

**Illinois State University
Academic Affairs
FY 12 Annual Report
University Assessment Services**

I. Accomplishments and Productivity for FY12

A. List the unit’s goals and how the goals support *Educating Illinois*.

Table 1 illustrates how UAS goals align with and support institutional, state, and accreditation goals through *Educating Illinois*, the *Public Agenda for Higher Education* in Illinois, and proposed Higher Learning Commission (HLC) accreditation criteria and minimum expectations.

Table 1. UAS Goal Alignment

UAS Goal	Goal/Standard Alignment
<p>1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.</p>	<p>Educating Illinois Goal 2: ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. Strategy 2.2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities. Educating Illinois Goal 3: ISU will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University. Strategy 3.3: Build connections among local, state, national, and international partners.; Educating Illinois Goal 4: ISU will be accountable and fiscally responsible to internal and external stakeholders. Strategy 4.2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.</p> <p>State of Illinois Public Agenda Goal 3.1.C.1 (p. 41): Goal 3: Increase the number of quality credentials to meet the demands of the economy and an increasingly global society. Strategy 3.1.C.1: Encourage institutional participation in such accountability measures as the CLA, NSSE, CCSSE, and VSA.</p> <p>HLC Criterion 4.B.1: The institution demonstrates a commitment to educational achievement and improvement through the assessment of student learning.; HLC Criterion 4.B.2: The institution assesses the learning goals that it claims for its programs.; HLC Criterion 4.B.3: The institution uses the information gained from assessment to improve student learning.</p>
<p>2. Work with other units to increase cooperation and coordination of assessment on campus.</p>	<p>Educating Illinois Goal 2: ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. Strategy 2.2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities.</p> <p>HLC Minimum Expectation 4-5: Faculty members have significant involvement in the institution’s processes for assessment of student learning.</p>
<p>3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.</p>	<p>Educating Illinois Goal 3: ISU will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the University. Strategy 3.3: Build connections among local, state, national, and international partners.; Educating Illinois Goal 4: ISU will be accountable and fiscally responsible to internal and external stakeholders. Strategy 4.2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.</p> <p>State of Illinois Public Agenda Goal 3.1.C.1 (p. 41): Goal 3: Increase the number of quality credentials to meet the demands of the economy and an increasingly global society. Strategy 3.1.C.1: Encourage institutional participation in such accountability measures as the CLA, NSSE, CCSSE, and VSA.</p> <p>HLC Criterion 4.B.2: The institution assesses the learning goals that it claims for its programs.; HLC Minimum Expectation 4-5: Faculty members have significant involvement in the institution’s processes for assessment of student learning.</p>

UAS Goal	Goal/Standard Alignment
4. Serve as partners on select assessment projects of university programs.	<p>Educating Illinois Goal 4: ISU will be accountable and fiscally responsible to internal and external stakeholders. Strategy 4.2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.</p> <p>HLC Minimum Expectation 4-5: Faculty members have significant involvement in the institution's processes for assessment of student learning.</p>
5. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	<p>Educating Illinois Goal 1: ISU will position students to excel in a globally competitive, culturally diverse, technological, and changing environment. Strategy 1.5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Educating Illinois Goal 2: ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. Strategy 2.2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities.</p> <p>HLC Criterion 4.B.3: The institution uses the information gained from assessment to improve student learning.; HLC Criterion 4.B.4: Assessment methodologies and processes reflect good practice.; HLC Minimum Expectation 4-5: Faculty members have significant involvement in the institution's processes for assessment of student learning.</p>
6. Serve the campus by engaging in outreach activities.	<p>Educating Illinois Goal 1: ISU will position students to excel in a globally competitive, culturally diverse, technological, and changing environment. Strategy 1.5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Educating Illinois Goal 2: ISU will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels. Strategy 2.2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities.</p> <p>HLC Criterion 4.B.1: The institution demonstrates a commitment to educational achievement and improvement through the assessment of student learning.; HLC Criterion 4.B.3: The institution uses the information gained from assessment to improve student learning.; HLC Minimum Expectation 4-5: Faculty members have significant involvement in the institution's processes for assessment of student learning.; HLC Minimum Expectation 2-6-I: If the institution reports findings on student achievement of learning, it does so fully and accurately.</p>
7. Maintain a level of expertise in higher education assessment through staff development.	<p>Educating Illinois Goal 4: ISU will be accountable and fiscally responsible to internal and external stakeholders. Strategy 4.2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.</p> <p>HLC Criterion 4.B.1: The institution demonstrates a commitment to educational achievement and improvement through the assessment of student learning.; HLC Minimum Expectation 2-6-I: If the institution reports findings on student achievement of learning, it does so fully and accurately.</p>

