2016-2017 Assessment Cycle Graduate School

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
The Graduate School at the University of Louisiana at Lafayette is concerned with the recruitment, admission, and graduation of high-quality graduate students from a diversity of academic, national, and disciplinary backgrounds. In striving for the highest levels of student support, both through application counseling and processing and professional development and retention-based programming, the Graduate School aims to equip students with the tools necessary to make an impact in their disciplines, professions, and spheres of influence and interaction. Thus, our goal is complete student professional development in academic, professional, and practitioner-based fields with students who can readily meet the challenges of the ever-changing world in front of them.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	To increase overall graduate student enrollment.	
Legends	OO - Outcome/Objective (administrative units);	
Standards/Outcomes		
	Identifier	**Description**

	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
	Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university
	Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Enrollment Data (Other)	A comparison will be made of the total number of graduate students enrolled at UL Lafayette by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if Graduate School headcount enrollment (as of the 14th class day) increases by 3% or more.	

Goal/Objective	Increase the number of completed applications submitted to the Graduate School (comparison of current fall semester to previous fall semester).
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

	Identifier	**Description**
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Graduate Acceptance	A comparison will be made of the total number of graduate school applications completed by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the number of completed (admit + denied) applications as of the 14th day of classes.	

Goal/Objective	Increase the yield of newly admitted graduate students, with yield representing the percentage of newly admitted students who enroll for classes. We'll make a comparison of the current fall semester yield to the previous fall semester yield.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university

Assessment Measures	

Assessment Measure	Criterion	Attachments
Indirect - Increased Graduate Student Enrollment (Other)	A comparison will be made of the yield percentage of admitted graduate school applicants that enrolled by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the yield percentage of admitted applicants as of the 14th day of classes.	

Goal/Objective	Decrease the time it takes from initial application to an application decision so as to push out admits and denials quickly to applicants.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Graduate Acceptance	Using advanced applications reports now available through the Banner system, we'll establish baseline data on the average time it takes for an application to transition from "received" to "decision."	

Goal/Objective	Increase the number of relevant, regular professional development and retention-based programming for graduate students to aid in career readiness and degree completion.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.
Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Professional Development Programming (Other)	Using the past year's list of programming, we'll determine which events and workshops work best and appeal the most to students to determine where and how increases/improvements can be made.	

Goal/Objective	Increase the diversity of graduate programs represented at professional development and retention-based programming, including providing programming content for those non-traditional or distance-based programs.
Legends	OO - Outcome/Objective (administrative units);

Standards/Outcomes		
	Identifier	**Description**
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
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Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Indirect - Professional Development Programming (Other)	Using the past year's list of programming coupled with registration and attendance sheets, we'll determine which programs are represented poorly at Graduate School programming, following up with concerted efforts to get those students to attend. Doing so will ensure a more comprehensive effort in providing professional development opportunities to all students.	

Goal/Objective	Decrease the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process.
Legends	OO - Outcome/Objective (administrative units);

Standards/Outcomes		
	Identifier	**Description**
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**

	Indirect - Thesis/Dissertation/Synthesis Project Editing Process (Other)	A comparison will be made of the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process from the current Fall semester compared to the beginning of electronic editing through Moodle, with success being defined as an average lower than 5 rounds.	

Goal/Objective	Decrease the percentage of graduate students that stop-out or drop-out before finishing with the intended degree.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
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Assessment Measures	

Assessment Measure	**Criterion**	**Attachments**
Indirect - Survey - students	Using newly-created advising reports along with completion surveys sent to graduating master's and doctoral students, we'll identity baseline data regarding the primary factors that lead to student retention, completion, and attrition. With that data we'll aim in future cycles to address all three student life cycle statuses (those retained, those completed, and those lost).	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for To increase overall graduate student enrollment.

Goal/Objective	To increase overall graduate student enrollment.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university
Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students

Assessment Measures

Assessment Measure	Criterion
Indirect - Enrollment Data (Other)	A comparison will be made of the total number of graduate students enrolled at UL Lafayette by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if Graduate School headcount enrollment (as of the 14th class day) increases by 3% or more.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Enrollment Data (Other)	Has the criterion A comparison will be made of the total number of graduate students enrolled at UL Lafayette by the year-to-date 14th	Enrollment in Fall 2016 was 1,521, a 7.1% decrease from the Fall 2015, Graduate School record of 1,638. such a drop in enrollment	Fall_2016_Graduate_School_Distribution.pdf	

		day of class numbers for the Fall semesters under review. Success will be defined if Graduate School headcount enrollment (as of the 14th class day) increases by 3% or more. been met yet? Not met	could have occurred for a number of reasons, though dips in the economy as well as the unexpected flooding in August 2016 no doubt affected our final numbers. Changes in SEVIS regulations affected international student enrollment as well.		

