

# 2023 Annual Report & 2024 Strategic Plan



## University Assessment Services



**ILLINOIS STATE  
UNIVERSITY**  
*Illinois' first public university.*

# University Assessment Services

2024 Annual Report & 2025 Strategic Plan

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## Accomplishments & Productivity

### Unit Goals & Connection to Educate, Connect, Elevate

UAS Goals	Educate, Connect, Elevate
Goal 1. Facilitate institutional assessment efforts	<ul style="list-style-type: none"><li>- Increase retention and graduation rates (1.A.3)</li><li>- Leverage data analytics to inform decision-making (1.D.3)</li><li>- Refine processes for the development of new academic programs (2.A.3)</li><li>- Utilize technological solutions that enhance productivity and creativity (2.C.3)</li><li>- Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)</li></ul>
Goal 2. Build institutional assessment capacity	<ul style="list-style-type: none"><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li><li>- Increase collaboration across departments and Divisions (1.D.2)</li><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li><li>- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</li><li>- Create awareness of opportunities for students to engage in research (4.B.1)</li><li>- Expand and promote opportunities for engagement in professional development (4.C.3)</li></ul>
Goal 3. Cultivate collaborative partnerships	<ul style="list-style-type: none"><li>- Increase collaboration across departments and Divisions (1.D.2)</li><li>- Leverage data analytics to inform decision-making (1.D.3)</li><li>- Enhance cross-disciplinary research and creative activities (2.B.2)</li><li>- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</li><li>- Utilize technological solutions that enhance productivity and creativity (2.C.3)</li></ul>
Goal 4. Enhance UAS staff development	<ul style="list-style-type: none"><li>- Expand and promote opportunities for engagement in professional development (4.C.3)</li><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li></ul>

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## Specific accomplishments related to academic program development

n/a

## Provide specific accomplishments related to equity, diversity, and inclusion

### Sense of Belonging

UAS conducted a study of identity groups and sense of belonging. A [report and visualization](#) was created. The report analyzed quantitative and qualitative data by the following groups: African-American, Asian, Commuters, Students with Disabilities, First generation, Queer & Trans, Latinx, Online, Transfer, Working off campus and working on campus.

#### *Five Bottom Lines*

- Students are finding affirming spaces over time. Keep emphasizing that.
- Physical spaces and wayfinding play a significant role in belonging.
- Interactions with ISU faculty and staff through courses, spaces and especially on-campus jobs encourage belonging.
- Many students express appreciation and admiration for ISU, even those who questioned their belonging.
- Belonging is premised on building off student assets.

#### *Turning Results into Action*

- Encourage a growth mindset in classes and programs.
- Guide students to events and folks where they can experience belonging.
- Intentionally create physical spaces for belonging.
- Promote representation among faculty and staff.
- Respect student strong ties to culture, family, religion and other communities.
- Appreciate that belonging is dynamic and can depend on the situation or context.
- Create experiences that validate students' multiple identities.
- Communicate high academic standards and confidence in students' ability to meet them.

### Incorporating EDI Principles in Assessment

UAS has developed a framework for incorporating EDI principles in assessment. However, it has not been endorsed by ISU or implemented.

#### Model

- Make inequities visible by disaggregating data.
- Incorporate asset-based mindsets in curriculum, planning and assessment.
- Implement critical quantitative analysis.
- Implement new models and analytics practices of assessment.
- Use institutional, social, historical and regional context to define categories

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## Provide specific accomplishments related to Faculty Success

n/a

## Provide specific accomplishments related to Student Success

### Interactions with Student Affairs

UAS collaborated with the assessment director in student affairs in a presentation to the student affairs division staff and student leadership team.

See

- [A conversation in student affairs about engagement & student success: Leveraging involvement and collaboration to cultivate belonging](#)
- [Exploring Engagement Data Landscapes: A Visual Journey of Comparative ISU Survey Data](#)

### NSSE Retention Model

UAS created a retention model using National Survey of Student Engagement (NSSE) data. The model employed exploratory data analysis and logistic binary regression to create two profiles:

*Returners feel like they belong at ISU.*

- Returners are engaged in interactions with others. These interactions are frequent and positive.
- Returners collaborate with other students in the classroom and in academic work outside of the classroom.
- Returning students are more certain about their decision to attend ISU and college in general.
- Non-returning Student Profile

*Non-returning students feel less belonging at ISU.*

- Non-returning students have less interactions with other students.
- Non-returning students exert effort and work hard. They put in as much time and effort into academic activities as returning students, including reading and writing.
- Non-returning students are less certain about their place at ISU and in college in general.

