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University Assessment Services

Academic Affairs

FY 2016 Annual Report

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Also available online: http://assessment.illinoisstate.edu

Illinois State University
Academic Affairs
FY16 Annual Report

This annual report covers the time period 3/1/15 through 2/28/16

I. Accomplishments and Productivity for FY16

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

Table 1. UAS Goal Alignment

UAS Goal	Goal/Standard Alignment		
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.A. – Continue effective integration of the assessment of student learning outcomes into the curricula and review process of the General Education Program and all degree programs).
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.D. – Implement administrative recommendations of the General Education Task Force).
		Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.2 – Increase pride, engagement, and sense of community among University stakeholders (3.2.C. – Provide opportunities for students, alumni, and their families to create enduring connections to ISU).
	HLC Criteria & Assumed Practices	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs: 4.A.1. – The institution maintains a practice of regular program review (4.A.6. – The institution evaluates the success of its graduates). Core Component 4.B. – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning (4.B.1. – The institution has clearly stated goals for student learning and effective processes for assessment.; 4.B.2. – The institution assesses learning outcomes that it claims for its curricular and co-curricular programs.; 4.B.3. – The institution uses the information gained from assessment to improve student learning. ; 4.B.4. – Good practice in assessment, including the substantial participation of faculty and other staff).
		HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.C. – The institution engages in systematic and integrated planning (5.C.2. – The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting).
		HLC Assumed Practices	C. Teaching & Learning: Evaluation & Improvement: C.6. – Institutional data on assessment of student learning are accurate and address the full range of students who enroll. D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
	IBHE Public Agenda	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.

Table 1. UAS Goal Alignment (continued)

UAS Goal	Goal/Standard Alignment		
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2 – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.D. – Develop and assess student learning outcomes facilitated by out-of-class and cocurricular learning experiences).
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.E. – Discuss and implement curricular changes and enhancements recommended by the General Education Task Force through the shared governance process).
		Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.1 – Enhance cross-divisional and cross-departmental collaboration (3.1.A. – Identify cultural and structural barriers to collaboration, and develop strategies to overcome them).
	HLC Criteria & Assumed Practices	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.B. – The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission (5.B.1. – The institution has and employs policies and procedures to engage its internal constituencies in the institution's governance, 5.B.3. – The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort).
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Educating Illinois	Goal 4 – Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.	Strategy 4.1. – Review processes and practices to ensure efficiency and effectiveness in the University's operations. (4.1.C. – Formalize a university program to monitor compliance with, and changes in, federal state laws and regulations). Strategy 4.4. – Continue to promote the university planning efforts and ensure all plans are integrated with Educating Illinois (4.4.C. – Review the academic plan to ensure integration with Educating Illinois).
	HLC Criteria & Assumed Practices	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs (4.A.5. – The institution maintains specialized accreditation for its programs as appropriate to its educational purposes).
		HLC Assumed Practices	D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
	IBHE Public Agenda	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.
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement).
			Strategy 1.3 – Increase opportunities for students to engage in high-quality, high-impact educational experiences. 1.3.A. – Increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings.
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).

Table 1. UAS Goal Alignment (continued)

UAS Goal	Goal/Standard Alignment		
5. Serve the campus by engaging in outreach activities.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement).
6. Maintain a level of expertise in higher education assessment through staff development.	Educating Illinois	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).
	HLC Criteria & Assumed Practices	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.A. – The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future (5.A.4. – The institution's staff in all areas are appropriately qualified and trained).

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. (2013, January). *HLC Criteria*. On-line: http://www.ncahlc.org/Information-for-Institutions/criteria-for-accreditation.html

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

Major Activities & Accomplishments	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
1.1 Coordinating PRAAP 1.2 Consultation for general education assessment 1.3 Engagement Surveys 1.4 Alumni Survey	Objective 1.1 – Continue to use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond. Objective 1.2 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data. Objective 1.3 – Complete the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting. Objective 1.4 – Implement three engagement surveys: FSSE-G (3/15), BCSSE (8/15), and NSSE (3/16).	Objective 1.1 -- Continue to use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2017 and beyond. Objective 1.2 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data. Objective 1.3 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting. Objective 1.4. – Implement the Faculty Survey of Student Engagement (FSSE) in spring 2017. Objective 1.5 – Implement and evaluate the effectiveness of a new PRAAP rubric. Objective 1.6 – Collaborate with the Provost Office in the development and implementation of an assessment plan for civic engagement. Also provide support for and/or coordination for specific assessment projects, as indicated in the assessment plan.[1]

