



University Assessment Services

Annual Report
Fiscal Year 2020-21

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UNIVERSITY ASSESSMENT SERVICES PLANNING FRAMEWORK

Mission, Values, Goals, & Strategies



VISION

A campus culture that uses evidence to help students succeed.



MISSION

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.



VALUES

Collaboration
Integrity
Support
Curiosity
Innovation



Goal 1. Facilitate Institutional Assessment Efforts

- Coordinate general education outcomes assessment
- Expand alumni outcomes research
- Provide evidence for institutional accreditation (HLC) efforts
- Enhance academic quality through program review
- Enhance student engagement and success through research and evaluation



Goal 2. Build Institutional Assessment Capacity

- Engage faculty and staff in meaningful professional development activities
- Provide programmatic assessment opportunities for units
- Consult individuals and programs in assessment & research best practices



Goal 3. Build Collaborative Partnerships

- Regularly engage with ISU information planning & analysis units and governance entities
- Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects
- Create an environment that enables decision-makers and users of assessment results

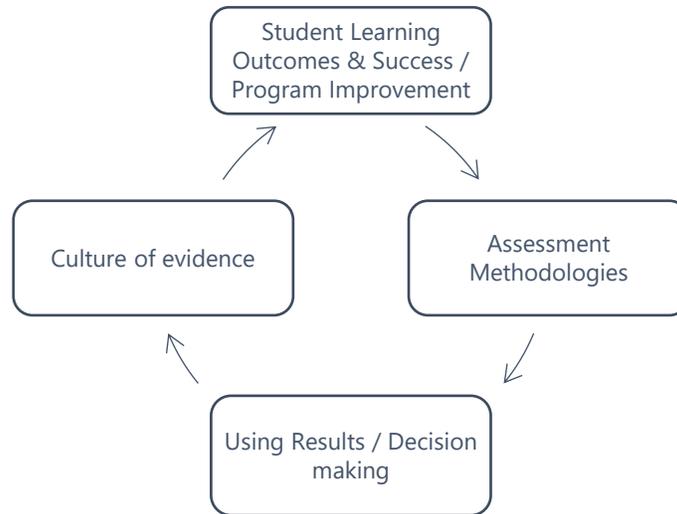


Goal 4. Enhance UAS Staff Development

- Incorporate emerging technologies and assessment techniques
- Conduct specialized and empirical studies
- Engage in a community of assessment scholars and reflective practitioners



GENERAL ASSESSMENT FRAMEWORK



Assessment Framework Definitions

- ~ *Learning outcomes are the knowledge, skills, behaviors, or attitudes students should possess at the end of their program or degree.* Learning outcomes refer to broad statements of intentionality and are inclusive of learning objectives, targets, goals, etc.
- ~ *Student success* refers to recognized attainment and completion stages or steps that mark progress toward a completion goal or other educational intent.¹
- ~ *Program outcomes* refer to what programs do to help students learn or improve their programs.²
- ~ *Assessment methodologies* refer to research approaches designed to measure learning outcomes and goals. Methodologies can be direct or indirect. Direct measures of assessment require students to demonstrate what they have learned through an instrument, like a paper, demonstration, portfolio, performance, or achievement test. Indirect measures are proxies for student learning, and generally rely on student opinions or thoughts about what they have learned.³
- ~ *Using results* has two dimensions. First, using results is about analyzing student learning outcomes and program results making improvement decisions. Second, using results is about sharing and communicating assessment results and improvements so programs and people can learn from each other.
- ~ A *culture of evidence* is defined by a shared commitment among faculty and staff to use evidence in showing how their programs, processes, and services are effective, contribute to student learning outcomes, and contribute to a program's or institution's ability to reach stated goals and mission.⁴ A culture of evidence is demonstrated through campus values and history, committed leadership, campus-wide collaborations, and informal & formal professional development opportunities for faculty and staff to learn and apply assessment principles.⁵

¹ Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms*, http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms_2019.pdf. Traditional markers of student success include retention, graduation, course sequences, or first destinations.

² 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*.