Sources: Illinois State University. *Educating Illinois (2008-2014): Priorities for Illinois' First Public University*. On-line: <http://educatingillinois.illinoisstate.edu/>. Normal, IL.; State of Illinois. *The Public Agenda for Higher Education in Illinois*. On-line: <http://www.ibhe.state.il.us/masterPlanning/>. Springfield, IL: Illinois Board of Higher Education.; Higher Learning Commission. (2011, July). *Commission Releases Gamma Version of Criteria Revision Initiative*. On-line: <http://www.uakron.edu/dotAsset/2167641.pdf>

B. List major accomplishments for each goal.

Table 2. UAS Goals and Major Activities & Accomplishments

UAS Goal	Major Activities & Accomplishments
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	Gen Ed IAP process, PRAAP, Engagement Surveys, Alumni Survey, Survey support/consultations, NSSE reports, internal presentations
2. Work with other units to increase cooperation and coordination of assessment on campus.	Committees: Gen Ed Task Force, Assessment Advisory Council, Academic Planning Committee
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Specialized and institutional accreditation support, assessment academy
4. Serve as partners on select assessment projects of university programs.	See summaries from goals 2,3, and 5
5. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Staff and unit consultations
6. Serve the campus by engaging in outreach activities.	Newsletter, website, workshops, award program
7. Maintain a level of expertise in higher education assessment through staff development.	Conferences, publications, presentations

Goal 1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.

Table 3. UAS Goals and Major Activities & Accomplishments for Goal 1

UAS Goal	Major Activities & Accomplishments
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	Gen Ed IAP process, PRAAP, Engagement Surveys, Alumni Survey, Survey support/consultations

Major Activities & Accomplishments:

UAS Goal 1 supports Educating Illinois Goal 2 (specifically strategy 2.2), Goal 3 (specifically strategy 3.3), and Goal 4 (specifically strategy 4.2). This goal also supports the Illinois Public Agenda Goal 3, strategy 3.1.C.1.

This UAS goal contributes to Educating Illinois through:

1. Coordinating general education assessment
2. Coordinating the review of assessment plans as part of the Process for Review of Academic Assessment Plans (PRAAP)
3. Engagement surveys
4. Alumni survey

Coordinating general education assessment

In fall 2011, UAS coordinated the general education IAP process [assessing the Life-Long Learning Shared Learning Outcome (SLO)] and produced two reports to the Council on General Education (CGE); one was a report of the Critical Inquiry and Problem Solving SLO (with data collected during fall 2010), and the second was a report of the Public Opportunity SLO (with data collected during spring 2011). Per the request of the CGE, two comparison reports (one for each of the previously listed SLOs) were produced where the data from the first assessment of these SLOs (fall 2008 and spring 2009) were combined with the recent assessment, and the results were broken down by course category (as opposed to only by Core). Results from the IAP process will be presented in the spring 2012 issue of *Progressive Measures*. An overview of the IAP process was here:

- *Summary of the IAP Process: An Effective and Nonintrusive Method for General Education Assessment*. Article by Kelly Whalen, UAS Progressive Measures Newsletter, Volume 7 (1), pp.9-10. Online: <http://assessment.illinoisstate.edu/downloads/Fall2011Volume7Issue1.pdf>

Coordinating the review of assessment plans as part of the Process for Review of Academic Assessment Plans (PRAAP)

UAS supports the PRAAP process in two ways. First, the department coordinates the review of assessment plans prior to the program review process. The reviews are conducted by the Assessment Advisory Council (AAC). After the review, UAS staff meet with chairs/directors to discuss the results of the review and make recommendations for changes, if any. This year, the AAC reviewed 5 academic plans. The second way in which UAS supports the PRAAP process is through serving on the Academic Planning Committee (APC), which reviews program review submissions. This year, the director and coordinator served on one APC each, reviewing a total of 29 academic program reviews.

