

*2014 Budget Form – President’s Performance Fund*

**New Mexico State University  
New Initiatives Supporting Vision 2020 Goals and Objectives  
For Allocation of President’s Performance Fund – Fiscal Year 2013-2014**

<b>Date of Request:</b>	September 19, 2013	
<b>Submitted By:</b>	Shelly Stovall	<b>Phone:</b> 646-7621
<b>College or Unit:</b>	Office of Assessment	
<b>Department:</b>	Office of the Associate Provost for Accreditation, Outcomes, and Academic Planning	
<b>Project Name: (Short description): Purchase, Implementation, an Training for WEAVE Assessment software</b>		
<input checked="" type="checkbox"/>	<b>Recurring for:</b>	<b>Amount Recurring Funding Requested per year:</b>
	<input checked="" type="checkbox"/> <b>One Year</b>	Year 1: \$25,000 (\$19,750 for software; \$3000 for setup; \$2250 for initial training)*
	<input checked="" type="checkbox"/> <b>Two Years</b>	Year 2: \$23,000 (\$19,750 for software; \$3000 for single sign-on solutions; \$250 for continued campus training)*
	<input checked="" type="checkbox"/> <b>Three Years</b>	Year 3: \$23,000 (\$19,750 for software; \$3000 for single sign-on solutions; \$250 for continued campus training)*
<input type="checkbox"/>	<b>Non-Recurring</b>	<b>Amount Non-Recurring Funding Requested: \$</b>
<b>Description of request:</b> * There is a Discounted 3-Year Option (5% discount for pre-paying 3 years in full) – \$68,037 (\$56,287 for software; \$9000 for single sign-on solutions; \$2750 for initial and ongoing training)		

Consistent with the recommendation of the 2011 NMSU Assessment Team Software Task Force (ASTF), we propose to purchase, implement, and train staff, administrators and faculty across NMSU on WEAVE Assessment Software. WEAVE software supports complex and detailed processes that allow for continuous improvement of our practices through gathering assessment data, learning from the results, planning for the future and documenting and providing supporting evidence for accreditation and compliance. The attached *Final Report* of the 2011 ASTF, which included representation from both curricular and co-curricular areas, describes the vetting process, which included wide-spread campus input of needs, review of available systems, reference checking with institutions currently using WEAVE (selected from a list of *all* customers – not a list selected by the vendor), narrowing of options to three systems, campus demonstrations by vendors of the three systems, and finally rationale for selection of WEAVE, which was based on cost, functionality, and ease of use. WEAVE uses a web-based interface that meets federal standards for security under FERPA guidelines. We can establish NMSU access through our own authentication system, and WEAVE training and documentation for NMSU can cover FERPA requirements for protecting student privacy. During the time the ASTF was investigating the software, the project was in the PMO queue at ICT. We have worked with ICT more recently concerning the potential need for support with implementation. A 2013 quote from WEAVE is also attached.

The implementation of this software enterprise-wide will be facilitated by the Office of Assessment and will use channels already established in all areas — curricular and co-curricular — at NMSU. We will adopt WEAVE as our reporting format, and training will be available for all staff as needed and through the Center for Learning Professional Development. Specifically, this software package will support NMSU with:

**Accreditation:** Our accreditation requires that we use assessment results in decisions about programs and curriculum. Tracking of assessment is currently done manually and not shared across areas. WEAVE allows university-wide sharing of results, including across academic programs, student support services, and operations, thus promoting collaboration and shared learning. WEAVE reporting functions allow us to aggregate and compile data and results, and to configure reports as needed for various uses.

**Compliance and auditing:** The features that support accreditation will also support reporting for compliance and auditing purposes across a variety of areas such as computer and data security, institutional diversity and equity, student support services, campus housing and student learning.

**Institutional effectiveness:** Collaboration across departments is greatly facilitated by WEAVE because of its features that support tracking of outcomes. Many of the outcomes we seek for our students are aligned across areas (technological and scientific literacy, communication skills, etc.) but coordination of similar outcomes is now very difficult. This software allows sharing of assessment methods across aligned outcomes, facilitating the development of best practices rooted in evidence of student success.

