Key findings regarding assessment on campus:

- Significant strides have been made across the institution in the development of outcomes and measures and the collection of assessment data.
- For example, there is now an approved assessment plan for Liberal Education, along with rubrics for measuring student attainment of learning outcomes. In addition, all departments within Student Development and Enrollment have mission statements and outcomes identified, and many programs have entered assessment findings into TaskStream. Finance and Administration is work with the Education Advisory Board to implement a NSSE-like tool to assess constituent satisfaction of services from departments in the division.
- Particularly in Academic Affairs and Student Development and Enrollment, TaskStream has become a useful tool for organizing and storing assessment information.
- Plans are in place to share information next fall on the most recent administration of campus-wide assessments (e.g. NSSE, Noel-Levitz, Proficiency Profile)

Gaps

University planning
The draft process for University planning seems to currently have limited connection with assessment. The connection between assessment and planning is something the committee hopes will become more explicit as this process is further vetted.

Connecting assessment and resource allocation
As noted above, a number of programs and departments across campus have made significant strides in assessment. However, this progress is uneven across campus, and it is important to tie assessment to budgeting and resources. Further work should take place to ensure that this connection is made, to ensure that programs understand the value and importance of completing assessment work.

The role of leadership in assessment
Leaders at all levels play an important role in assessment processes. This would include Vice Presidents, Deans, and Directors. It is critical that these leaders emphasize the value of assessment, and work regularly with faculty, staff, and others to ensure that everyone understands the critical role that assessment plays at the University.
Expanding the formal assessment process

In all divisions, there are programs that do an outstanding job of collecting information and using that information to improve their programs. However, it is now time to make sure that all programs and divisions are part of this formal assessment process. For example, in Academic Affairs, offices outside the academic programs should become part of the formal assessment process.

Information sharing
Processes should be put in place to share information across and between divisions. The resource area in TaskStream, for example, could become a place for depositing documents that would have value for all programs. In addition, we should look at opening TaskStream workspaces of programs up across campus so that people can see what others are doing, and how that might address a problem or concern in another area. There may also be opportunities for shared presentations or other means of sharing information.