Engagement Surveys

UAS is responsible for conducting university-wide engagement surveys, based on the following schedule. Three engagement surveys are administered on a three year schedule (see table 4). The most recent survey administered by UAS was the Faculty Survey of Student Engagement (FSSE), which asks faculty questions about their perceptions of processes that support learning and engagement. The survey was administered on-line in spring 2011 to 314 ISU faculty in 63 lower division and 226 upper division courses (25 either had missing course levels or reported “other”). FSSE and other engagement survey data are generally reported in a variety of places. This year, FSSE results were presented in the following:

- *Two Sides of the Same Coin: Student and Faculty Perceptions of Student Engagement.* Presentation by Derek Herrmann and Ryan Smith, ISU Center for Teaching, Learning, & Technology (CTLT) Annual Symposium, January 11, 2012. Online: <http://ctlt.illinoisstate.edu/programs/tlsymp/abst12/sympAbstD6.php>
- *FSSE 2011: An Overview of the Faculty Survey of Student Engagement Results.* Article by Derek Herrmann, UAS Progressive Measures Newsletter, Volume 7 (1), pp. 12-13. Online: <http://assessment.illinoisstate.edu/downloads/Fall2011Volume7Issue1.pdf>
- An unpublished overview of the FSSE results was presented in a report to the Associate Provost and the Provost

Table 4. Engagement Survey Schedule and Calendar for Illinois State University

Year	2006 Sum.	2007 Spr.	2008 n/a	2009 Sum.	2010 Spr.	2011 Spr.	2012 Sum.	2013 Spr.	2014 Spr.	2015 Sum.	2016 Spr.
Survey	BCSSE	NSSE	--	BCSSE	NSSE	FSSE	BCSSE	NSSE	FSSE	BCSSE	NSSE
Cohort 1	Beginning	First-Yr.			Senior						
Cohort 2				Beginning	First-Yr.			Senior			
Cohort 3							Beginning	First-Yr.			Senior
Cohort 4										Beginning	First-Yr.

Alumni Survey

This year, UAS will administer the alumni survey in April 2012. Due to low response rates and attendance at a presentation by Alumni Relations¹, several changes were proposed and implemented in this year’s Alumni Survey:

- *Eliminating most of the extra questions except those required by the IBHE.* This will significantly shorten the survey. Although no library questions are required by the IBHE, Milner Library has asked that we include three questions.
- *Providing more room for program-specific questions.* By shortening the survey, there will be more room for program-specific questions. Hopefully, this will not only increase response rates by shortening the length of the survey but also make the information more meaningful for programs. Generally, programs are limited to 20 extra items.

¹ 2011 National Alumni Attitude Survey of ISU Graduates, Illinois State University, Alumni Relations, January 6, 2012, ISU Alumni Center.

- *Changing the invitation from the President to department chairs/school directors.* Students tend to be more familiar with faculty in their degree program and hopefully will be more likely to respond to the survey if the invitation comes from a department chair/school director.
- *Modifying the name of the survey.* We are considering adding an extension or by-line to the survey name to reflect the survey's focus on educational experiences and student perceptions of quality.

As of March 26, 12 departments/schools have submitted additional questions for their alumni.

The results of the 2011 alumni survey were presented in the following avenues:

- *Highlights from the 2011 Alumni Survey.* Article by Kelly Whalen, UAS Progressive Measures Newsletter, Volume 7 (1), p. 11. Online: <http://assessment.illinoisstate.edu/downloads/Fall2011Volume7Issue1.pdf>
- Reports were distributed to each department/school with their alumni results, and institutional reports were presented to the Associate Provost and the Provost

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

Objective 1 – Work with the general education task force in the development of an assessment plan for general education that is manageable and meaningful.