*Turning Results into Action*

- Review academic messaging related to students with low GPAs or on academic probation.
- Create spaces to foster belonging.
- Develop belonging initiatives for students from identity groups.
- Make the relevancy of college explicit to students through general education and professional development.
- Create activities that teach students how to collaborate and interact with others.
- Make alert systems based on relevancy, belonging, and expectations, not only academic factors.

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Campus Press Article: [Can I do it? Do I belong? Should I do it?\\* Analyzing Retention at ISU using the National Survey of Student Engagement / Visualization](#)

## List other major teaching, research, or service accomplishments not listed above that support Educate\*Connect\*Elevate

Goals		Report
<p>Facilitate institutional assessment efforts</p>	<p>Coordinate general education outcomes assessment</p> <p>Expand alumni outcomes research</p> <p>Provide evidence for institutional accreditation (HLC) efforts</p> <p>Enhance academic quality through program review</p> <p>Enhance student engagement and success through research and evaluation</p>	<p><b>NSSE Survey</b></p> <ul style="list-style-type: none"> <li>✓ Created Three-year project plan for the National Survey of Student Engagement at ISU (NSSE). See <a href="#">appendix D</a> for year 1 of plan.</li> <li>✓ Implemented year 1 project plan, leading to an over 20% response rate, slightly higher than benchmark rates and the highest at ISU in over 10 years.</li> <li>✓ Created <a href="#">benchmark report</a>, comparing ISU to peer institutions.</li> <li>✓ Sample of other online visualizations:               <ul style="list-style-type: none"> <li>○ <a href="#">How identity groups experience belonging at ISU</a></li> <li>○ <a href="#">NSSE longitudinal analysis</a></li> <li>○ <a href="#">7 things ISU does really well</a></li> </ul> </li> </ul> <p><b>General Education</b></p> <ul style="list-style-type: none"> <li>✓ Led artifact review session in the following areas: sciences, humanities, fine arts and math/quantitative reasoning.</li> <li>✓ Created Power BI dashboard for spring 22 general education student <a href="#">survey</a>.<sup>1</sup></li> <li>✓ Created Power BI dashboard for <a href="#">artifact review</a>.</li> <li>✓ Presented results to <a href="#">Council on General Education</a>.</li> <li>✓ Implemented writing survey for the <a href="#">General Education Review Task Force</a>.</li> <li>✓ Completed review of gen ed assessment process to meet HLC concerns.</li> <li>✓ Created <a href="#">general education assessment plan</a>.</li> <li>✓ Implemented general education outcomes into Canvas and designed system for collecting data.</li> <li>✓ Created instructional manual for importing outcomes into Canvas (based on COB manual).</li> </ul> <p><b>PRAAP / Program Review</b></p>

<sup>1</sup> Power BI permission requests can be sent to: [assessment@ilstu.edu](mailto:assessment@ilstu.edu).

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Goals		Report
		<ul style="list-style-type: none"> <li>✓ Service on the Academic Planning Committee.</li> <li>✓ Administered Annual Assessment Update.</li> <li>✓ Coordinated PRAAP process with the Assessment Advisory Council.</li> <li>✓ Created a <a href="#">planning visualization</a> for organizing program review and assessment, including calendar.</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>✓ Academic advising overload analytic</li> <li>✓ HLC Reaccreditation Teams</li> </ul>
Build institutional capacity	<p>Engage faculty and staff in meaningful professional development activities</p> <p>Provide programmatic assessment opportunities for units</p> <p>Consult individuals and programs in assessment &amp; research best practices</p>	<ul style="list-style-type: none"> <li>✓ Consultations with programs and individuals.</li> <li>✓ Program PRAAP orientations.</li> <li>✓ Presented assessment data dashboards at Piε Day to staff in non-academic affairs units (student, administrative, and advancement)</li> <li>✓ Hired FireBird Research Student</li> </ul>
Build collaborative relationships	<p>Regularly engage with ISU information planning &amp; analysis units and governance entities</p> <p>Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</p> <p>Create an environment that enables decision-makers and users of assessment results</p>	<p><b>Committees, Teams &amp; Task Forces</b></p> <ul style="list-style-type: none"> <li>✓ General Education Review Task Force</li> <li>✓ Civic Engagement Advisory Board <ul style="list-style-type: none"> <li>○ Participation in multiple volunteer events</li> </ul> </li> <li>✓ Academic Planning Committee</li> <li>✓ Assessment Advisory Council</li> <li>✓ Data &amp; Planning Collaborators Team</li> <li>✓ Dissertation committees in college of education</li> <li>✓ <a href="#">Grand Challenges in Assessment</a> (national)</li> </ul>
Enhance UAS staff development	<p>Incorporate emerging technologies and assessment techniques</p> <p>Conduct specialized and empirical studies</p>	<p><b>Staff Professional Development</b></p> <ul style="list-style-type: none"> <li>✓ Linked In Learning</li> <li>✓ Addressing Loneliness Among ISU Students, ISU, 6/13/23</li> </ul>