³ UAS Assessment Tutorial, <http://assessment.illinoisstate.edu/tutorial/measures/>

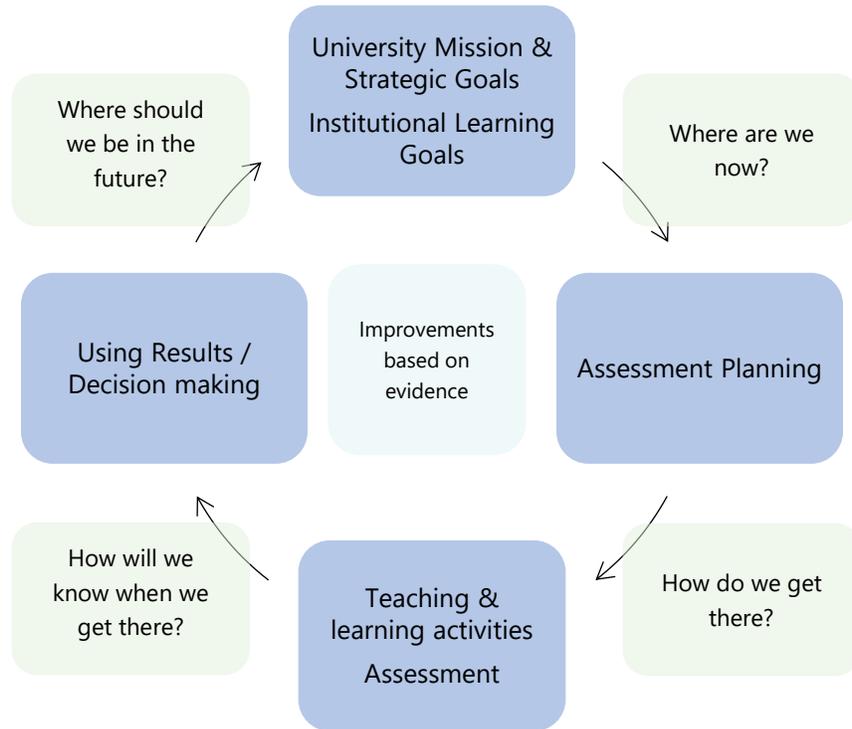
⁴ Definition adapted from M. Culp, 2012, *Building a Culture of Evidence in Student Affairs*, Washington, DC: NASPA, p. 2.

⁵ L. Suskie, 2009, *Assessment: A Common Sense Guide*. San Francisco: Wiley.

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Institutional Effectiveness

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.⁶ Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement.⁷



⁶ Definition from Suskie, L. (2018). *Assessing Student Learning*. San Francisco: Wiley.

⁷ 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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Institutional Effectiveness Entities, Processes, & Assessments

Component	Units / Activities	Responsibility
Entities engaged in institutional effectiveness	University Assessment Services	Academic Affairs
	Student Affairs Assessment	Student Affairs
	Civic Engagement Assessment	Academic Affairs
	Enterprise Data Analytics	Administrative Affairs
	Planning, Research, & Policy Analysis	Administrative Affairs
Processes that support institutional effectiveness	Process for the Review of Academic Assessment Plans (PRAAP)	Academic Affairs
	Program Review	Academic Affairs
	Strategic Planning	Administrative Affairs
	General Education Assessment	Academic Affairs
	Accreditation	Academic Affairs
Institutional effectiveness assessments	Currently enrolled student surveys	Academic & Student Affairs
	Incoming student surveys	Academic Affairs
	Alumni Surveys	Academic Affairs
	Graduating Student Employment Surveys	Student Affairs
	Ad hoc assessments	All
	General education assessments	Academic Affairs
Institutional effectiveness capacity building	CTLT	Academic Affairs
	UAS Assessment Trainings	Academic Affairs
	UAS Assessment Initiative Award	Academic Affairs
	UAS Assessment Research Fellows	Academic Affairs
	Student Affairs Assessment Trainings	Student Affairs
	EDA Cognos and other trainings	Administrative Affairs
Institutional effectiveness tools for decision-making	Power B.I. Visualizations	All
	Presentations	

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ACCOMPLISHMENTS & PRODUCTIVITY FOR FY21

List the unit's goals and how the goals support Educate•Connect•Elevate



Goal 1. Facilitate Institutional Assessment Efforts

Strategies	ECE Alignment	HLC Criteria Alignment
Coordinate general education outcomes assessment	--	The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments (3.B)
Expand alumni outcomes research	Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)	The institution evaluates the success of its graduates (4.A.6) The institution ensures evidence is available to support any claims it makes regarding its contributions to ...economic development (2.B.2)
Provide evidence for institutional accreditation (HLC) efforts	--	--
Enhance academic quality through program review	--	The institution maintains a practice of regular program reviews and acts upon the findings (4.A.1) Faculty participate substantially in the analysis of data and appropriate action on assessment of student learning and program completion (HLC Assumed Practice B.2.D.iv)
Enhance student engagement and success through research and evaluation	--	The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students (4.B) ⁸ The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development (2.B.2) Institutional data on assessment of student learning are accurate and address the full range of students who enroll (HLC Assumed Practice C.6) The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion (HLC Assumed Practice A.6)