Major Activities and Accomplishments for Goal 1

1.1 Coordinating Process for the Review of Academic Assessment Plans (PRAAP)

UAS supports PRAAP in two ways. First, program assessment plans are reviewed by members of the Assessment Advisory Council (AAC) prior to the program review process. After the review, UAS staff meets with chairpersons/directors to discuss the results of the review and make recommendations for changes, if any.

In 2015-16, the AAC are reviewing 12 assessment plans. UAS will meet with 5 academic units to discuss the PRAAP reviews and feedback. The annual update for academic assessment plans has existed for several years, but no formal mechanism for providing feedback was established. Last year, UAS staff and AAC members decided to develop such a mechanism. UAS staff and AAC members reviewed the 99 submitted annual updates and provided feedback on the program assessment activities that were discussed and any suggestions regarding those activities.

The second way in which UAS supports PRAAP is through serving on the Academic Planning Committee (APC), which reviews program review submissions. This year, the UAS assistant director served on the APC and reviewed 19 program/center review self-studies.

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[1] Updated on March 30, 2016

1.2 *Consultation for general education assessment*

The General Education program assessment plan was completed in summer 2014, with implementation beginning in fall 2014. UAS continues to serve an active role with the Associate Provost for Undergraduate Education in regard to general education assessment. More information about UAS's role in coordinating the general education assessment process is included in the narrative section for Goal 2 (specifically, 2.1: Council for General Education).

1.3 Engagement Surveys

UAS is responsible for conducting university-wide engagement surveys. Three engagement surveys are administered on a three year schedule (see below). The most recent engagement surveys administered by UAS were Beginning College Survey of Student Engagement (BCSSE) in summer 2015 and the National Survey of Student Engagement (NSSE) currently in spring 2016. The FSSE-G (for teaching graduate students) was administered for the first time (ever and at ISU) in spring 2015.

Cohort	Year & Semester of Administration													
	2006 summer	2007 spring	2008 n/a	2009 summer	2010 spring	2011 spring	2012 summer	2013 spring	2014 spring	2015 summer	2016 spring	2017 n/a	2018 summer	2016 spring
Cohort 1	BCSSE	NSSE-FY			NSSE-SR									
Cohort 2				BCSSE	NSSE-FY			NSSE-SR						
Cohort 3							BCSSE	NSSE-FY			NSSE-SR			
Cohort 4										BCSSE	NSSE-FY			NSSE-SR
Cohort 5													BCSSE	NSSE-FY

Results from engagement surveys were shared in the following venues this past year:

- Reflecting on Students' Past and Expectations for the Future, CTLT Annual Teaching & Learning Symposium, January 2016
- Data request reports:
    o Civic Engagement at ISU
    o Campus Climate
    o Time Spent Preparing for Class
    o Number of Assignment Drafts Prepared by Students

1.4 Alumni Survey

UAS continues to administer the Alumni Survey on an annual basis. A total of 861 alumni responded to the 2015 Alumni Survey, for an overall response rate of 12.5%. Of the 861 who responded, 78% were undergraduate alumni and 22% were graduate alumni. A majority of students responded positively when evaluating their educational experiences and overall quality of ISU. Additional information about the 2015 Alumni Survey can be found online in the upcoming Fall-Winter 2015 edition of Progressive Measures.

UAS continues to discuss potential and implement further changes to the Alumni Survey. Some of this is due to potential data from the salary and labor market study with IDES.

Status of Major FY16 Objectives

Objective 1.1 – Continue to use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond.

A significant change was made to the PRAAP rubric in 2015-2016. While the previous rubric provided good information, UAS staff felt the structure and purpose of the rubric needed to be revised based on feedback and meetings with faculty and academic administrators. After consulting with the AAC, a new checklist rubric was devised. This new rubric will be piloted, alongside the current rubric, during the 2015-2016 PRAAP reviews. This project is included as an objective for FY 2017.