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Goals		Report
	Engage in a community of assessment scholars and reflective practitioners	<ul style="list-style-type: none"><li>✓ Seeking Continuous Improvement in your IE Process Confirmation, Weave, 8/10/23</li><li>✓ More than Bricks and Mortar: Foundations, AAHLE webinar, 1/17/24</li><li>✓ More than Bricks and Mortar: Frameworks, AAHLE webinar, 1/31/24</li><li>✓ More than Bricks and Mortar: Fireproofing, AAHLE webinar, 2/7/24</li><li>✓ More than Bricks and Mortar: Finishing Touches, AAHLE webinar, 2/21/24</li></ul>






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## Strategic Plan


### Planning Framework

 <p><b>Vision</b> A campus culture that uses evidence to help students succeed.</p>	 <p><b>Mission</b> University Assessment Services promotes a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.</p>	 <p><b>Values</b> Collaboration Integrity Support Curiosity Innovation</p>
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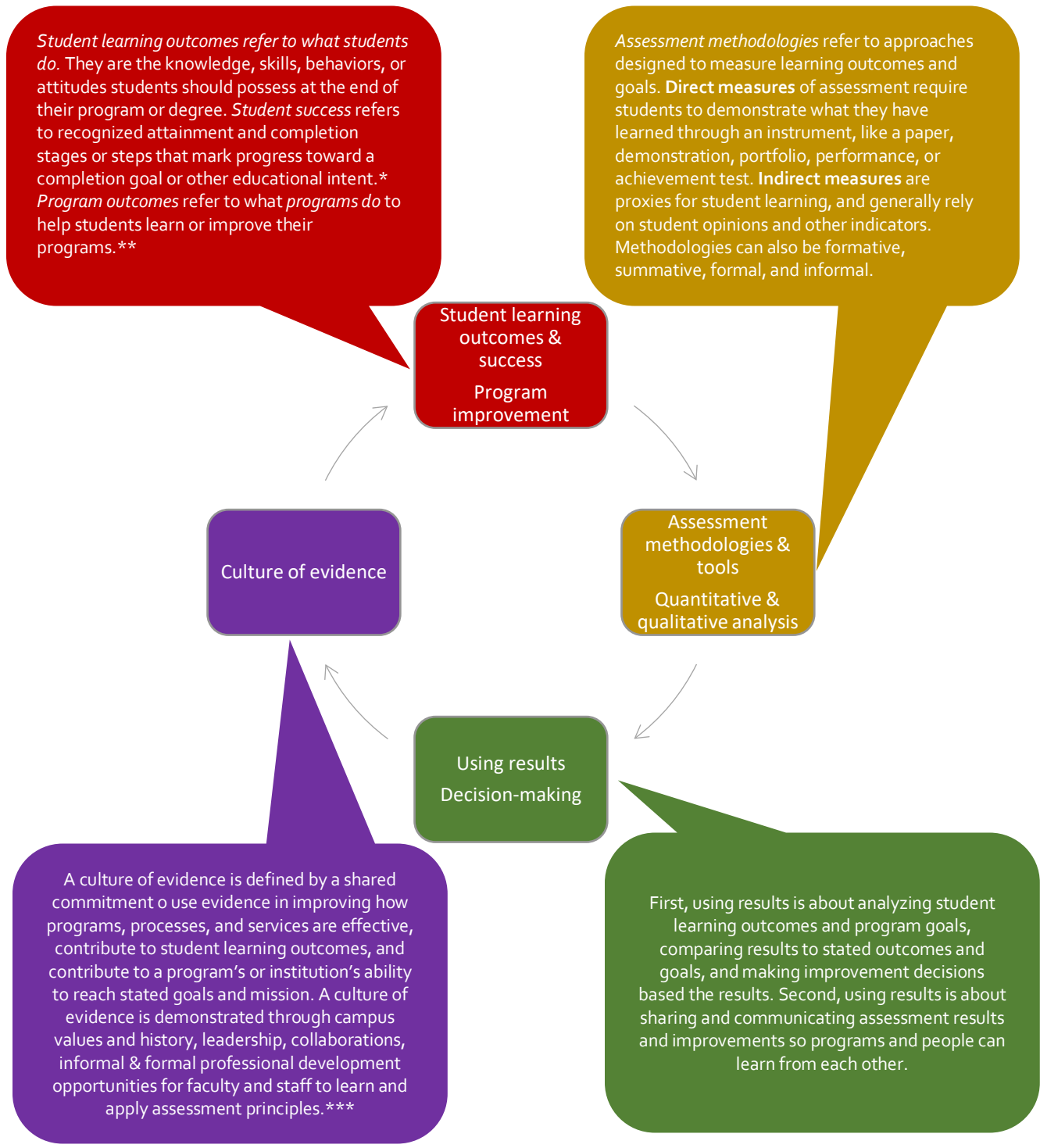
 <p><b>Facilitate Institutional Assessment Efforts</b></p>	<ul style="list-style-type: none"> <li>Coordinate general education outcomes assessment</li> <li>Expand alumni outcomes research</li> <li>Provide evidence for institutional accreditation (HLC) efforts</li> <li>Enhance academic quality through program review</li> <li>Enhance student engagement and success through research and evaluation</li> </ul>
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 <p><b>Build Institutional Assessment Capacity</b></p>	<ul style="list-style-type: none"> <li>Engage faculty and staff in meaningful professional development activities</li> <li>Provide programmatic assessment opportunities for units</li> <li>Consult individuals and programs in assessment &amp; research best practices</li> </ul>
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 <p><b>Build Collaborative Partnerships</b></p>	<ul style="list-style-type: none"> <li>Regularly engage with ISU information planning &amp; analysis units and governance entities</li> <li>Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</li> <li>Create an environment that enables decision-makers and users of assessment results</li> </ul>
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 <p><b>Enhance UAS Staff Development</b></p>	<ul style="list-style-type: none"> <li>Incorporate emerging technologies and assessment techniques</li> <li>Conduct specialized and empirical studies</li> <li>Engage in a community of assessment scholars and reflective practitioners</li> </ul>
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### Assessment Framework



