be exported to a Word document.

2.3.7.1 EXECUTIVE SUMMARY

About the Executive Summary

Include a brief paragraph summarizing the department/program’s most important progress, activities, accomplishments, challenges, or actions. The Executive Summary should reflect that which is most important to the department/program. All departments/programs complete this section.

Executive Summary Data Entry

Key the Executive Summary into the data field.
FORMATTING NOTE:

Remember, HTML code is necessary to format text. Use of HTML code is not required. For those who wish to include simple formatting strategies such as adding line breaks, paragraphs, or lists, the corresponding HTML code is listed below. Examples of HTML code in use are included in the Administrative and Academic Test Programs.

**Start a new line:** type `<BR>` in front of each line of text you want to appear on its own line.

**Start a new paragraph** (also double spaces between paragraphs):
Type `<P>` in front of each paragraph
Type `</P>` after each paragraph

**Create an ordered list:**
Type `<OL>` before the list
2.3.7.2 CONTRIBUTIONS TO THE INSTITUTION’S MISSION

About Contributions to the Institution Mission

Include a brief description of how the department/program contributes to the College Mission.

All programs/departments complete this section
Contributions to the Institution Data Entry

Key the Contributions to the Institution into the data field.

2.3.7.3 Highlights

About Highlights

Include a list of highlights of contributions from the department/program. All programs/departments complete this section. This section should be completed in bulleted (unordered list) format if possible and ordered in descending priority order. Include any new hires.

Highlights Data Entry

Key the Highlights data into the data field.
2.3.7.4 TEACHING ACTIVITIES

About Teaching Activities

Include a description of outstanding or innovative teaching activities employed by the department/program. Academic units should use this section to document the addition of new course offerings or the addition of new/different delivery formats for existing course offerings.

Additional activities should include (as applicable):
- Program capacity for restricted enrollment programs including the total number applying, total number qualified, number admitted, number enrolled, number on waiting list, and program capacity
- Licensure/certification or career Exit Examination results
- WorkKeys results
- Graduate placement for one year (alumni survey conducted one year after graduation)
- Graduate satisfaction (alumni survey conducted one year after graduation)
- Employer satisfaction (survey conducted one year after graduation)
- Number of students obtaining a credential during the review cycle
- Number of students in each major
- Major curricula changes
- New programs/certificates/diplomas
- Technology changes in classrooms
- Teaching collaborations
- Retention efforts and documented successes
- Service-learning or community-based learning outcomes (not sites)
- Student engagement initiatives
- Faculty development activities

Administrative and educational support service units complete only if applicable. All academic units complete this section.

(Example: SPA 201 Intermediate Spanish III is now being offered online.)

(Example: The Learning Resource Center developed an online tutorial to assist students in using the online Library Catalog.)
2.3.7.5 RESEARCH & SCHOLARLY ACTIVITIES

About Research & Scholarly Activities

Include a brief description of any publications and/or presentations made by members of the department/program if applicable.

Research & Scholarly Activities Data Entry

Key the Research & Scholarly Activities data into the data field.

2.3.7.6 PUBLIC/COMMUNITY SERVICE

About Public/Community Service

Include a brief description of Public/Community Service projects completed by the department/program. This does not take the place of the ITES data reporting system used by employees. All departments/programs complete if applicable.

(Example: Institutional Effectiveness, Development, Communications & Marketing, Institutional Research and Professional Development partnered with Mercer in providing requested supplies to troops in Iraq.)

Relationship to Community Service in ITES.

ITES is used to document all community service and professional development activities by each employee. This field represents a brief description of all public/community service projects by each department/program.

Public/Community Service Data Entry

Key the Public/Community Service data into the data field.
2.3.7.7 INTERNATIONAL ACTIVITIES

Include a description of International Activities completed by members of the department/program if applicable.

International Activities Data Entry

Key the International Activities data into the data field.

2.3.7.8 CHALLENGES

About Challenges

Include (in bullet form if possible) a summary of the major Challenges faced by the program/department.

Challenges Data Entry

Key the Challenges data into the data field.

2.3.8 MAPPING

This module is coming soon.

2.4 VIEWING SUMMARIES AND REPORTS

2.4.1 ASSESSMENT REPORTS

Three types of assessment reports are available from WEAVEonline®.

Detailed Assessment Report: contains all of the information that has been entered for a department/unit on all outcomes, including the
summary reports (in a table format) which can be exported to a Word document.