Objective 1.2 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data.

UAS will continue to evaluate the results of the Alumni Survey and make changes after consulting the evidence and appropriate leadership and governance entities. Most of these changes were articulated on the previous page.

Objective 1.3 – Complete the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting.

All of the research, security, and legal protocols for this project were completed by September 2015. Issues related to the processing of payment for the data to IDES have put the project behind schedule. It is hoped IDES can provide the data in spring 2016, and UAS staff can begin work on the project then.

Objective 1.4 – Implement three engagement surveys: FSSE-G (3/15), BCSSE (8/15), and NSSE (3/16).

All three surveys were administered in 2015-16.

Goal 2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.

Major Activities & Accomplishments*	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
2.1 Council on General Education (CGE) 2.2 Assessment Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Civic Engagement Center 2.5 University College Program Council 2.6 Online Survey Working Group	Objective 2.1 – Partner with the Provost office in the continued improvement and implementation of Academic Program Profiles.	Objective 2.1 – Complete first year of new General Education assessment process. Objective 2.2 – Evaluate new General Education assessment process in terms of process and usefulness of results. Objective 2.3 – Evaluate the role and activities of the AAC.

*The Foundations of Excellence (2.4), International Strategic Planning Committee (2.5), and Writing Across the Curriculum team (2.6) did not meet in FY 16, at least to UAS' knowledge. These were reported in the FY 15 Annual Report and are removed for the FY 16 Annual Report. The Civic Engagement Task Force (2.7) was replaced by anticipated consultation and work with a proposed Civic Engagement Center (2.4 in the FY 16 Annual Report).

Major Activities and Accomplishments for Goal 2

2.1 Council on General Education (CGE)

UAS and the Council on General Education (CGE) worked with the Associate Provost for Undergraduate Education on creating an assessment plan for the General Education program. More background information about the current assessment is in the FY 14 and FY 15 annual reports.

During the 2014-2015 academic year, UAS collected course syllabi and student assignments from courses situated within the *United States Traditions* (UST) and *Individuals and Civic Life* (ICL) categories of the General Education program. UAS collected 11 course syllabi and student assignments from 8 sections of UST courses but only 4 course syllabi and student assignments from 1 ICL course. Thus, ICL courses were added to the 2015-2016 course categories targeted for assessment. The student assignments from the UST courses are being reviewed by three faculty members who are familiar with the UST courses and/or have taught/are teaching one of those courses. They have access to a ReggieNet committee site that contains their assignments to review and the United States Traditions rubric so that they can evaluate each assignment. They have been asked to complete this by the end of the spring semester, and data analysis will begin during the summer 2016.

During fall 2015, UAS collected course syllabi and student assignments from courses situated in the *Mathematics* (MAT), *Quantitative Reasoning* (QR), and *Individuals and Civic Life* (ICL) categories of the General Education program, as well as collected course syllabi from the *Natural Sciences* (NS), *Natural Science Alternatives* (NSA), and *Science, Mathematics, and Technology* (SMT) categories. UAS staff collected 10 course syllabi (but no student assignments) from MAT courses; 17 course syllabi and student assignments from 5 sections of QR courses; and 8 course syllabi and student assignments from 2 sections of ICL courses. In addition, 11 course syllabi have been collected from NS courses; 10 course syllabi from NSA courses; and 43 course syllabi from SMT courses.

2.2 Assessment Advisory Council (AAC)

The goal of the Assessment Advisory Council (AAC) is to review processes related to the assessment of student learning outcomes and various reports and utilization of assessment results to improve student learning. The AAC also provides guidance and recommendations to UAS staff in its service to the institution on related matters.

The AAC generally meets on a monthly basis (except for summer). Meeting topics include:

- Regular updates about General Education program assessment.
- Review of program assessment plans for PRAAP/Annual Assessment Updates.
- General updates about UAS activities and projects (consultations, surveys, etc.).
- General updates about HLC-related matters.
- Presentations relating to student engagement data through BCSSE/NSSE/FSSE.