Objective 2 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2013 and beyond. Activities include:

- Include statistics/data on annual updates
- Using select survey to streamline collect processes
- Update assessment plans to include dates
- Evaluate assessment plan rubric
- Evaluate feedback form to ensure that all program data is captured and to verify that the form meets institutional needs for assessment

Objective 3 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate.

Goal 2. Work with other units to increase cooperation and coordination of assessment on campus.

Table 5. UAS Goals and Major Activities & Accomplishments for Goal 2

UAS Goal	Major Activities & Accomplishments
2. Work with other units to increase cooperation and coordination of assessment on campus.	Committees: Gen Ed Task Force, Assessment Advisory Council, Academic Planning Committee, Division of Student Affairs

Major Activities & Accomplishments:

UAS Goal 2 supports Educating Illinois Goal 2 (specifically strategy 2.2).

UAS regularly coordinates activities and maintains communications with other units, including:

- Council on General Education (CGE)
- General Education Task Force (GETF) and the task force subcommittee on assessment (GETFAST)
- Assessment Advisory Council
- Academic Planning Committee

UAS also has worked with some units within the Division of Student Affairs.

Council on General Education (CGE)

The UAS director and coordinator attended two CGE meetings this year: September 13, 2011 and January 24, 2012. At the first meeting, the CGE proposed modifications to the reports on the *Critical Inquiry and Problem Solving* and *Public Opportunity* shared learning outcomes. These changes are outlined in the section on Goal 1 of this report. At the second meeting, the CGE responded to some of the data in the report and reiterated some of the themes they would like addressed with the IAP process and general education assessment at ISU. These changes were noted by UAS and will be considered when moving forward with a process that assesses general education at ISU.

In January 2012, the Council on General Education (CGE) decided to suspend the IAP process for assessing general education. The rationale for this decision was based on the work of the General Education Task Force, which is currently revising the general education goals, and the General Education Task Force sub-committee on assessment, which has been tasked with making recommendations for general education assessment.

General Education Task Force (GETF) and the task force subcommittee on assessment (GETFAST)

The UAS director attended six GETF meetings (September 2, October 13, December 2, February 2, February 24, March 2) in FY 2012, and will attend any other scheduled meetings as time permits. Additionally, the GETFAST team met approximately every three weeks in the fall semester and almost every morning in the spring semester up to March 26.

By December 2, the General Education Task Force had developed a revised mission, goals, and outcomes for the General Education Program at Illinois State University. Vehicles for feedback and reaction to the proposed mission, goals, and outcomes included two open fora in November and an on-line feedback form available on the Provost's General Education website.

An assessment subcommittee of the General Education Task Force was established and began meeting in fall 2011. The subcommittee includes four faculty and staff members and one student. Two of the assessment subcommittee members also serve on the assessment academy team. The subcommittee's work is guided by the following questions. These questions were addressed in a presentation by the subcommittee chair, Dr. Renée Tobin, at the October 14 meeting of the General Education Task Force:

- Do assessment practices provide adequate information to stakeholders?
- If not, what additional data are needed and how might they be collected?
- What resources might be needed to support a revised assessment process?

The subcommittee spent the fall semester reviewing assessment methods and best practices, including the use of standardized tests (e.g., CLA, CAAP), e-portfolios, home-grown methods, the AACU learning outcomes and values (LEAP) rubrics, and the Institutional Artifact Portfolio system currently used by Illinois State University, and evaluating the pros and cons of each. Although no decision has been made, the draft general education goals and outcomes are aligned with and largely based on the LEAP rubrics. As a result, the assessment subcommittee has invested time in preparing for an assessment plan that includes the use of the LEAP rubrics.

The assessment subcommittee's spring 2012 goals are to continue to verify that the current goals are addressed, systematically review and evaluate methods, develop and refine processes that will fit with ISU's structure and organizational culture, seek input from stakeholders, and address the Provost's charges to the General Education Task Force that are related to assessment.

In late fall 2011, the assessment subcommittee began working more closely with the curriculum subcommittee on curriculum mapping. This information will help the assessment subcommittee devise and recommend a general education assessment process that will fit ISU's structure and culture.