**Audit Reports:** Provides information on the overall status of data, details of data entry, outcomes/objectives in need of measures, measures that need findings, and findings (partially met or not met) that need action plans.

**Sort Reports:** Two options are available: resources requested and Comprehensive Planning (all Action Plans)

**Annual Reports:** Reports for each section of the Annual Report

**Other Reports:** A summary of the Student Learning Outcomes

**To Run a Report**
Click on the **Reports** tab at the top of the page
Select the **Cycle** (year) from the drop down box.
Select the **entity/entitites**
Click [Run]
3.0 UNIT STRATEGIC PLANS
4.0 DOCUMENT REPOSITORY
Document Management

2000-2009 Institutional Effectiveness & Strategic Planning

Content:
Do not store documents in WEAVEonline that contain individually identifiable information. Remove such references before uploading the document.

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2008-2009 Institutional Effectiveness & Strategic Planning

Step 2: Create Associations

Please select the components to associate with your Strategic Plan.

Mission
The Office of Institutional Effectiveness serves to advance the mission of Bluegrass Community and Technical College (BCTC) through ongoing planning, evaluation, and assessment. The Office works closely with College leadership to ensure goals are stated in the 2008-10 Strategic Plan, strategies are not arbitrary, and the results of evaluation and assessment are used to facilitate improvement and resource investment decisions.

Outcomes/Objectives
- 1. Continue to implement and maintain BCTC’s Strategic Plan
- 2. Continue to implement and maintain BCTC’s IE Plan
- 3. Use assessment and results to continuously improve
- 4. Create online and inst. Web-based IE Process
- 5. V4 Data Collection and Outcome/Objective

Measures/PLS/Finances
- 1. Annual plans in WebEO - academic programs
  - Objective #0
  - FTE rule
  - Objective #0
  - FTE rule
  - Website developed and implemented
- 3. Web-Based IE Model
  - Objective #0
  - FTE rule
  - Website developed and implemented
- 4. Institutional Effectiveness Report
  - Objective #0
  - FTE rule
  - Website developed and implemented
- 5. Strategic Plan Reports
  - Objective #0
  - FTE rule
  - Website developed and implemented
- 6. The Key Measures of Success...

Done
5.0 ANNUAL REVIEW CALENDAR

2008-09 Review Cycle

The annual review cycle is aligned with the academic year from August 1, 2008-July 30, 2009.

In the event one of the dates falls on a weekend, the completion date will be the first working day following the set date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2008</td>
<td>All Annual Plans (Mission Statements Outcomes/Objectives, Measures, Targets) in WEAVE</td>
</tr>
<tr>
<td>September-May</td>
<td>Monitor progress (monthly) in WEAVE</td>
</tr>
<tr>
<td>October 15, 2008</td>
<td>Review of Mission,</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 31, 2008</td>
<td>Outcomes/Objectives, Measures and Targets by supervisors</td>
</tr>
<tr>
<td>December 1, 2008</td>
<td>Program/Department Data for Health Review in WEAVE.</td>
</tr>
<tr>
<td></td>
<td>Programs/Departments complete Program Health Reviews <em>(Analysis in WEAVE)</em></td>
</tr>
<tr>
<td></td>
<td>Assistant Deans review Program Health Reviews and comment. <em>(Analysis in WEAVE)</em></td>
</tr>
<tr>
<td>January 16, 2009</td>
<td>Deans/Supervisors review Program/Department Health Reviews with comments in WEAVE. <em>(Analysis in WEAVE)</em></td>
</tr>
<tr>
<td>January 23, 2009</td>
<td>Vice President reviews Program/Department Health and comments in WEAVE <em>(Analysis in WEAVE)</em></td>
</tr>
<tr>
<td>February 1, 2009</td>
<td>Vice Presidents announce Level 2 Program/Department Health Reviews</td>
</tr>
<tr>
<td>March-April, 2009</td>
<td>WEAVE training</td>
</tr>
<tr>
<td>March 13, 2009</td>
<td>Program/Department Coordinators (and assistant deans) respond to Level 2 <em>(Analysis in WEAVE)</em> Review</td>
</tr>
<tr>
<td>April</td>
<td>Strategic Plan Retreat</td>
</tr>
<tr>
<td>May 1, 2009</td>
<td>Vice President Responds to Level 2 Program/Department Health Review <em>(Analysis in WEAVE)</em></td>
</tr>
<tr>
<td>May 25, 2009</td>
<td>Supervisors review all reports and discuss progress with program/department coordinators.</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>The Office of IE reviews 2007-08 summaries and 2008-09 Assessment Plans.</td>
</tr>
<tr>
<td>September, 2009</td>
<td>2008-09 Strategic Plan Progress Report submitted to BCTC leadership.</td>
</tr>
<tr>
<td>September 1, 2009</td>
<td>All Annual Plans (Mission Statements Outcomes/Objectives, Measures, Targets ) in WEAVE</td>
</tr>
</tbody>
</table>
6.0 RESPONSIBILITIES