Request Justification

Support Vision 2020 Goals (select as many Vision 2020 goals as apply below).

<input checked="" type="checkbox"/>	1. <b>Graduation – Teaching, Learning &amp; Programs</b> - <i>Provide effective academic programs, stellar teaching and learning, and enhanced student engagement to advance highly capable graduates</i>
<input checked="" type="checkbox"/>	2. <b>Diversity</b> – <i>Be a model of student, faculty and staff diversity at all levels</i>
<input type="checkbox"/>	3. <b>Internationalization</b> - <i>Effectively prepare students for a global society</i>
<input checked="" type="checkbox"/>	4. <b>Research &amp; Creative Activity</b> -- <i>Be the catalyst for promoting discovery, encouraging innovation, sparking economic advancement, and inspiring creative achievement</i>

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<input checked="" type="checkbox"/>	<b>5. Economic Development</b> -- <i>Be a driving force for economic progress in New Mexico</i>
<input checked="" type="checkbox"/>	<b>6. Resource Stewardship</b> -- <i>Increase philanthropy and alternative revenue to support teaching, research and service</i>
<input checked="" type="checkbox"/>	<b>7. Community - Service, Extension &amp; Outreach</b> -- <i>Be a model for community engagement at all levels through innovative and exceptional outreach activity</i>
<input checked="" type="checkbox"/>	<b>Specific objectives: (Complete attached Performance Data Matrix)</b>

Approvals (please print and sign)			
<b>Submitted by</b>	<u>Shelly Stovall</u> Print	<u><i>S Stovall</i></u> Signature	<u>9-30-13</u> Date
<b>Director/ Department Approval</b>	<u>Roberta Derlin</u> Print	<u><i>Roberta Derlin</i></u> Signature	<u>9/30/13</u> Date
<b>College Dean/ Division VP Approval</b>	<u>Dan Howard</u> Print	<u><i>Dan Howard</i></u> Signature	<u>10/01/13</u> Date

Internal Use Only				
<b>University Budget Committee:</b>	Tier Assignment:	<input type="checkbox"/> Tier I	<input type="checkbox"/> Tier II	<input type="checkbox"/> Tier III
	Ranking No.:	_____	Date:	_____
<b>Comments:</b>				
<b>President’s Academic Council:</b>	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Date:	_____
<b>Comments:</b>				

**2014 Budget Form – President’s Performance Fund, supplement**

**New Mexico State University  
New Initiatives Supporting Vision 2020 Goals and Objectives  
Performance Data Matrix  
Fiscal Year 2013 - 2014**

The Vision 2020 Strategic Plan provides goals, objectives and key performance indicators for the University. Using the goal(s) you have check marked on the request form, please indicate which of the stated objectives this request is projected to positively impact, how the request is tied to the selected objective and propose a performance measure(s). Then indicate the target performance improvement goals over an annual timeline not to exceed three (3) years. Add rows as needed.

All Presidents’ Performance Fund awards are subject to annual review of comparative performance as a condition of continuing award. The required conditions of continuing funding will be identified at the time of award from the President’s Performance Fund.

<b>Goal Number</b>	<b>Vision 2020 Objective</b>	<b>Explain how request is tied to this objective</b>	<b>Performance Measure</b>	<b>FY2013-2014 Target</b>	<b>FY2014-2015 Target (if applicable)</b>	<b>FY 2015-2016 Target (if applicable)</b>
1. Graduation – Teaching, & Learning, & Programs	Provide strong academic programs through continuous innovation and evaluation	The new system will provide a collaborative data warehouse of assessment instruments and responses that guide decision-making university-wide; Using Key Performance Indicators (KPIs), reported findings/evaluations will be used to guide faculty, staff and administrators to determine appropriate allocation of time and resources so that, ultimately, student learning is enhanced.	Enrollment and Graduation Rate	Purchase and implement system; develop strategies and baselines for assessments related to Graduation – Teaching, & Learning, & Programs	All programs will use WEAVE to complete assessment reporting. All programs will align program-level learning objectives with institutional Baccalaureate Experience (BE) learning objectives. First aggregate reporting of institutional alignment with BE learning objectives.	Continued aggregate reporting of program-level assessment and alignment for evidence of institutional effectiveness as required for HLC accreditation and compliance reporting.
2. Diversity	Shape student diversity at all stages through recruitment, retention efforts, and support	Through the new system, will use rubrics, assessments and metrics to conduct authentic assessments that bring unity to diversity, without compromising principles of department/ program autonomy. After baselines are	Employee Diversity and Student Diversity	Purchase and implement system; develop strategies and baselines for assessments related to	Aggregate institutional results based on aligned diversity outcomes across academic and co-curricular outcomes. Identify areas for	Continued measurement of aggregate institutional results for areas of strengths and weaknesses as they relate to