During the 2014-2015 academic year, the UAS assistant director became the chair of the AAC and is working with its members during the spring 2016 semester to improve the committee's effectiveness as part of a project for one of his assessment and evaluation doctoral courses. Committee members will be interviewed, and the findings will be presented at the final meeting of the semester, with planned implementation of the findings during summer 2016 and during the 2016-2017 academic year.

2.3 Academic Planning Committee (APC)

UAS has a standing membership role on the Academic Planning Committee (APC). The goal of the UAS representative is to provide insight into academic program assessment plans and work with programs and centers that require follow-up related to assessment. This year, the UAS assistant director served as the UAS representative on the APC, attending 9 meetings and reviewing 19 self-studies, including the program assessment plans for each of the programs under review.

2.4 Civic Engagement Center

UAS had two planning meetings in 2015-16 with the current interim director of civic engagement. UAS staff will work with the center throughout the 2016-17 academic year on the development of an assessment plan for the center.

2.5 University College Program Council

The UCPC meets once a semester. The UAS director sits on the committee and will advise in regard to the development of an assessment plan.

2.6 Online Survey Working Group

The UAS director serves on the Online Survey Working Group. The goal of the group is to investigate new online survey options for ISU. As of March 2016, the group is working on an RFP for a new survey instrument for ISU.

Status of Major FY16 Objectives

Objective 2.1 – Partner with the Provost office in the continued improvement and implementation of Academic Program Profiles.

Academic profiles were implemented in FY 2016. During summer 2016, UAS staff coded responses to the Annual Assessment Updates regarding the usefulness of the data provided (program inputs, productivity, and outputs), as well

as where these data were discussed. This report was provided to Provost Office staff to use as they work to improve the Academic Program Profiles. UAS will continue to work with the Provost office on the further development of academic profiles.

Objective 2.2 – Evaluate new General Education assessment process in terms of process and usefulness of results.

The Institutional Artifact Portfolio (IAP) part of the General Education Assessment plan was started in spring 2016. After the results of the assessments are analyzed and communicated to the CGE, UAS will evaluate the process.

Objective 2.3 – Evaluate the role and activities of the AAC.

This spring (2016), the assistant director will examine how the AAC can be more effective. The evaluation is part of a class project. Anticipated results will hopefully highlight ways in which council members can increase their knowledge and skills related to assessment in general and specifically at ISU and how council members can communicate their knowledge to their units and the broader campus community.

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

Major Activities & Accomplishments	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support	Objective 3.1 – Identify academic programs due for specialized accreditation FY 16 and FY 17.	

Major Activities and Accomplishments for Goal 3

3.1 Specialized Accreditation Support

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 Survey.

UAS staff met with two specialized accreditation site visit teams when at ISU to discuss assessment within the programs and what role UAS has in supporting them. These specialized accreditation agencies included the American Council for Construction Education (ACCE; for the B.S. in Construction Management) and the Council on Accreditation of Parks, Recreation, and Tourism (COAPRT; for the B.S. in Recreation and Park Administration).

3.2 Institutional Accreditation Support

There are no updates on institutional accreditation and assessment for FY 2016.

Status of Major FY16 Objectives

Objective 3.1 – Identify academic programs due for specialized accreditation FY 16 and FY 17.

This project was completed.

Goal 4. Advise and deliver professional development activities for faculty and staff on purpose, design, methodology, and use of assessment and evaluation technique.

Major Activities & Accomplishments	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
4.1 Staff & Unit Consultations 4.2 Survey design, analysis, and/or consultation 4.3 Data analysis/support 4.4 Professional development for ISU faculty & staff	Objective 4.1 – Continue to develop and refine professional development curriculum for assessment in Academic Affairs.	Objective 4.1 – Offer two professional developments workshop series in the fall and spring semesters.