The administrative structure and communications subcommittee is exploring the creation of an administrative position that will lead general education at ISU, although a final decision has not been reached by the General Education Task Force or Provost. The assessment subcommittee has also discussed and explored the idea of how this position will impact general education assessment as the institution moves forward in exploring and eventually deciding on a model for general education.

Assessment Advisory Council

The goal of the AAC is to meet periodically throughout the year to review processes related to the assessment of student learning outcomes and various reports and utilization of assessment results to improve student learning. Based upon this continuous review, the charge of the AAC is to recommend additions, deletions, and modifications of these processes to advance the quality of student learning at Illinois State. The AAC provides recommendations to UAS staff in its service to the institution on related matters.

In FY 2012, the AAC will have met seven times (9/20/11, 10/18/11, 11/15/11, 1/17/12, 2/21/12, 3/20/12, and 4/17/12). Major discussions and activities of the AAC in FY 2012 have focused on the following topics:

- Engaging in conversations about and approving revisions to the alumni survey (see goal 1 for more details)
- Regular updates about general education assessment.
- Review of assessment plans for PRAAP.
- General updates about UAS (consultations, surveys, etc.)
- General updates about the assessment academy team.
- Review of submissions for the Assessment Initiative Award (AIA) and determination of recipients.
- Presentations relating to student engagement data through NSSE and BCSSE

Academic Planning Committee

In FY 2012, the director and coordinator served on two different planning committees. Their role was to provide insight into academic program assessment plans and work with programs and centers that required follow-up related to assessment.

Division of Student Affairs

In FY 2012, several units within Student Affairs contacted UAS staff for assistance with their program-level assessment efforts. These units and the assessment projects include:

- Dean of Students
 - o Diversity Advocacy – worked to setup and use a data file for easy entry and analysis of program evaluation data
 - o Late Night Programming – worked on
 - The Up Late @ State survey in the fall 2011
 - An article about the Up Late @ State survey for the spring 2012 edition of *Progressive Measures*
 - A follow-up Up Late @ State survey
- Student Counseling Services
 - o Worked on the ICP Intern Evaluation
 - o Assisted with working through the data they have from two externally-administered institutional-wide survey reports
- Campus Recreation Center – worked on the Students’ Interest in Campus Recreation survey
- ISU Police Department – worked on the ISU Police Department survey of the campus community, as well as continuing to administer the survey after various programming events

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

Objective 4 – Increase professional development opportunities for ISU faculty and staff through increased collaboration with the Center for Teaching & Learning Technology (CTLT).

Objective 5 – Continue to increase collaborations with student affairs and other campus units.

Goal 3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.

Table 6. UAS Goals and Major Activities & Accomplishments for Goal 3

UAS Goal	Major Activities & Accomplishments
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Specialized and institutional accreditation support, assessment academy

Major Activities & Accomplishments:

UAS Goal 3 supports Educating Illinois Goal 3 (specifically strategy 3.3) and Goal 4 (specifically strategy 4.2). This goal also supports the Illinois Public Agenda Goal 3, strategy 3.1.C.1.

Major activities and related accomplishments for goal 3 include:

- Specialized and institutional accreditation support
- Assessment academy

Specialized and Institutional Accreditation Support

UAS will provide support for programs that have specialized accreditation. Generally, programs require 1) advice and consultation on assessment plans related to accreditation; 2) assistance with administering online surveys to alumni and analyzing the results; or 3) survey data about students, generally from the NSSE and alumni surveys.

Institutional accreditation support in FY 2012 was provided through the Assessment Academy.

Assessment Academy

In FY 2012, UAS worked on two assessment academy projects:

1. Review of student learning outcome plans to improve learning in all degree programs.
2. Strategic assessment of student learning in general education (The general education project is linked to the work of the GETFAST. The status of this project is outlined in detail in goal 2).

(The following is from the Assessment Academy update in January 2012). The Assessment Academy Team was established in early fall and has met biweekly since October to develop a plan for auditing assessment plans. The team has developed a rubric to guide the review of each degree program student learning outcome assessment plan and a review form for the audit.