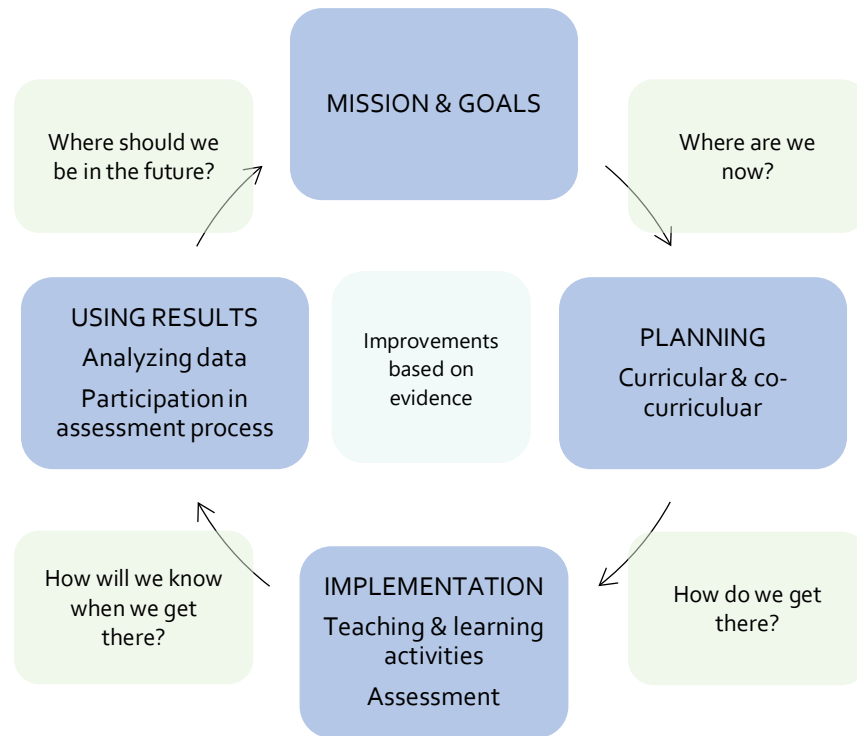
\* Higher Learning Commission (2019, February), [Defining Student Success Data: Recommendations for a Glossary of Terms](#).

\*\* A distinction made by Mills-Schofield is that program outcomes are outputs, as opposed to student learning outcomes. According to the author, "outcomes are the difference made by the outputs." D. Mills-Schofield, 2012, It's Not Just Semantics: Managing Outcomes vs Outputs. *Harvard Business Review Blog*.

\*\*\* Definition adapted from M. Culp, 2012, *Building a Culture of Evidence in Student Affairs*, Washington, DC: NASPA, p. 2; L. Suskie, 2009, *Assessment: A Common Sense Guide*. San Francisco: Wiley.