Major Activities and Accomplishments for Goal 4

4.1 Staff & Unit Consultations

UAS has worked with individuals across all four divisions of the university. Between March 2015 and February 2016, UAS staff provided consultations for 11 units on assessment-related matters, including:

- Revising the program assessment plan for the M.A. in Languages, Literatures, and Culture
- Developing an online rubric system for the World Language teacher education programs
- Reviewing and providing feedback on two satisfaction surveys for the University College Testing Office
- Providing guidance in addressing assessment-related recommendations from program review for the Department of Economics
- Survey design/administration and eventual data analysis for a nursing faculty research project in conjunction with Health Promotion and Wellness

4.2 Survey design, analysis, and/or consultation

UAS staff met with faculty and/or staff from 5 units to discuss using surveys to collect data. Sometimes, UAS administered the survey (including sending emails and providing reports of the results), whereas other times, UAS provided feedback on survey design. Between March 2015 and February 2016, UAS administered approximately 58 surveys on behalf of 8 units. Some of the surveys that UAS provided administered during the past year include:

- Open House Surveys, Daily Campus Visit Survey, Redbird Reception Evaluations, Redbird Day Survey, and Red and White Day Survey for the Office of Admissions (each administered three times in FY16)
- Geography Exit Survey for the Department of Geography-Geology (administered three times in FY16)
- Academic Advising Survey for Assessment Committee of the Academic Advising Council (administered twice in FY16)
- Course and Instructor Evaluations (these include one survey for each of the 6-8 individual courses), Student Evaluations, Semester Evaluations (both of these include one survey for each of 25-30 individual students), and

Intensive English Program Evaluation for English Language Institute (all of these being administered three times in FY16 for the regular programs and all administered an additional time for a special, one-year program)

4.3 Data analysis/support

UAS staff received 8 requests for data and/or assistance analyzing and interpreting data collected for assessment purposes. Units requesting these data or assistance included the Career Center; the Center for Teaching, Learning, and Technology (CTLT); and Planning, Research, and Policy Analysis.

4.4 Professional development for ISU faculty & staff

One of the results of participation in the HLC Assessment Academy was a need for more professional development and training in assessment and evaluation for faculty and staff. As a result, UAS implemented a professional development series based on the PRAAP rubric in fall 2012 and offered these sessions in fall 2015. These sessions included:

- Goals and learning outcomes
- Direct measures of assessment
- Indirect measures of assessment
- Using results

UAS also implemented an "assessment toolbox" series in spring 2016. These sessions included/will include:

- Logic Models
- Survey Design
- Curriculum Mapping

The session content will be uploaded to the UAS conferences and presentations website: http://assessment.illinoisstate.edu/about/workshops/.

UAS and Planning, Research, and Policy Analysis were asked by the Provost Office to assist in providing a professional development session for chairpersons/directors before they submitted their Annual Assessment Updates. UAS staff outlined the PRAAP and Annual Assessment Update processes and the submission form, as well as how questions related to the Academic Program Profiles data were being asked to improve this initiative for future releases.

Status of Major FY16 Objectives

Objective 4.1 – Continue to develop and refine professional development curriculum for assessment in Academic Affairs.

All of the professional development sessions were offered at two times and dates to accommodate more people. So, in total, UAS offered 14 workshops. An evaluation form was developed and data will be analyzed at the conclusion of this year's series. Because more non-academic units are developing formal assessment processes for academic service/support initiatives, an expansion of the first session in spring 2016 (Logic Models) from one session to three or four (similar to the fall series) will be considered. Such a series would target staff and administrators more so than faculty, and thus could be offered during the summer session.

Goal 5. Serve the campus by engaging in outreach activities

Major Activities & Accomplishments	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events	Objective 5.1 – Develop and implement an online business intelligence component for the UAS website, potentially piloting with NSSE data. Objective 5.2 – Develop a list of assessment contacts by program or department.	Objective 5.1 – Develop and implement an online business intelligence component using NSSE data.

Major Activities and Accomplishments for Goal 5

5.1 Progressive Measures (Newsletter)

During 2015-16, the timing of *Progressive Measure*s was altered such that there will be a fall/winter issue and then a spring/summer issue. The fall/winter 2015 issue will be published in the UAS website in spring 2016.

5.2 UAS website

The UAS website is the primary vehicle for assessment information and archive for documents and other materials. All staff 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 newsletter and updating program assessment plans as they are received.

After a re-design in 2015, no major changes were made to the site in FY 2016.