The director and coordinator conducted training sessions with the assessment academy team and, as a group, the team went through the review process several times to become familiar with the rubric and develop a more consistent perspective as a team.

The first set of (125) degree program assessment plans were distributed in December. Reviews were conducted in small teams of two or three and were finished by February 23. Team members entered the results of their reviews into Select Survey so that they could be analyzed easily and then presented to the Team. The team will then begin to develop the questions/script for the interviews with

department chairs/school directors and pertinent faculty. These interviews are scheduled to be conducted over the summer.

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

Objective 2 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2013 and beyond.

Goal 4. Serve as partners on select assessment projects of university programs.

Table 7. UAS Goals and Major Activities & Accomplishments for Goal 4

UAS Goal	Major Activities & Accomplishments
4. Serve as partners on select assessment projects of university programs.	See summaries from goals 2,3, and 5

Major Activities & Accomplishments:

See goals 2, 3, and 5

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

See goals 2, 3, and 5

Goal 5. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.

Table 8. UAS Goals and Major Activities & Accomplishments for Goal 5

UAS Goal	Major Activities & Accomplishments
5. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Staff and unit consultations

Major Activities & Accomplishments:

UAS Goal 3 supports Educating Illinois Goal 1 (specifically strategy 1.5) and Goal 2 (specifically strategy 2.2).

This goal encompasses consultations, meetings, and other interactions with ISU faculty and staff about assessment. Consultations can be formal or informal. Between July 2011 and February 2012, UAS staff consulted with over 60 programs and departments on a variety of assessment-related projects, topics and surveys. In addition, UAS staff met with at least one unit from each of the four Divisions within the University. One goal for next year will be categorizing the nature of consultations for better tracking. Highlights of some projects included:

- Working with the Office of Sustainability coordinator on using data from the alumni survey to analyze university sustainability efforts.
- Working with Alumni Relations staff on the design, administration, and analysis of the Homecoming 2011 survey
- Working with Planning, Research, and Policy Analysis staff on the design of the *Educating Illinois* survey
- Working with Milner Library staff in their thinking through of appropriate assessments
- Working with the ISU Campus Police Department on a security survey to the campus community.

A common outcome of a consultation is a survey, and UAS uses Select Survey to administer assessment-related surveys online. During the past year, UAS administered 17 surveys for units within Academic Affairs, Student Affairs, and University Advancement.

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

Objective 6 – Develop an overall program evaluation strategy for UAS.

Goal 6. Serve the campus by engaging in outreach activities.

Table 9. UAS Goals and Major Activities & Accomplishments for Goal 6

UAS Goal	Major Activities & Accomplishments
6. Serve the campus by engaging in outreach activities.	Newsletter, website, workshops, award program

Major Activities & Accomplishments:

UAS Goal 3 supports Educating Illinois Goal 1 (specifically strategy 1.5) and Goal 2 (specifically strategy 2.2).

UAS utilizes the following outreach methods for communicating with the ISU campus:

- Newsletter
- Website communications
- Workshops presented
- Assessment Initiative Award

Newsletter

FY 2012 is the seventh year for the UAS newsletter, *Progressive Measures*. Two issues are published each year and highlight results of assessment projects, include interviews, and guest contributors. A minor change that was made this year was the inclusion of an external assessment leader or expert in order to slightly broaden the scope of the newsletter. This year, UAS staff interviewed Stan Ikenberry, head of the National Institute for Learning Outcomes Assessment (NILOA).

All of the newsletters are announced in an email to the campus and uploaded online at: <http://assessment.illinoisstate.edu/about/newsletter.shtml>

Website Communications

The UAS website is the primary vehicle for assessment information and archive for documents and other materials. Both the coordinator and office manager are able to edit the website and have access to the website shared drive. They update the website periodically, with these updates mostly related to posting the unit's online newsletter and updating program assessment plans as they are received.

Workshops

The UAS director co-presented with Kathleen McKinney, who leads the Scholarship of Teaching and Learning (SoTL) initiative at ISU, and Wendy Troxel, associate professor in the College of Education, in a CTLT workshop titled "Intermediate SoTL Session: Strategies to Measure Learning in our SoTL Projects" on November 1, 2011.