## Institutional Effectiveness Framework

Institutional effectiveness refers to the effectiveness of an institution in achieving its mission and goals. Effectiveness can include ensuring student success, serving the public good, stewardship, and accountability and accreditation.<sup>2</sup> Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement.<sup>3</sup> There are a variety of institutional effectiveness models, but they generally follow a template similar to the figure below:



## UAS Institutional Effectiveness Roles

<b>Processes</b>	Process for the Review of Academic Assessment Plans (PRAAP)	
	Program Review	Strategic Planning
<b>Assessments</b>	General Education Assessment	Accreditation
	Currently enrolled student surveys	Incoming student surveys
	Alumni Surveys	Graduating student surveys
<b>Capacity building</b>	General Ed. assessments	Ad hoc assessments
	Professional Development Consultations	Assessment Initiative Award
<b>Decision-making tools</b>	Power B.I. Visualizations	Presentations
	Qualitative analysis	Reporting

<sup>2</sup> Definition from Suskie, L. (2018). *Assessing Student Learning*. San Francisco: Wiley.

<sup>3</sup> Middaugh, M. (2009). *Planning & Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco: Wiley.; Sherlock, B. (2009). *Integrating Planning, Assessment, & Improvement in Higher Education*. Washington, D.C.: NACUBO.

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## Major Objectives for FY25

Discuss how the objectives support the mission/goals of the Unit/Department/School, College and Educate•Connect•Elevate. (List as one box per area)

Goals		2024-25 objectives * = goal cross-listed in multiple areas.	Academic affairs planning category
Facilitate institutional assessment efforts	Coordinate general education outcomes assessment	<ol style="list-style-type: none"> <li>1. Assess effectiveness of using Canvas for gen ed assessment</li> <li>2. Update plan in summer 24 based on Canvas assessment.</li> </ol>	Academic program development
	Expand alumni outcomes research	<ol style="list-style-type: none"> <li>1. Continue collaboration with student affairs on <a href="#">project nest</a>.</li> <li>2. Continue to support academic programs in the administration of the alumni survey.</li> <li>3. Conduct empirical studies using IDES data.</li> </ol>	Academic program development
	Provide evidence for institutional accreditation (HLC) efforts	<ol style="list-style-type: none"> <li>1. Serve on the ISU accreditation teams in anticipation of the HLC visit in fall 2024.</li> <li>2. Support accreditation processes as needed.</li> </ol>	Academic program development
	Enhance academic quality through program review	<ol style="list-style-type: none"> <li>1. Serve on Academic Planning Committee.</li> <li>2. Coordinate PRAAP processes.</li> <li>3. Create PRAAP / program review process and timeline in Power BI</li> </ol>	Academic program development
	Enhance student engagement and success through research and evaluation	<ol style="list-style-type: none"> <li>1. Continue to studies using NSSE and IDES data.</li> <li>2. Continue to leverage <a href="#">Campus Press</a> and LinkedIn as a communications vehicle for communicating study results.</li> </ol>	Equity, Diversity and Inclusion  Student Success
Build institutional capacity	Engage faculty and staff in meaningful professional development activities	<ol style="list-style-type: none"> <li>1. Create EDI in assessment resource hub on the UAS website.</li> <li>2. Create a data-use template for assessment and evaluation projects.</li> </ol>	Equity, Diversity and Inclusion  Faculty success
	Provide programmatic assessment opportunities for units	<ol style="list-style-type: none"> <li>1. Administer the Assessment Initiative Award.</li> <li>2. Investigate program assessment award.</li> </ol>	Faculty success  Student success
	Consult individuals and programs in assessment & research best practices	<ol style="list-style-type: none"> <li>1. Continue ad hoc consultation to faculty and staff on assessment methods.</li> </ol>	Faculty success
Build collaborative relationships	Regularly engage with ISU information planning & analysis	<ol style="list-style-type: none"> <li>1. Regularly meet with Data Directors group.</li> </ol>	n/a

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Goals		2024-25 objectives * = goal cross-listed in multiple areas.	Academic affairs planning category
	units and governance entities		
	Create an environment that enables decision-makers and users of assessment results	<ol style="list-style-type: none"> <li>1. Continue to implement a data use plan for year 2 of the NSSE project.</li> <li>2. Create gen ed assessment plan for new curriculum, including: communications plan, data use, governance, leadership, program goals, outcomes and use of results. See <a href="#">appendix C</a>.*</li> </ol>	<p>Student success</p> <p>Academic program development</p>
Enhance UAS staff development	Incorporate emerging technologies and assessment techniques	<ol style="list-style-type: none"> <li>1. Utilize online, internal and other professional development opportunities (e.g., LinkedIn Learning, webinars, internal professional development opportunities).</li> </ol>	n/a
	Conduct specialized and empirical studies	<ol style="list-style-type: none"> <li>1. Create and implement a data use plan for year 2 of the NSSE project.</li> <li>2. Create a data use plan for final data match for the IDES project.*</li> <li>3. Implement FireBird undergraduate research award program*</li> </ol>	<p>Student Success</p> <p>Faculty Success</p>
	Engage in a community of assessment scholars and reflective practitioners	<ol style="list-style-type: none"> <li>1. Conference attendance.</li> <li>2. Engagement with national organizations (Grand Challenges in Assessment, for example).</li> </ol>	n/a