6.1 FACULTY/STAFF
All faculty/staff in an assigned assessment planning unit (department/program) should participate in identifying the program/department’s Mission Statement, Outcomes/Objectives, and Measures; collecting data to document findings as applicable; develop Action Plans as needed; and in using the results for improvement. All faculty/staff in an assigned assessment planning unit should also review the unit’s Annual Report.

6.2 Annual Plan Coordinators
Annual Plan Coordinators are responsible for engaging in ongoing data collection and for maintaining and completing the Assessment Plan, Annual Report, and Analysis, as applicable. Action Plans are to be developed for any measures partially met or not met.

6.3 Supervisors
Review the Program/Department Health of their programs/departments.

Review the mission, outcomes/objectives, measures, targets, documenting review/approval.

6.4 Vice Presidents
Provide comments on Program/Department Health Reviews all Reports, Assessment Plans and Student Learning Outcomes in Academic Affairs.

6.5 Office of Institutional Research
The Office of Institutional Research provides data and support as needed.

6.6 Office of Institutional Effectiveness
Inputs data for Program Health Review (from Institutional Research)
The Office of Institutional Effectiveness provides training and assistance in developing and improving assessment plans. The Office distributes annual findings to BCTC leadership and makes recommendations to foster excellence based on the mission of BCTC.

Provides a summary of the annual plans to College Leadership

6.7 Vice President for Finance and Administration
The Vice President reviews financial resources documented in the assessment plans as they relate to the College budget.

6.8 President/CEO
The President/CEO makes the final decisions regarding major program/unit changes.

7.0 OPERATIONAL DEFINITIONS

Currently “under construction” but will be available on the IE webpage.
8.0  APPENDIX

8.1  Developing a Mission Statement

An organization's mission should provide a general description of its fundamental reason for being--the core purpose--and the functional role the organization plays in its environment. It should be brief, clear, and broad enough to allow flexibility in implementation. It should specify the global reason for being, which then requires the accomplishment of many goals and objectives.

Four basic elements of a mission:

*What* – Core purpose or function

*Why* – Purpose, role of unit

*How* – Activities

*Who* – Customers, clients

**Criteria for Writing an Effective Mission**

1. Clear and understandable to everyone
2. Brief enough for most people to keep in mind
3. Clearly specifies what "business" the organization is in
4. Broad enough to allow flexibility but maintains focus
5. A means by which managers and others can make decisions
6. Reflects the values, beliefs, philosophy, and culture of the organization
7. Serves as an energy source and rallying point for the organization
8.2 Student Learning Outcomes

Student Learning Outcomes

What are student learning outcomes?
Student learning outcomes define, usually through program/course objectives or goals, what the student should know (or demonstrate) upon completion of the program/course. The student learning outcome objective/goal begins with an action verb indicating the level of learning (behavior, knowledge, or attitude).

Student learning outcomes are:
- Measurable
- Observable
- Achievable (within a designated timeframe)

Why do we need to assess student learning outcomes?
1. To provide excellence in teaching and learning, as stated in our college mission, assessment is used to improve the quality of student learning at BCTC. It is not a one-time activity, but is an ongoing, continuous process.
2. SACS Principles of Accreditation (Comprehensive Standard 3.3.1)
   The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

How do I write SLOs?
Each SLO statement should start with a measurable action verb. (Bloom’s Classification of Cognitive Skills is a useful tool for choosing action verbs).
A helpful starting phrase-
After completion of this program/course, the student will be able to....
   Identify.......   Assess....   Describe....

How do I assess student learning?
Assessment of student learning is categorized as direct or indirect measures.