Assessment Initiative Award

Every year, UAS awards two grants for program-level assessment projects. The grants are generally around \$1,500 each. The AAC evaluates applications for the award using an established evaluation form. This year, two proposals were selected for funding:

1. *More Than Just an Assessment: A Student Driven Learning Experience*. Proposal submitted by Adam Dralle, Graduate Student and Gamsky Fellow, and Dr. Phyllis McCluskey-Titus, Associate Professor, Department of Educational Administration & Foundations
2. *A Retreat to Address the Department's Learning Outcome Goals*. Proposal submitted by Dr. Lane Crothers, Professor, Department of Politics and Government

Major FY13 Objectives for this Goal (from the FY13 Planning Document):

See objective 4 under Goal 2 (Increase professional development opportunities for ISU faculty and staff through increased collaboration with the Center for Teaching & Learning Technology (CTLT)).

Goal 7. Maintain a level of expertise in higher education assessment through staff development.

Table 10. UAS Goals and Major Activities & Accomplishments for Goal 7

UAS Goal	Major Activities & Accomplishments
7. Maintain a level of expertise in higher education assessment through staff development.	Conferences, publications, presentations

Major Activities & Accomplishments:

UAS Goal 6 supports Educating Illinois Goal 4 (specifically strategy 4.2).

UAS maintain a level of professional expertise in assessment and evaluation through the following activities:

- Conference attendance.
- Internal and external publications.
- Internal and external presentations.
- Training and professional development.
- Teaching.

Conferences

UAS staff attended the following conferences, webinars, or information sessions in FY 2012:

- Saving American Higher Education: Fostering Innovation and Productivity from the Inside Out webinar, ISU Planning & Research (9/22/11)
- Higher Learning Commission, meeting on Pathways accreditation process, Lisle, IL (10/27/11-10/28/11)
- Illinois Association for Institutional Research conference, Chicago, IL (11/3/11-11/4/11)

- ISU National Alumni Attitude Survey Results, ISU Alumni Relations (1/6/12)
- CTLT Teaching & Learning Symposium, Illinois State University, Normal, IL (1/12/12)
- HLC Conference & Assessment Academy Roundtables, Chicago, IL (3/30/12-4/3/12)
- Association for Institutional Research conference, New Orleans, LA (6/2/12-6/6/12)

Internal & External Presentations

Herrmann, D. (2011, August). *A Brief Overview of ISU's Students*. Research presented at the University College Visor Center Training for graduate students, Illinois State University, Normal, IL.

Herrmann, D., & Smith, R. (2011, November). *It Takes Two: A Systematic, Effective, & Practical Process for Integrating Assessment & Program Review*. Symposium presented at the meeting of the Illinois Association for Institutional Research, Chicago, IL.

Herrmann, D., Smith, R., & Whalen, K. (2011, November). *The Institutional Artifact Portfolio Process: A Method of General Education Program Assessment*. Symposium presented at the meeting of the Illinois Association for Institutional Research, Chicago, IL.

Herrmann, D., & Smith, R. (2012, January). *Two Sides of the Same Coin: Student and Faculty Engagement at ISU*. Symposium presented at the annual ISU Center for Teaching, Learning, & Technology symposium, Chicago, IL.

Herrmann, D., Smith, R., Murphy, J., Chapman, M., & Bailey, R. (2012, March). *Student Learning Outcome Plans to Improve Learning in All Degree Programs*. Poster presented at the Academy Learning Exchange and Showcase as part of the Higher Learning Commission Annual Conference, Chicago, IL.

Smith, R., Herrmann, D., & Murphy, J. (2012, March). *Informing General Education through Assessment*. Roundtable session presented at the Academy Learning Exchange and Showcase as part of the Higher Learning Commission Annual Conference, Chicago, IL.

Herrmann, D., & Smith, R. (2012, June). *It Takes Two: A Systematic, Effective, & Practical Process for Integrating Assessment & Program Review*. Symposium presented at the meeting of the Association for Institutional Research, New Orleans, LA.