Assessment List Findings for the Assessment Measure level for Increase the number of completed applications submitted to the Graduate School (comparison of current fall semester to previous fall semester).

Goal/Objective	Increase the number of completed applications submitted to the Graduate School (comparison of current fall semester to previous fall semester).
Legends	OO - Outcome/Objective (administrative units);
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Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).

Assessment Measures	

Assessment Measure	Criterion
Indirect - Graduate Acceptance	A comparison will be made of the total number of graduate school applications completed by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the number of completed (admit + denied) applications as of the 14th day of classes.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Indirect - Graduate Acceptance	Has the criterion A comparison will be made of the total number of graduate school applications completed by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the number of completed (admit + denied) applications as of the 14th day of classes. been met yet? Not met	In Fall 2016, the Graduate School received 1,747 graduate applications with the number of completed apps(admit+denied) totaling 896. In the Fall 2015 semester, the Graduate School received 2,191 graduate applications with the number of completed apps (admit+denied) totaling 1,369. This change represents a 35%decrease in the number of completed apps. Reasoning may also be tied to concerns over economy. I will note, however, that the percentage of admitted students from total completed apps did increase from 41% in Fall 2015 to 43% in Fall 2016. So while our total numbers decreased our percentage raised.		

Assessment List Findings for the Assessment Measure level for Increase the yield of newly admitted graduate students, with yield representing the percentage of newly admitted students who enroll for classes. We'll make a comparison of the current fall semester yield to the previous fall semester yield.

Goal/Objective	Increase the yield of newly admitted graduate students, with yield representing the percentage of newly admitted students who enroll for classes. We'll make a comparison of the current fall semester yield to the previous fall semester yield.
Legends	OO - Outcome/Objective (administrative units);
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Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).

	Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university

Assessment Measures	

Assessment Measure	Criterion
Indirect - Increased Graduate Student Enrollment (Other)	A comparison will be made of the yield percentage of admitted graduate school applicants that enrolled by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the yield percentage of admitted applicants as of the 14th day of classes.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Increased Graduate Student Enrollment (Other)	Has the criterion A comparison will be made of the yield percentage of admitted graduate school applicants that enrolled by the year-to-date 14th day of class numbers for the Fall semesters under review. Success will be defined if a 3% or more increase is observed in the yield percentage of admitted applicants as of the 14th day of classes. been met yet? Met	In the Fall 2016 semester, 373 of the 648 admitted graduate students enrolled for classes and thus, were yielded. As a percentage, 58% of admitted students for Fall 2016 enrolled. In the Fall 2015 semester, 498 of the 909 admitted graduate students enrolled for classes, and thus were yielded. As a percentage, 55% of admitted students for Fall 2015 enrolled.From year to date then, the Graduate School witnessed a 3% increase in new application yield.		

Assessment List Findings for the Assessment Measure level for Decrease the time it takes from initial application to an application decision so as to push out admits and denials quickly to applicants.

Goal/Objective	Decrease the time it takes from initial application to an application decision so as to push out admits and denials quickly to applicants.
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Assessment Measures	

Assessment Measure	**Criterion**
Indirect - Graduate Acceptance	Using advanced applications reports now available through the Banner system, we'll establish baseline data on the average time it takes for an application to transition from "received" to "decision."

Assessment Findings	

Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Indirect - Graduate Acceptance	Has the criterion Using advanced applications reports now available through the Banner system, we'll establish baseline data on the average time it takes for an application to transition from "received" to "decision." been met yet? Met	Banner's increased functionality for reporting has allowed us to determine year-to-date from FA2014-2017 how long an application takes to make it from Received to Pending to Department to Decision. The minimum, maximum, and average time for each stage of the application process is now available, though the report is being fine tuned. With this report, the Graduate School will be able to better tell where applications are being held up in the process and how		

		we can speed things along. With faster decisions, we have greater chances of yielding new applicants.		

Assessment List Findings for the Assessment Measure level for Increase the number of relevant, regular professional development and retention-based programming for graduate students to aid in career readiness and degree completion.