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## Assessment Governance & Collaborations with other Planning & Decision-support Units

Governance	Description
Assessment Advisory Council (AAC)	The purpose of the <a href="#">Assessment Advisory Council</a> is to review processes related to student learning outcomes and recommend changes to these processes to advance the quality of student learning at Illinois State University. The Council also provides feedback, input, and recommendations to University Assessment Services in regard to university-wide assessment-related matters.
University Assessment Services (UAS)	The mission of <a href="#">University Assessment Services</a> is to promote a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.
Enterprise Data Analytics (EDA)	<a href="#">Enterprise Data and Analytics</a> (EDA) leads the University's work in developing and maintaining a business intelligence environment, providing data-driven insights to inform strategic decision making. We combine data from sources around campus into the Institutional Data Warehouse (IDW) for reporting and analytics purposes. EDA manages data procurement and the creation of the business intelligence architecture for the IDW. We also create business intelligence content, like reports and dashboards, support staff report development, provide training, and enforce data access security for data in the IDW.
Planning, Research & Policy Analysis (PRPA)	<a href="#">Planning, Research and Policy Analysis</a> (PRPA) provides data and information that supports operational analysis and strategic planning.
Student Affairs Assessment & Assessment Team	The <a href="#">Division of Student Affairs</a> is committed to a division-wide approach to strategically planning for our future and in our day-to-day operations. With the support of Campus Labs, the Division has created a comprehensive, systematic, and consistent approach to strategic planning, program review, and accreditation reporting.
Civic Engagement Assessment	The ISU Center for Civic Engagement has an assessment unit and full-time assessment staff member. See the Civic Engagement Assessment <a href="#">website</a> for more information.

## Appendices

### Appendix A. UAS Student Success Framework<sup>4</sup>

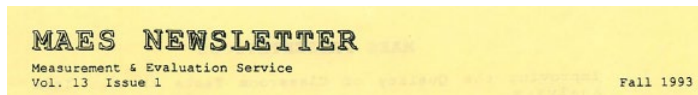
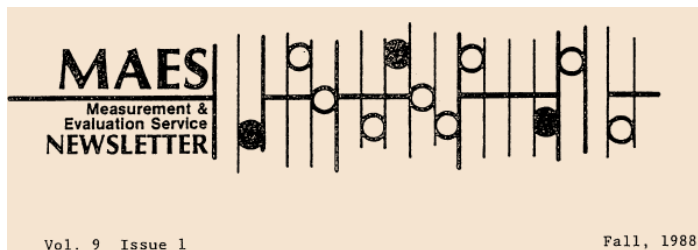
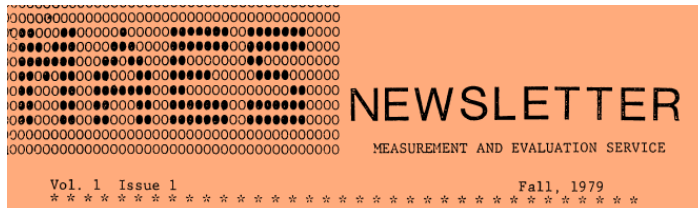
	Pre-college 	First-year 	While Enrolled 	Graduation 	Post-graduation 
<b>Surveys</b>	BCSSE	NSSE	Advising Gen. ed. indirect (survey) Gen. ed. direct (artifacts) NSSE	NSSE Exit surveys <sup>5</sup>	IDES data
<b>UAS variables</b>	HS experiences ISU expectations	Engagement Satisfaction with ISU	Same as 1 <sup>st</sup> yr (seniors)	Same as 1 <sup>st</sup> yr (seniors)	Wages Job placement In state retention Industry
<b>Other data tracking</b>	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data

<sup>4</sup> Not official endorsed by ISU – for UAS purposes only.

<sup>5</sup> In collaboration with student affairs.

### Appendix B: UAS & Quality Improvement History at ISU

1979-1994



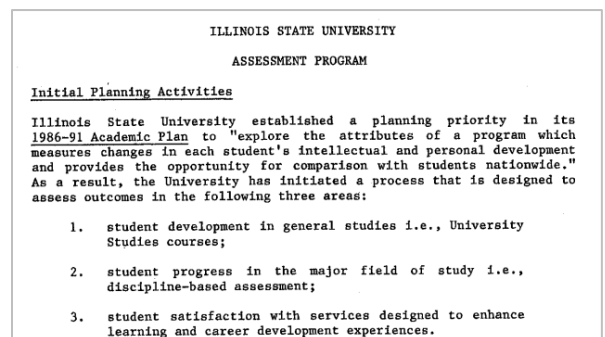
In the 1970's through the 1990's, the primary responsibility for assessment at ISU was the Measurement & Evaluation Service Office (MAES). At the time, assessment was equated with testing at the classroom level. Assessment at the institutional level was not addressed. MAES was located in Julian Hall 115. MAES was responsible for four functions:<sup>6</sup>

1. Test scoring.
2. Teacher evaluation form processing.
3. Internal testing programs.
4. Special projects and research.

In 1982, ISU administered the COMP test to students at different times.<sup>7</sup> The intent was to measure the “value added” by an ISU education.