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services	established, we will be able to measure employee and student diversity KPIs	diversity	improvement, and areas of best practices for measuring and ensuring diversity.	diversity. Use of results to guide institutional practices that communicate, support and enhance diversity.
3. Internationalization				
4. Community – Service, Extension & Outreach	<p>Showcase, market, and garner recognition for NMSU’s strong programs and achievements among potential students, faculty and staff, current students, alumni, donors, legislators, and accrediting bodies</p> <p>All areas of the NMSU campus, including service, extension and outreach, will use WEAVE software to report on annual assessment practices. Aggregate, accessible data can provide material for showcasing, marketing and recognition of NMSU’s innovation in and continued attention to teaching and learning, support programs, student development, career development, etc. Collaboration between academic and co-curricular entities, faculty and future employers, etc. can be highlighted for multiple external audiences and constituencies. Proactive communication of effective strategies in teaching and learning, both in and out of the classroom can garner</p>	<p>Service, Extension, and Outreach Activity</p> <p>Purchase and implement system; develop strategies for identifying and highlighting cooperative and innovative assessment strategies that work for continuous improvement in services and learning. Develop strategies and baselines related to Community – Service, Extension &amp; Outreach</p>	<p>All programs will use WEAVE to complete assessment reporting. All programs will align program-level goals and objectives with Vision 2020 goals &amp; objectives and/or institutional Baccalaureate Experience (BE) learning objectives. Highlights for showcasing NMSU in institutional effectiveness and accreditation compliance are available for Outreach to multiple constituents.</p>	<p>Annual outcomes assessment reporting using WEAVE continues, as does identification and wide distribution of showcase areas/ reports/ activity.</p>

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<p>5. Research &amp; Creative Activity</p>	<p>Effectively provide administrative support to researchers</p>	<p>increased support from alumni, donors, legislators, and even accreditors. Particularly, alignment across the institution (as can be facilitated through this software system) with Baccalaureate Experience learning objectives, and with the Vision 2020 Goals and Objectives, provides significant evidence for multiple constituencies of intentional, informed decision-making and consideration of student learning in that process.</p>	<p>Proposals related to outcomes assessment</p>	<p>Purchase and implement system; include reporting component that identifies use of IRB approval for assessment research projects. Determine baseline KPIs to determine impact of WEAVE software in</p>	<p>Continued use of system to promote research in scholarly teaching and learning; continued measurement of impact of the system in promoting research in teaching and learning used to achieve promotion and tenure.</p>	<p>Continued use of system to promote research in scholarly teaching and learning; continued measurement of impact of the system in promoting research in teaching and learning used to achieve promotion and tenure.</p>
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	<p>promotion and tenure. This area of scholarship is increasingly valued by accrediting bodies, particularly institutional accrediting bodies such as the HLC, that are concerned with the assessment of student learning. This system supports evidence for accrediting bodies of institutional value placed on teaching and learning, and use of evidence of student learning to guide curricular, instructional and policy decision-making.</p>	<p>promoting research and creative activity used to attain promotion and tenure.</p>		<p>Continued efforts to inform and educate the state and local communities about NMSU’s contribution to the economic wellbeing of the state of NM.</p>
<p>6. Economic Development</p>	<p>Educate a diverse, internationally competitive, and entrepreneurial workforce</p>	<p>Purchase and implement system; Align program-level objectives with BE learning objectives (also aligned with KPIs identified by employers). Develop articulation to communicate with employers, qualities of NMSU</p>	<p>Share articulated learning outcomes with the workforce community, NM legislative bodies and accrediting bodies to provide evidence of NMSU’s contribution to student preparation for an educated citizenry.</p>	
	<p>Through alignment of program assessment with the Baccalaureate Experience (BE) learning objectives, NMSU can demonstrate how students graduating from NMSU are competitively qualified for entrance into the workforce, including KPIs identified by employers as necessary for successful employees.</p>	<p>Alignment of BE learning objectives with workforce-identified indicators of quality, entrance-level employees.</p>		