Publications

Smith, R. (2011). The Practical Implications of Implementing a Unit Record System on a Community College Campus. In T. Treat (Ed.), *Technology Management (New Directions for Community Colleges #154)*, pp. 31-44. San Francisco: Wiley/Jossey Bass.

Whalen, K. (2011, Fall). UAS Interviews Dr. Stanley Ikenberry. *Progressive Measures*, 7(1), 3-6.

Whalen, K. (2011, Fall). Summary: Tobin, Herrmann, and Whalen (2011, May). The Institutional Artifact Portfolio Process: An Effective and Nonintrusive Method for General Education Assessment. *Progressive Measures*, 7, 9-10.

Whalen, K. (2011, Fall). Highlights from the 2011 Alumni Survey. *Progressive Measures*, 7, 11.

Herrmann, D. (2011, Fall). FSSE 2011: An Overview of the Faculty Survey of Student Engagement Results. *Progressive Measures*, 7, 12-13.

Whalen, K. (2012, Spring). Two Perspectives on Assessment. *Progressive Measures*, 7.

Training and Professional Development

All UAS staff have completed the CITI online training.

UAS staff attended the following workshops through CTLT:

- Adobe Contribute (2/12): coordinator and office manager
- Select Survey (2/12): office manager
- Excel, Level 2 (4/12): office manager
- Access, Level 1 (4/12): office manager
- Access: Queries (4/12): office manager
- Access: Forms (4/12): office manager
- Access: Reports (4/12): office manager

The UAS office manager also has received Datatel, Budget Wizard, and student hiring training.

Teaching

The director of university assessment taught EAF 411: Educational Assessment & Evaluation I during the spring 2012 semester.

The coordinator guest lectured at one of the EAF 411 courses about program-level assessment and evaluation.

C. Indicate measures of productivity by which the unit's successes can be illustrated (refer to Planning and Institutional Research for Academic Productivity Measures and other qualitative measures of productivity as appropriate).

During FY 12, UAS staff:

- Taught 1 course
- Co-presented one workshop
- Administered 2 Assessment Initiative Awards
- Published 2 issues of the online newsletter, *Progressive Measures*
- Provided 4 reports of the General Education IAP process to the CGE
- Served on 5 committees
- Contributed 6 publications
- Attended 7 conferences/webinars/information sessions
- Made 7 internal/external presentations
- Attended 10 workshops/training sessions
- Administered 17 online surveys
- Held over 60 consultations with various campus departments/schools/units
- Implemented the General Education IAP process during fall 2011
- Modified the Alumni Survey in an effort to receive more meaningful results

II. Internal Reallocations and Reorganizations in FY12

A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

UAS hired a new office manager in November 2011, as a replacement for one that transferred to the Human Resources department at ISU.

B. Describe how the unit used additional funds to enhance accomplishments and productivity. Additional funds include enhancement dollars, instructional capacity dollars, summer session funding, external funding, Foundation funds, variance dollars, external contracts, and technology tuition dollars.

Not applicable.

Accountability Reports

The Provost's Accountability Reports can be accessed using the following links:

A & B are Due – March 26, 2012

A. [Provost Enhancement Accountability Report](#)

B. [Enrollment Enhancement Accountability Report](#)

C & D are Due – September 15, 2012

C. Instructional Capacity Accountability Report

D. Travel Enhancement Program for Field Supervision Accountability Report

Units in Academic Affairs are requested to submit an Annual Report for FY12 – including a narrative report and Accountability Reports [as applicable] utilizing new online submission forms. Much of the data requested have been provided in your *College/Unit Working Folder* on the *Budget Docs Drive*. Because the online Accountability Report forms will not allow you to print a completed form for your records, you are encouraged to compose your descriptions/narrative for the Accountability Reports in a Word document and cut and paste the text into the online form. If you have any questions or experience difficulty with the forms please contact Destini Martinez (damart2@ilstu.edu).

All documents and presentations (as applicable) are due to the Provost's Office by March 26, 2012. The public presentations of both the FY12 Annual Report and FY13 Planning Document will be held April 3-4, 2012 at the Alumni Center, Room 118.

Narrative – Due March 26, 2012 (Word format – save to your *College/Unit FINAL Folder*)