Goal/Objective	Increase the number of relevant, regular professional development and retention-based programming for graduate students to aid in career readiness and degree completion.
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Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students

Assessment Measures	

Assessment Measure	Criterion
Indirect - Professional Development Programming (Other)	Using the past year's list of programming, we'll determine which events and workshops work best and appeal the most to students to determine where and how increases/improvements can be made.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Professional Development	Has the criterion Using the past year's list of programming, we'll determine which events	Reviewing the workshops that we offered in the past year, we can		

		Programming (Other)	and workshops work best and appeal the most to students to determine where and how increases/improvements can be made. been met yet? Met	see which topics do not attract as many students, we're taking care moving forward that we offer relevant, interesting programming. We started to ask for feedback for some of our workshops, though we have not been able to glean too much from such feedback, either because we don't have enough participants or we were inconsistent with our request for feedback. A good indicator though about the usefulness of programming is attendance at events. In the Spring 2017 semester, we saw a somewhat decreased attendance at events, but we feel this could be due to the topics being offered. We also brought in a group of guest speakers to speak to students in April and the event was poorly attended, letting us know that the method of delivery for those speakers (interactive theater) was not interesting or appealing to graduate students. We		

			also spent significant time and effort on Teaching Hour workshops, designed to appeal to faculty,instructors , and graduate students. While we did ok in attendance, we were ultimately speaking more with faculty and staff and not graduate students. Thus, our purpose in starting the Teaching Hour fell a little short of the mark, or at least we hit a target different than what we intended. Fall 2016 worked better in terms of programming and offerings as the Lunch & Learn workshops were very research focused, dealing with research questions and sources of external funding. We also saw a lot of success with a workshop on time management, an essential skill for successful graduate students. We're using the success and failures of our 2016-2017 workshops to inform our planning for this next academic year. As a result,		

			we consider this goal to have been met as we're using data and results to direct decisions.		

Assessment List Findings for the Assessment Measure level for Increase the diversity of graduate programs represented at professional development and retention-based programming, including providing programming content for those non-traditional or distance-based programs.

Goal/Objective	Increase the diversity of graduate programs represented at professional development and retention-based programming, including providing programming content for those non-traditional or distance-based programs.
Legends	OO - Outcome/Objective (administrative units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
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Assessment Measures	

Assessment Measure	Criterion
Indirect - Professional Development Programming (Other)	Using the past year's list of programming coupled with registration and attendance sheets, we'll determine which programs are represented poorly at Graduate School programming, following up with concerted efforts to get those students to attend. Doing so will ensure a more comprehensive effort in providing professional development opportunities to all students.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

		Indirect - Professional Development Programming (Other)	Has the criterion Using the past year's list of programming coupled with registration and attendance sheets, we'll determine which programs are represented poorly at Graduate School programming, following up with concerted efforts to get those students to attend. Doing so will ensure a more comprehensive effort in providing professional development opportunities to all students. been met yet? Met	Building off of the previous goal on workshop offerings, we do notice many of the same programs and students participating in our professional development workshops.Now, attendance at events does depend on time offered and the location and availability of students, as well as the topic being discussed. So we understand that not all events will appeal to everyone. But we are trying to offer more events that would appeal to as many students as possible. One of the ways that we're reaching new students is through the James Jackson Community of Scholars, a support group for underrepresented and minority students. The goal here is to have an additional source of professional development workshops and programming that promotes inclusiveness for all types of students, faculty, and staff. We will continue to evaluate our topics and offerings to make sure we're appealing to as many students as possible while also utilizing different mediums to reach as		

			many students as we can.		

Assessment List Findings for the Assessment Measure level for Decrease the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process.

Goal/Objective	Decrease the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process.
Legends	OO - Outcome/Objective (administrative units);
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Identifier	Description
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
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Assessment Measures

Assessment Measure	Criterion
Indirect - Thesis/Dissertation/Synthesis Project Editing Process (Other)	A comparison will be made of the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process from the current Fall semester compared to the beginning of electronic editing through Moodle, with success being defined as an average lower than 5 rounds.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Thesis/Dissertation/Synthesis Project Editing Process (Other)	Has the criterion A comparison will be made of the average number of drafts being submitted during the thesis/dissertation/synthesis project editing process from the current Fall semester compared to the beginning of electronic editing through Moodle, with success being defined as an average lower than 5 rounds.	This goal has absolutely been met. Starting in 2013, the Graduate School began premiliaryuse of Moodle to edit theses and dissertations in situations where a		

		been met yet? Met	student lived out of town or could not easily make it to campus to drop of drafts for editing. In 2015, we moved to editing all documents through Moodle so as to speed up the process while also saving on paper and printing costs. The results have been outstanding. In addition, the Graduate School has increased its spread of information regarding the editing and submission process and has added more informational workshops about the entire process, including Microsoft WORD workshops that detail all of the processes involved in correctly formatting a thesis, dissertation, or synthesis project. Clear editing through track		