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	<p>7. Resource Stewardship</p>	<p>Provide faculty and staff with physical and financial resources to enhance the educational mission</p>	<p>Use of outcomes assessment data across the institution as evidence to document informed decision-making regarding compensation and resource allocation is a prime factor in resource stewardship. The ability to do this transparently and using aggregate information/data further enhances evidence of a broad practice of intentional resource allocation (both time and money) based on evidence of effectiveness. Implementation of this central system, also communicates shared responsibility of the entire campus community for learning outcomes, administrative engagement and operational support.</p>	<p>Compensation and Resource Allocation</p>	<p>Purchase and implement system; develop strategies and baselines for demonstrating resource allocation as relates to outcomes assessment.</p>	<p>Use data gathered through the system to demonstrate to HLC, the state of NM, the state and local community, and all other stakeholders that NMSU practices responsible allocation of resources based on evidence of institutional effectiveness and success in student learning.</p>	<p>Continue to use aggregate data to demonstrate to external and internal stakeholders that NMSU practices responsible allocation of resources based on evidence of institutional effectiveness and success in student learning.</p>
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March 28, 2013

Dr. Shelly Stovall  
Director of Assessment  
New Mexico State University – Main Campus  
PO Box 30001  
Las Cruces, NM 88003-8001

Dear Shelly:

Thank you for the opportunity to provide New Mexico State University with a proposal for using Weave.

There are many reasons why Weave is one of the most- widely adopted assessment, planning and accreditation systems available to institutions today. We believe, however, that its ingrained ease-of-use, all the while retaining the critical power necessary for tracking outcomes assessment and monitoring progress on issues critical to administrators (e.g., the strategic plan), are the primary reasons colleges and universities adopt Weave.

Indeed, should your campus choose to move forward with our services, it will be in the excellent company of more than 200 other fine institutions that have done so as well, such as Kent State University, Indiana University (Kokomo, Northwest, South Bend, East, Southeast), Lewis University, University of Wisconsin (Milwaukee, Superior), San Diego State University, Texas A&M, University of Alabama, and Clemson University, just to name a few. (And if you haven't yet spoken to any of our members about how Weave has transformed the culture of assessment on their campuses, we highly recommend that you do!)

We're pleased to offer Weave to your campus at a single and very reasonable annual subscription fee. We think it's the best tool for managing assessment, planning and accreditation on the market, and hope you will see this for yourself, as well.

We look forward to a potential partnership with you.

Sincerely,

Matthew Pfeiffer  
Director of Institutional Relations  
877.932.8340

## Weave Pricing Proposal New Mexico State University – Main Campus

### Weave Membership Rate

We are pleased to offer the following options for Weave membership:

- 3-Year Membership..... \$19,750/year
- Discounted 3-Year Option (with 5% discount for pre-paying 3 years in full) ..... \$56,287

### Covered Services

- Full access to all Weave apps
- Unlimited users, both internal to your institution and external (e.g. reviewers)
- Unlimited planning and implementation consulting to customize the system to meet your local needs
- Unlimited phone and Weave support for Weave Administrators  

**All Weave support is given by experienced Institutional Effectiveness,  
Assessment and Planning Professionals who have firsthand experience  
on their former campuses implementing Weave**
- All regional accreditation standards are loaded; if other required regional accreditation standards are not installed, will load at no charge
- As Weave is a hosted solution, assumes all technical support of the system; therefore, there is no requirement for local IT staff support
- Integrated/encrypted backup services to prevent catastrophic loss of data
- Additional members-only professional development webinars and complete access to the Learning Community
- **Two (2) days of on-site implementation/training included**

### Optional Services

- Authentication is provided by the Weave system using its own database. Sometimes institutions require alternate institutional single sign-on solutions, and with this, Weave's options currently include: CAS v2, CAS v3, LDAP v2, Active Directory (AD), and Shibboleth. Please note there is a \$3,000 one-time fee should you choose the option of implementation, configuration and initial testing of CAS v2, CAS v3, LDAP v3 or Active Directory (AD). Should integration with Shibboleth be chosen, there is an upfront \$3,000 one-time fee, with an additional \$3,000 fee each year thereafter.
- Weave also offers in-depth Assessment, Planning & Accreditation consultative/training services, both on-site or remote. Pricing varies per request.