In the mid 1980's, ISU organized assessment at the institution level. These activities included:

- Planning statement about assessment in the 1986-1991 academic plan.
- Establishment of a coordinating committee on assessment in November 1986.
- Provost seminar on value added assessment on 1/24/1987.
- Student and alumni surveys on the effectiveness of general education, spring 1987.
- Assessment of student learning incorporated into program review for the first time, spring 1988.
- Official ISU statement on assessment, August 1988.
- Participation in the ETS Vanguard Program, 1988-89.
- Practitioner’s Handbook on Assessment, September 1991.
- Inventory of departmental assessment activities, March 1993.



<sup>6</sup> MAES Newsletter, vol. 1 (1), fall 1979.

<sup>7</sup> Assessment Activities at Illinois State University, 2/3/1995.



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## 1994-1999

Pursuant a recommendation of the Higher Learning Commission, all assessment activities were assigned to MAES in spring 1994.

In response, MAES changed its name to the University Assessment Office (UAO).<sup>8</sup> In fall 1999, MAES split into three offices:<sup>9</sup>

1. The test scoring and teacher evaluation processing functions of UAO split off into an office called *Opscan Evaluation*.
2. Internal testing programs were coordinated by a new unit called the *University Testing Office*, which was moved to Fell Hall.
3. The UAO's functions were narrowed to the coordination of university-wide assessment and evaluation initiatives. Both UAO and Opscan Evaluation moved from Julian Hall to the Instructional Technology Development Center (ITDC) in fall 1999.

The logo for the University Assessment Office, featuring the text "University Assessment Office" in a bold, black, sans-serif font on a light yellow background.

By spring 2000, the University Assessment Office newsletter's name was changed to *Assessment Æffects*.<sup>10</sup> At this time, the office began offering small grants for assessment projects, built a website, initiative professional development activities, and initiated the Process for the Review of Academic Assessment Plans (PRAAP).

## 2000-2010

At the request of the provost, the University-wide Assessment Committee (UWAC) wrote *Assessing Student Outcomes: A Plan for Continuous Development* in April 2000.<sup>11</sup> The paper included a series of goals for assessment and action steps. The paper emphasized that "assessment data should be used internally to guide curricular, co-curricular, environmental, and institutional improvement. The intent is not evaluation of an individual or program."<sup>12</sup>

An update of the plan was written in April 2003.<sup>13</sup> One of the recommendations of the 2000 report was the creation of a standing committee. The result was the creation of the Assessment Coordinating Committee (ACC). The name of the ACC was changed to the Assessment Advisory Council in April 2003 and developed a new charge:<sup>14</sup>

<sup>8</sup> University Assessment Office Newsletter, October 1997.

<sup>9</sup> University Assessment Office Newsletter, September 1999.

<sup>10</sup> Assessment Æffects, Spring 2000.

<sup>11</sup> [http://assessment.illinoisstate.edu/downloads/uwac\\_wpaper.pdf](http://assessment.illinoisstate.edu/downloads/uwac_wpaper.pdf)

<sup>12</sup> p. i-ii.

<sup>13</sup> [http://assessment.illinoisstate.edu/downloads/assessment\\_recommendations\\_update.pdf](http://assessment.illinoisstate.edu/downloads/assessment_recommendations_update.pdf)

<sup>14</sup> [http://assessment.illinoisstate.edu/downloads/aac\\_membership\\_and\\_charge.pdf](http://assessment.illinoisstate.edu/downloads/aac_membership_and_charge.pdf)