Direct measures of student learning are formal assessments based on samples or products of student’s work.
• Tests (pre-/post, course-embedded, standardized, oral
• Laboratory skill test
• Projects
• Case studies
• Debates
• Direct Observation
• Certification or Licensure Exams
• Portfolios

Indirect measures of student learning reflect student’s (or employer’s) perception of what they have learned.
• Surveys (student, alumni, employer)
• Self-reports
• Focus groups
• Student Evaluation of Teaching
• Course Grade
• Job Placement
• Advisory Committee
8.3 Steps in Developing a Program Assessment Plan

1. Develop/revise program mission statement.
2. Develop student learning outcomes (and measures to assess them).
3. Develop program (administrative) objectives/goals and (measures to assess them).
4. Assess and evaluate information obtained from measures.
5. Communicate findings.
6. Develop follow-up based on findings.
8.4 WEAVEonline® 4.0 Upgrade

- WEAVE Administrators have more control
- Greater flexibility in set-ups (Analysis Questions, Annual Report Sections, and sub-levels of General education)
  - Annual Reporting – Number and wording of Annual Report sections set by institution
- Document Repository
  - To show evidence
  - Assignments, rubrics, spreadsheets, syllabi, etc.
  - Similar to attaching a document to an email
    - Upload document
    - Single click associations
  - Mission, Achievement targets, Findings, Action Plans, Analysis questions, and/or Annual Report
- Better tie-in to budget
- Functional Unit Strategic Plan Option
- Enhanced support for professional and programmatic accreditation (SACS, AAMA, KBN, etc.)
- Top Tab Access to major areas (Admin Tools, Select Cycle and Entity, Assessments, Reports, mapping)
- More Curriculum Mapping Options
- Approval/Review option
- Goals Option
- Source of Evidence (direct and indirect)
- Editing log option
- Expanded roles
- Editing Features
  - “Established in Cycle” – “Active through cycle”
  - “Created” and “Last Updated”
- New levels of association, alignment checkbox options
- Hierarchy-tree single page
- Standard Groups
- News items can be set up in advance
- Powerful Delete option
8.5 Typical Sequence Guide for 4.0
Typical Sequence Guide: Mission to Measures

1) After login, check out anything new on the announcements page.

2) Select one of the programs or other entities to which you have tailored access.
3) **Begin the Assessments section by entering the purpose of your program.** (Note the left Assessments menu, which will lead you through the assessment process.)

![Image of WEAVEonline assessment management system](image)

4) **When you are ready, move on to Assessment Essentials,** which takes you one step at a time through the steps of developing and entering the core data for your assessment plan.

![Image of WEAVEonline assessment Essentials](image)

5) **With simple, consistent fields that are used throughout, your data entry is “user-friendly.”**

![Image of WEAVEonline assessment field](image)
6) In addition, when you enter an outcome/objective, take advantage of associating what you are doing in your program with larger institutional perspectives and priorities and with external requirements. (Your institution may opt to use one or more of the selections shown.) It’s easy to just check from the lists provided.

7) If you want to show documentation for anything you’re doing, it’s easy to store an item and even have the link show at the point of reference.
8) From the “source of evidence” list, gain ideas of possible measures for your outcomes. From the list of Outcomes/Objectives, select those that the measure gauges. Note: there is no repetitive entering of information; it’s easy and intuitive.

9) Once you have created a measure-outcome association, enter an achievement target you believe students should be able to reach if your program is effective. (One option is for your first target to be the establishment of a baseline for future comparisons.)

10) Later on, return to add your assessment results (Findings), plan any actions, answer analysis questions, annual report prompts, and run reports.
8.6 Program Review

The Program Health Review is a systematic process for evaluating the vitality, currency, effectiveness, and efficiency of all programs/departments while providing impetus for developing action plans to effect continuous program improvement. As a vehicle for proactive response, the program/department health review process allows faculty, staff, and college leadership to:

- See trends as they evolve
- Identify strengths and weaknesses in curriculum and services
- Compare the program’s stated goals with real outcomes (as reported by employers, graduates, and other stakeholders)
- Compare the program’s outcomes with the desired institutional outcomes
- Develop action plans to correct potential areas of weakness before the situation worsens

In WEAVEonline (Academic)
Outcome/Objective: Improve program/department
Measure: Program Health
M1: Student Satisfaction – Using the exit and alumni surveys, determine the number of AAS graduates satisfied with the quality of their education.
M2: (Text) with target
Findings: M1: (Text)
M2: (Text)
Achievable Target: Program/Department Review (Level 1) – No further action.

In WEAVEonline (Academic Support)
Outcome/Objective: Improve program/department
Measure: Program Health
M1: (Text) with target
M2: (Text) with target
Findings: M1: (Text)
M2: (Text)
Achievable Target: Program/Department Review (Level 1) – No further action.