

faculty and staff involved in assessment planning have learned the basic parameters for this measure during the base year, met the base year standard, and can now expand upon those lessons and report even more assessment based assumptions in upcoming years.

**Priority:** Medium

**Target Date:** 06/2010

Increase the number of assessment based planning assumptions from 5 academic and 5 support services assumptions to 10 academic and 10 support services assumptions for the year 2009-2010.

**Responsible Person/Group:** Planning Unit Leaders; Assessment Coordinators; Assessment Ambassadors; Planning Council; Director of Institutional Effectiveness and Assessment; Executive Council and President.

**Additional Resources Needed:** No Additional Resources required.

**Budget Amount Requested:** \$0

## Analysis Answers

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### What were the strengths of your assessment process?

The assessment process allowed us to create an Annual Planning Cycle that incorporated the major linkages of Strategic Planning, Assessment Planning, and the budgeting process. It also demonstrated to us some areas for improvement within the planning cycle and highlighted for us some calendar adjustments that were necessary to ensure an orderly strategic planning process, without overlapping of work efforts. The real strength was an opportunity to critical view the overall process looking for bottlenecks and other obstacles that could be addressed and resolved prior to moving to another strategic planning year.

### What were the weaknesses of your assessment process?

Only two major weaknesses became evident to us as we went through this 2008-09 assessment year. First, learning the new WEAVEonline Assessment Management System was very time-consuming and required numerous faculty-staff training sessions and took valuable time that could have been used to expand to additional outcomes. But, that weakness was overcome with the establishment of the Ambassadors of Assessment "team structure" that provided a train-the-trainer approach to learning the mechanics of the software. The second weakness was not fully understanding the mechanics of designing "good" achievement targets and thinking about how they would be measured and documented near the end of the assessment cycle. This resulted in having to create the rubric and metrics a little late in the assessment cycle and will not be repeated in upcoming years. As our division develops our new year assessment achievement targets, we will also be simultaneously creating our rubrics and metrics that will allow a more orderly collection of the data during the assessment year.

### What was learned as a result of your assessment process?

That assessment, while time-consuming is a very valuable process for the students, the faculty and the staff. Assessment allows for continuous quality improvement activities, throughout the academic year, resulting in improved (and measurable) services to our students and local businesses/community. Assessment also greatly increased the collaboration between departments of the campus that very seldom ever collaborated on student related progress issues prior to implementation of our assessment processes. We are glad to see the increase

communication, hallway discussions, and meeting discussions all geared at finding new and exciting things we can do as an educational community to enhanced student learning outcomes. Assessment has proven to one of the most valuable processes at our institution.

### **How will what was learned impact the direction and emphasis of your academic or support unit?**

Our assessment unit will spend more time in the development of outcomes and development of rubrics and metrics early on in the assessment cycle for all future assessment periods. We have learned the value in spending more time carefully developing our intended outcomes, measures, and achievement targets early in the process to assist us later in the assessment cycle when we are reporting our findings and developing our action plans. The knowledge we have gained on the mechanics of the WEAVEonline Management System will be very valuable to us in future assessment cycles and we now have core of experienced WEAVEonline users that train new faculty-staff, as they arrive to the organization. We will continue to move forward with even better assessment plans in the upcoming years building upon lessons learned from previous assessment cycles.

## **Annual Reports**

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### **End Of Year Reports (VPs, AVPs, Deans)**

The End-of-Year Report from the Strategic Plan for the Office of Institutional Effectiveness and Assessment has been added to the document repository. This end-of-year report supplements our assessment outcomes, measures, findings and achievement targets by identifying many other goals and objectives the Office of IEA met, failed to meet, or exceeded during the course of the assessment cycle. This supplement to the assessment plan provides additional assessment documentation in areas other than the three major outcomes identified in our assessment plan. The end-of-year report can be viewed from the document repository.

**Document:**

[Draft - Pending Survey Result Data - IEA Office End of Year Report for 2008-09](#)