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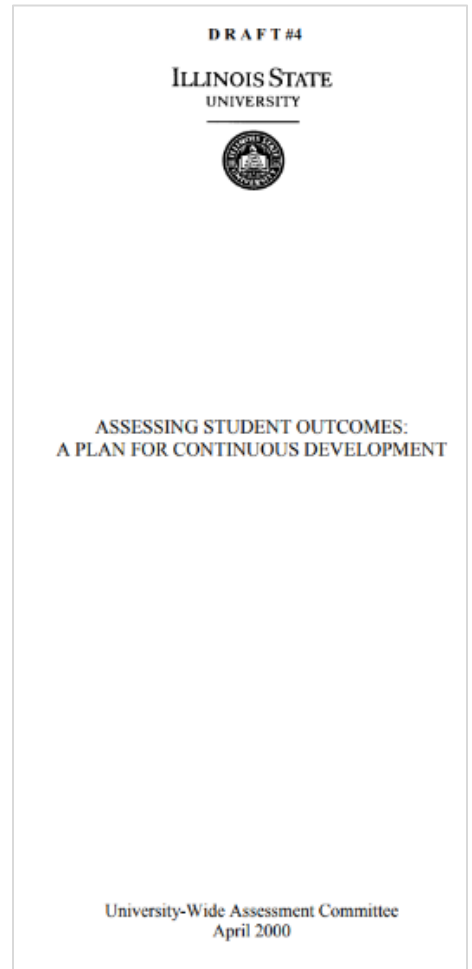
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1. Ensuring ISU's commitment to the *IBHE Illinois Commitment*, specifically Goal 5.
2. Ensuring assessment's alignment with *Educating Illinois*.
3. Ensuring compliance with NCA accreditation requirements.
4. Providing advice to UAO.
5. Review state and national trends relating to assessment.

The old assessment newsletter, *Assessment Effects*, was changed to *Progressive Measures* in 2005.<sup>35</sup> Later, the office moved from the ITDC building to Hovey Hall, then to Uptown Crossing, and finally back to its original location in the ITDC building.



2007 staff photo



<sup>35</sup> *Progressive Measures*, v. 1 (1), Fall 2005.

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## 2000-present

In 2010, UAO was changed to University Assessment Services (UAS).

Student affairs created a position responsible for assessment and engagement initiatives in 2013. The Center for Civic Engagement created a position responsible for assessment in 2016.

In Spring 2011 through June 2014, ISU participated in the HLC Assessment Academy. The goals of the academy were to improve the use of program-level assessment plans and revise the general education assessment process. Another goal was to fulfill the institutional requirement as a Pathways Pioneer institution and the quality initiative component of the Open Pathway accreditation. Several changes were made to assessment processes in academic affairs at ISU. The HLC academy process and results were published in the April 2014 HLC Assessment Academy Impact Report.<sup>16</sup>

In 2019, UAS again moved from the ITDC building to 308 Kingsley.

As of spring 2022, UAS has three full-time staff members: director, assistant director, and office aide. UAS has maintained the same staff and staffing levels since 2011.

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<sup>16</sup> <http://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf>

# University Assessment Services

2024 Annual Report & 2025 Strategic Plan

## Appendix C: Previous Annual Report Gallery

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<p><b>University Assessment Office Annual Report 1999-2000 Illinois State University</b></p>	<p><b>UNIVERSITY ASSESSMENT OFFICE ILLINOIS STATE UNIVERSITY ANNUAL REPORT 2000-2001</b></p>
<p><b>University Assessment Office Illinois State University Annual Report 2001-2002</b></p>	<p>FY 2003 Unavailable</p>
<p><b>FY04 Consolidated Annual Report, Planning Document and Budget Request University Assessment Office (UAO)</b></p>	<p><b>FY05 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>
<p><b>FY06 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>	<p><b>FY07 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>
<p><b>FY08 Consolidated Annual Report University Assessment Office (UAO)</b></p>	<p><b>FY09 Consolidated Annual Report University Assessment Office (UAO)</b></p>
<p><b>FY10 Consolidated Annual Report University Assessment Office (UAO)</b></p>	<p><b>FY12 Consolidated Annual Report University Assessment Services (UAS) Mislabeled as FY 12; actually FY 11</b></p>
<p><b>Illinois State University Academic Affairs FY 12 Annual Report University Assessment Services</b></p>	<p><b>University Assessment Services Academic Affairs FY 13 Annual Report <small>Submitted: March 2013</small></b></p>
<p><b>University Assessment Services Academic Affairs FY 2014 Annual Report <small>Submitted: March 2014</small></b></p>	<p><b>University Assessment Services Academic Affairs FY 2015 Annual Report <small>Submitted: March 2015</small></b></p>

# University Assessment Services

2024 Annual Report & 2025 Strategic Plan

**University Assessment Services**  
Academic Affairs

**FY 2016 Annual Report**  
Original submission: March 16, 2016

**University Assessment Services**  
Academic Affairs

**FY 2017 Annual Report**  
Original submission: March 16, 2017

**University Assessment Services**  
Academic Affairs

**FY 2018 Annual Report**  
Original submission: March 16, 2018

**FY 2019 Annual Report**

Original submission: March 13, 2019

**FY 20 ANNUAL REPORT**

Original Submission: 3/18/2020

**University Assessment Services**

**Annual Report**  
Fiscal Year 2020-21

**ANNUAL REPORT**  
**2022**

UNIVERSITY  
ASSESSMENT SERVICES

