

# Eastern Kentucky University Assessment Committee

## **Mission**

To encourage and facilitate good assessment practices by engaging the campus community in an on-going dialogue regarding the value of assessment-driven continuous improvement and the processes by which assessment may serve to promote our effectiveness as an institution.

## **Major Goals**

1. Foster a university-wide culture of assessment.
2. To design and monitor a comprehensive assessment plan for the university, including a specific, long-range plan for collecting university-wide assessment data.
3. To collect, review, and interpret university-wide assessment results of the General Education Program and the 2003-2006 EKU Strategic Plan and to refer those results for additional analysis and decision making to the appropriate organizational units.
4. To develop and recommend standards by which unit-specific assessment activities should be evaluated.
5. To identify and communicate best assessment practices within our campus community so that we may learn from one another.
6. To continually review campus assessment processes as a whole and to make recommendations for improvement as needed.
7. Offer and award Assessment Grants to the campus community on an annual basis.

## **Definition**

At EKU, we define *assessment* as the application of qualitative and quantitative measures and methods to evaluate student learning processes, learning outcomes, the campus environment, and services to each of our constituents so that we can continuously strive to make Eastern Kentucky University an engaging place to learn and to work.

## **Key Factors**

In order for our university's assessment activities to be effective:

- Assessment must be seen as a core, driving process in our pursuit of excellence as an institution.
- Recognition of the value of high quality assessment and commitment to achieving it must be present across all levels and areas of the university.
- Assessment efforts and processes must receive strong leadership and support from administrators at all levels. Assessment cannot be committee driven. Good assessment must become a core value of the institution and be a high priority and expectation of our organization's leaders.
- Adoption of specific assessment activities within university units should utilize the ideas and talents of faculty and staff.
- Appropriate resources must be provided in terms of expertise, time, and money to promote assessment activities – both for centralized, university-wide activities and unit-specific assessment efforts.