

**Assessment Strategic Plan
2022-2026**

Goal 1. Provide quality training to those new to the Weave reporting software.

Rationale: Weave requires some guidance to understand its structure and function. Weave software developers also change the look and functionality of the software surprisingly often. Users need basic hands-on training and ongoing support.

Strategies

1. Assessment director will hold multiple training sessions in computer labs across campus in the early fall of each academic year.
2. Assessment director will reach out individually to Weave reporters to be sure they know who to contact in case of problems, and that the assessment director's job is to help them understand both assessment as a process and the software used to report assessment activities.
3. Assessment director will keep training materials up to date on the assessment website.

Goal 2. Provide feedback to Student Affairs departments on their assessment.

Rationale: Student Affairs departments do not use Weave reporting software. Instead, they use a format unique to that division. Regardless of the reporting method, they use standard assessment techniques and produce annual reports. Feedback is critical.

Strategies

1. Assessment director will reach out to the Associate Dean for Student Affairs to obtain information about the assessment reporting schedule for Student Affairs.
2. Assessment director will review annual reports for completeness.
3. Assessment director will reward departments doing outstanding assessment.

Goal 3. Hold informal assessment gathering each fall to introduce new faculty members to assessment.

Rationale: Many new faculty members are brand new PhDs with no assessment experience. By holding an assessment themed event in a comfortable setting, the assessment director can introduce the idea of assessment to those who will have to participate in its practice in a friendly, informal way.

Strategies

1. Hold an informal event in September at the Alumni House. Provide food and beverages, allow time for networking, and do a short presentation about what assessment is, why it is important, and assure them that help is available.

Goal 4. Survey faculty and Student Affairs staff to determine what sort of feedback they would like to see from the Director of Assessment.

Rationale: The assessment director often hears that departments and individuals would like more feedback about assessment reporting. The assessment director is unsure of the type of feedback they would like to receive. Informal polling of the assessment committee has not yielded strong preferences.

Strategies

1. Prepare a survey in Qualtrics.
2. Administer the survey to department chairs and assessment reporters (often not the same person).
3. Develop strategies for providing feedback based on results of the survey.

Goal 5. Hire a second person in the Office of Assessment.

Rationale: The Director of Assessment was intended to be a half-time position. The current Director of Assessment is the Assistant to the Senior Vice Chancellor for Academic Affairs (SVCAA), and has a broad and demanding portfolio that includes not only assessment, but also accreditation as the accreditation liaison to the Higher Learning Commission, Academic Program Reviews (APRs) for both academic and Student Affairs programs, and the university's Experiential Learning program.

Strategies

1. Assessment director will petition the SVCAA for a second staff line. This person could be a new half-time employee or a faculty member with 6 hours of reassigned time each semester to dedicate to assessment.
2. Assessment director will put together a job description for this staff line.

Goal 6. Utilize members of the Assessment Committee to help review assessment reports.

Rationale: The assessment director does not have enough time to thoroughly review each program's assessment reports each year and provide detailed feedback, and this is a major weakness of the office.

Strategies

1. Assessment director will train members of the Assessment Committee regarding what constitutes good and bad assessment reporting, and how to provide feedback and suggestions to departments.

2. Assessment director will assign each member of the Assessment Committee to review 10 programs' assessment reports each year, prepare feedback to departments and programs, and coach programs to improve assessment efforts.

Goal 7. Work more closely with departments throughout the year as they gather assessment data and hold conversations about data and improvement strategies.

Rationale: Many faculty only think about assessment once per year. Continuous improvement is the reason for assessment, so faculty members should discuss assessment results and ways to improve their courses and programs more often.

Strategies

1. Assessment director will reach out to departments asking to be a part of discussions of assessment data and strategies for improvement.
2. Assessment director will attend faculty meetings where assessment results are being discussed.

Goal 8. Each department will have an updated Curriculum Map to assure that they are addressing all of their programmatic goals and objectives within the required curriculum.

Rationale: The last time this was done was in 2013. Curriculum changes a great deal over a period of 9 years, and each program needs to go through this exercise to be sure that its objectives and curriculum are still in alignment.

Strategies

1. Develop training materials for constructing a curriculum map.
2. Hold multiple workshops to walk departments through the process of constructing a curriculum map.
3. Utilize the Assessment Committee to review curriculum maps for all academic programs.
4. Store curriculum maps in Weave software.

Goal 9. Improve Office of Assessment relationship with Student Affairs

Rationale: The assessment director has not been in consistent contact with the Associate Dean for Student Affairs in matters related to assessment. To ensure quality assessment across the Student Affairs division the assessment director needs to revive those relationships and become more involved in training and feedback for assessment efforts in Student Affairs.

Strategies

1. Assessment director will meet regularly with leaders in Student Affairs to discuss assessment strategies, instruments, results, and reporting.
2. Assessment director will assure that at least two members of Student Affairs are always on the Assessment Committee.

Goal 10. Find ways to reward faculty and Student Affairs personnel for excellence in assessment.

Rationale: Often, assessment is seen as a large and unappreciated chore. Rewarding those who do excellent assessment in a timely fashion may make faculty and staff feel more appreciated.

Strategies

1. Office of Assessment will bring back the assessment awards, including an appreciation luncheon.
2. Assessment director will talk to the SVCASA about budget for this event.