## MEMORANDUM

**DATE:** July 15, 2011

**TO:** Wendy K. Wilkins, Executive Vice President and Provost  
Bobbie Derlin, Associate Provost

**FROM:** University Outcomes Assessment Council (UOAC)  
Shelly Stovall, Chair 

**RE:** Assessment Software Task Force Recommendation

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The University Outcomes Assessment Council is confirming its recommendation of the software WEAVE Online as the best solution to NMSU's assessment reporting needs. This recommendation is based on the recommendation of the Assessment Software Task Force (ASTF).

**ASTF Members:** Theresa Westbrook, Library - Chair  
Jean Conway, Teaching Academy  
Terry Cook, Student Engagement  
Sonya Cooper, Engineering Technology  
Steve Leask, Strategic Relations  
Bob Wood, Human Performance, Dance & Recreation

**Ex-officio Members:** Bobbie Derlin, Assoc. Provost for Accreditation & Assessment  
Shelly Stovall, Director of Assessment

The charge of the Assessment Software Task Force was to identify NMSU's needs for efficient and transparent reporting and sharing of information about institutional effectiveness, both in realizing meaningful outcomes for student learning and in ensuring effective use of resources to best achieve NMSU's mission.

On June 7, 2011, the Task Force presented its final report and recommendation to the UOAC. The UOAC found the process the Task Force engaged in to be thorough and complete, and concurred with the findings of the Task Force. The complete report, including the recommendation, is attached.

The UOAC would like to express appreciation to the Task Force for their commitment to this process, and particularly to Theresa Westbrook for her extensive efforts in leading this process.

### ***Members***

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Jean Conway, Teaching Academy

Terry Cook, Student Engagement

Sonya Cooper, Engineering Technology

Bobbie Derlin, Assoc Provost for Accreditation and Assessment, ex-officio

Steve Leask, Strategic Relations

Shelly Stovall, Director of Assessment, ex-officio

Theresa Westbrook, Library – Chair

Bob Wood, Human Performance, Dance, and Recreation

### ***Charge***

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The charge of the Assessment Software Task Force (ASTF) is to identify NMSU's needs for efficient and transparent reporting and sharing of information about institutional effectiveness, both in realizing meaningful outcomes for student learning and in ensuring effective use of resources to best achieve NMSU's mission. The Task Force will approach this challenge in three steps. First, the task force will identify NMSU's current reporting structures and needs by soliciting input through individual meeting with Associate Deans for Academics, Vice Presidents, and other appropriate persons. Second, task force members will review several different software products to determine capabilities and limits of the various products, and relative usefulness to the needs of NMSU.

In the second step, additional representatives identified from the colleges and various support services will be asked to participate in product reviews, including playing in 'sandboxes' of the various products. Finally, based on all information gathered, including identified needs, product capabilities, and reviewer recommendations, the Task Force will make a formalized recommendation to the University Outcomes Assessment Council (UOAC) for the software they believe will best accommodate NMSU's commitment to improved institutional effectiveness.

The UOAC will in turn review the recommendation, and if approved, will forward the recommendation to the provost.

## ***Timeline***

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### **December 2010 – January 2011**

The members of the ASTF met individually with Associate Deans for Academics, Vice Presidents, and other appropriate persons in order to assess their current reporting methods and perceived needs (regarding assessment reporting).

The ASTF successfully met with the College of Agricultural, Consumer and Environmental Sciences; the College of Engineering; the Library; the College of Health and Social Services; the College of Business; the College of Arts & Sciences; the College of Education; the Honors College; Economic Development/Arrowhead; Controller Areas; ICT; the Office of Research, Assessment, Evaluation; the Division for Student Success Office of Student Engagement; the Vice President for Research; Institutional Research, Planning and Outcomes Assessment; and External Relations.