| | | | changes has also helped students understand more clearly and quicker what is needed from them. The Graduate School editors have also made themselves more available for students to stop in and seek assistance. Prior to electronic editing, the average number of rounds of editing required hovered between 6-8 rounds, with a number of extreme cases going passed 10 rounds.For the past two years, the Graduate School averages 3-4 rounds for editing of documents, with over 120 documents edited each year. Certainly, we count this achievement to be a major accomplishment in the realm of graduation | | |

		clearance and checkout as we're making the process easier and clearer for our thesis, dissertation, and synthesis project writers.		

Assessment List Findings for the Assessment Measure level for Decrease the percentage of graduate students that stop-out or drop-out before finishing with the intended degree.

Goal/Objective	Decrease the percentage of graduate students that stop-out or drop-out before finishing with the intended degree.
Legends	OO - Outcome/Objective (administrative units);
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Assessment Measures	

Assessment Measure	Criterion
Indirect - Survey - students	Using newly-created advising reports along with completion surveys sent to graduating master's and doctoral students, we'll identity baseline data regarding the primary factors that lead to student retention, completion, and attrition. With that data we'll aim in future cycles to address all three student life cycle statuses (those retained, those completed, and those lost).

	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Findings	Indirect - Survey - students	Has the criterion Using newly-created advising reports along with completion surveys sent to graduating master's and doctoral students, we'll identity baseline data regarding the primary factors that lead to student retention, completion, and attrition. With that data we'll aim in future cycles to address all three student life cycle statuses (those retained, those completed, and those lost). been met yet? Met	In 2016, the Graduate Council created the University Committee on Graduate Student Success and Retention to identify the reasons students stop out or drop out, in addition to other retention related issues. Part of the committees charge was to develop surveys that would give students the chance to express their feedback regarding the graduate student experience at UL Lafayette, either as a program completer or as someone who left the University without the intended degree. Certain challenges have presented themselves in the form of data collection and sample size, as it is difficult to secure responses from non-thesis master's students, the majority of our graduates each year. But the Committee is working to synthesis the data collected thus far to be able to make recommendations that will increase retention and decrease attrition. In addition to these efforts, advising reports, now possible through Banner, allow our graduate programs to keep track more accurately of who is enrolling in classes from semester to		

| | | | semester but also those who are not continuing, sometimes inexplicably. Graduate Coordinators have reported to us that use of these reports have meant the difference in a student enrolling or not enrolling, as the program can reach out to student who look like they may not continue and convince or encourage them to keep going. The collection of this data will be an ongoing goal and objective of the Graduate School and the Retention Committee so that we can continue with data-based decision making that will aid in retention and graduation of quality students. In addition, these entities will work to refine the data collection process to ensure we're taking in as much information as we can use. Gathering this data will also allow the Graduate School to provide retention, attrition, and graduation reports more in line with our peer institutions' reporting practices. | | |

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?
Please select all that apply. If "other", please use the text box to elaborate.
Distributed via email

Presented formally at staff / department / committee meetings (selected)
Discussed informally (selected)
Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.
Department Head
Dean / Asst. or Assoc. Dean (selected)
Departmental assessment committee
Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

For sure, Banner, with all of its flaws and the difficulties of implementation, has still been a powerful tool for us in terms of assessment, especially with its reporting capabilities. We've been able to input and pull information from Banner that was not possible in ISIS. With that, we're able to implement the action plans more closely as laid out the previous year. New application reports listing the time that each application has spent in the the different stages of the application life cycle have really allowed us to give application decisions out faster and communicate with students better. For sure, we've had some roadblocks and detours in some of our action plans, particularly in some with our CRM switching from an underutilized Hobsons to Banner Recruit. But I think we're learning better how to accumulate data and how to use the information we have to make better decisions.

5) What has the unit learned from the current assessment cycle?

Reaffirmation that the Graduate School, if it's going to meet its goals and objectives, is a team effort, from recruitment, to application processing, to professional development efforts, to post admissions and graduate admissions, to data collection and accurate reporting. The better we as an office can be on the same page about our mission and goals, the better we'll achieve those goals and make steps in the right direction. We're proud this year to have expanded greatly on our assessment goals and objectives, which better represent what we're doing anyway. We want to make assessment matter for us, and I think this assessment cycle has helped us to do that.