5.3 Assessment Initiative Award

Every year, UAS awards small grants for program-level assessment projects. The grants are generally around $2,000 each. The AAC evaluates applications for the award using an established evaluation form. This year, 5 proposals were submitted, with 3 selected for funding:

- Implementation of the B.A., B.S. in Public Relation's new program assessment plan (through the School of Communication)
- Longitudinal study of ISU students' experiences in academic and workplace writing settings (through the Writing Program in the Department of English)
- Evaluation of the outreach program for international students (through Student Counseling Services)

Copies of the award applications are on file in UAS. Recipients are required to write an article for *Progressive Measures* and present their project (such as at the CTLT Teaching-Learning Symposium).

5.4 Presence at Campus Events

UAS often conducts outreach by making a presence at campus events. Between March 2015 and February 2016, these included:

- Network session at the New Chairpersons/Directors Orientation (7/9/2015)
- Table presentation at New Faculty Orientation (8/10/2015)
- Table presentation at Founder's Day (2/18/16)

Status of Major FY16 Objectives

Objective 5.1 – Develop and implement an online business intelligence component for the UAS website, potentially piloting with NSSE data.

UAS is currently working on a mapping project that will hopefully target data for specific units and be the basis for mapping NSSE data onto specific questions. Current engagement survey questions are mapped onto HLC criteria, ISU general education outcomes, and Educating Illinois goals. UAS is currently conducting testing and training with Tableau to address this objective.

Objective 5.2 – Develop a list of assessment contacts by program or department.

The information gathered during the 2015 Annual Assessment Updates included individuals who had responsibility for assessment within the degree program or department/school. A list of these individuals was created, thus meeting this objective.

Goal 6. Maintain a level of expertise in higher education assessment through staff development

Major Activities & Accomplishments	FY 16 Objectives	FY 17 Objectives (from FY 17 Planning Document)
6.1 Conference and meeting attendance 6.2 Internal and external presentations & publications 6.3 Training and professional development	None	None

Major Activities and Accomplishments for Goal 6

6.1 Conference and meeting attendance

6.2 Internal and external presentations

- *Reflecting on Students' Past and Expectations for the Future* by Derek Herrmann & Ryan Smith, CTLT Annual Teaching & Learning Symposium, January 2016
- *Reflecting and Imagining Collaboratively: Improving Student Learning at the Program Level* panel session presented by Derek Herrmann Michael Byrns and Guang Jin (Environmental Health) and Carolina Posada and Nancy Novotny (Mennonite College of Nursing) to discuss presenters' 2014-2015 Assessment Initiative Award projects, CTLT Annual Teaching & Learning Symposium, January 2016

6.3 Training and professional development

All UAS staff have completed the CITI online training.

The UAS assistant director is currently enrolled in the doctoral program in the School of Teaching and Learning.

Status of Major FY16 Objectives

N/A

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

I.   Internal Reallocations and Reorganizations in FY16

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.
A goal for the reminder of FY 2017 is the creation of a plan to change the duties and responsibilities of the Office Manager position in UAS. The rationale behind this plan is the following:

  ▪ As the office and university continue to evolve, consistency with UAS strategy and goals.
  ▪ To move some functions from the graduate assistant and assistant director to the Office Manager. This will streamline some office functions and be more efficient in terms of staffing costs.
  ▪ To capitalize on the skills and knowledge learned by the current Office Manager in the three years the position has been staffed.

A. Describe how the unit used additional funds to enhance accomplishments and productivity. Additional funds include: Enhancement funds, Instructional Capacity funds, Summer Session funding, external funding, Foundation funds, variance dollars, external contracts, and technology tuition dollars, or other special funds provided with general revenue dollars.

Accountability Reports

B. FY16 PE Statement Accountability Report- Word Template uploaded to your Budget Docs Drive: Working Folder. **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due March 16, 2016**

C. FY16 SBC Statement Accountability Report- Word Template uploaded to your Budget Docs Drive: Working Folder. **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due March 16, 2016**

D. FY16 IC_Gen Ed Accountability Report- *Template uploaded to your Budget Docs Drive: Working Folder* – . **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due February 5, 2016**

E. FY16 Supplemental Travel for Field Supervision Accountability Report - *Template uploaded to your Budget Docs Drive: Working Folder* – . **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due September 5, 2016**