The following questions were addressed:

- How is assessment data currently gathered/tracked in your area?
- To whom do you make assessment data and assessment reports available?
- How do you perceive the information you collect to inform the university? To inform General Education curriculum decisions?
- What are your assessment data/reporting needs
  - for reporting to the university?
  - for reporting to the state?
  - for reporting to accreditors or other outside agencies?
- Would a university-wide assessment reporting system be desirable?
- What are the benefits and drawbacks to moving to a university-wide assessment reporting system?
- What software system(s) do you currently use?
- What is the biggest logistical problem you currently have with assessment?

With few exceptions, the ASTF learned that assessment reporting was done manually, with regular reports collected at some central location within a given area. Additionally, regular assessment reporting was not seen as a tool to inform the university or curriculum decisions. Overall, most areas believed that a university-wide reporting system would be desirable as long as the information stored within it would not be used punitively. Those interviewed were also concerned that there were controls as to who would be able to read/access/edit information. Ultimately, the ASTF identified a need for an *improved* reporting process, one that could be shared across colleges, departments, and units. A significant benefit of a campus-wide reporting system would be the ability to share results and to

collaborate on improvement actions. Additionally, all reports would be available to individual colleges, departments, and units in one location.

### **February – March 2011**

The ASTF invited representatives from three companies to present their products' ability to meet NMSU's assessment reporting needs. Each representative was provided a list of functions and technical qualities that the ASTF defined as important. Each representative presented their product to the task force. Members of the ASTF filled out evaluation forms at each of the product demonstrations.

Products demonstrated:

WEAVE Online

TaskStream

TracDat

### **April 2011**

The ASTF met to discuss the three products, quickly selecting a preferred product: WEAVE Online. The ASTF agreed that TracDat was best for campuses using SharePoint and that TaskStream provided much more functionality and many more features than NMSU needed. WEAVE Online was chosen as the product that best met the defined needs of NMSU, no more, no less.

Before moving forward with one product, the ASTF decided to call references. The ASTF contacted representatives at six different universities that use WEAVE Online for assessment reporting, asking the following questions:

- How long have you been using WEAVEonline?
- What is your overall impression with the product?
- How would you evaluate their customer service?
  
- Do you use WEAVEonline as a repository for raw data or for reports (or both)?
- How do you store regularly-need info such as graduation rates, demographics, etc?
  
- What is your overall impression of WEAVEonline's report-generating functions?
- How does your institution ensure that individual student data is not stored in WEAVEonline?
  
- Are there any features of WEAVEonline that are problematic?

- Is there anything else you'd like to add?

The reviews were unanimously positive, so the ASTF decided to move forward with WEAVE Online as the preferred product. The ASTF opened a 'sandbox' in WEAVE Online in order to gain first-hand experience using the product.

### **May 2011**

The ASTF hosted a hands-on workshop of WEAVE Online for interested parties. The members of the four campus assessment committees (UOAC, OAC 2, CASL-ACA, and CASL-BE) and associate deans were invited to the workshop. All attendees were given access to the WEAVE Online sandbox and were tasked with entering a sample assessment report. Feedback from the workshop regarding WEAVE Online was unanimously positive.

### ***Recommendation***

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Based on the assessment reporting and tracking needs defined by college and unit representatives, the Assessment Software Task Force recommends that NMSU purchase WEAVE Online. This product will provide a vehicle for efficient and transparent reporting and sharing of information about institutional effectiveness. Additionally, this product will both meet the defined needs of the campus community and offer opportunities for NMSU to use assessment reporting to track and continually improve programs, courses, and other activities.

WEAVE Online stands out among the other products for its simplicity. It offers a solution to *one* challenge: assessment reporting and tracking. Other products under consideration offer solutions to multiple challenges (including student portfolios, faculty and staff performance reviews, etc.), challenges which this task force concluded were not included in its charge. The ASTF believes that simplicity will be a key feature to the success of implementing this product. With that in mind, WEAVE Online is the only product that specifically met the needs outlined by the ASTF.