⁸ 4B includes 4.B.1 through 4.B.3: 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. 2. The institution uses the information gained from assessment to improve student learning. 3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members (4B: 4.B.1 – 4.B.3)

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Goal 2. Build Institutional Assessment Capacity

Strategies	ECE Alignment	HLC Criteria Alignment
Engage faculty and staff in meaningful professional development activities	<p>Maximize employee growth through learning and professional development opportunities (1.B.2)</p> <p>Expand and promote opportunities for engagement in professional development (4.C.3)</p>	The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered (5.B.1)
Provide programmatic assessment opportunities for units	Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)	Faculty participate substantially in the analysis of data and appropriate action on assessment of student learning and program completion (HLC Assumed Practice B.2.D.iv)
Consult individuals and programs in assessment & research best practices	Increase collaboration across departments and divisions (1.D.2)	Shared governance at the institution engages its internal constituencies through planning, policies and procedures (5.A.1)



Goal 3. Build Collaborative Relationships

Strategies	ECE Alignment	HLC Criteria Alignment
Regularly engage with ISU information planning & analysis units and governance entities	Increase collaboration across departments and divisions (1.D.2)	Shared governance at the institution engages its internal constituencies through planning, policies and procedures (5.A.1)
Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects	Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)	<p>Shared governance at the institution engages its internal constituencies through planning, policies and procedures (5.A.1)</p> <p>Faculty participate substantially in the analysis of data and appropriate action on assessment of student learning and program completion (HLC Assumed Practice B.2.D.iv)</p>
Create an environment that enables decision-makers and users of assessment results	<p>Leverage data analytics to inform decision-making (1.D.3)</p> <p>Utilize technological solutions that enhance productivity and creativity (2.C.3)</p>	The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents (5.A.2)

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Goal 4. Enhance UAS Staff Development

Strategies	ECE Alignment	HLC Criteria Alignment
Incorporate emerging technologies and assessment techniques	Leverage data analytics to inform decision-making (1.D.3)	The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered (5.B.1)
Conduct specialized and empirical studies	Support advancement of research, creative works, and knowledge generation (2.B)	
Engage in a community of assessment scholars and reflective practitioners	Maximize employee growth through learning and professional development opportunities (1.B.2)	



Goal 1. Facilitate Institutional Assessment Efforts

Strategy 1.1. Coordinate general education outcomes assessment

UAS coordinates the assessment of the General Education program with the Associate Vice President for Undergraduate Education and the Council on General Education (CGE). Based on the schedule within the General Education program assessment plan, student assignments were last requested from faculty who taught courses in the 'Fine Arts' course category during fall 2019 and spring 2020.

In fall 2019, a General Education Review Task Force was established to review the current program and to determine any necessary revisions based on that review. An executive committee was formed (includes UAS staff) to consider this charge and how to implement it with the campus community. Three working groups were developed and began their work in the spring 2020 semester, and UAS staff served as a member on one working group (Focus Groups) and served as the co-chair of another (Assessment working group). UAS staff has supported the Focus Group working group through developing online registration forms for the focus group meetings of academic advisors, faculty, administrators, and students.

During the 2020-2021 academic year, UAS staff served on two additional work groups: Learning Objectives and Structure. The Learning Objectives work group has developed preliminary mission, goals, and learning outcomes for the revised General Education program; received feedback from the executive committee; and has made revisions to the initial mission, goals, and learning outcomes, although these will continue to be revised as the program development continues. The Structure work group has developed a preliminary model for the revised program; has received initial feedback from the executive committee; and has begun to revise the initial model based on that feedback.

Strategy 1.2. Expand alumni outcomes research

Alumni Survey

UAS last administered the ISU Alumni Survey in summer 2019 with the plan to upload the data into Tableau to provide data visualization opportunities rather than static reports as in the past. With UAS staff completing training on how Power BI can provide the same data visualization opportunities without the data risk, these alumni data will be loaded into Power BI to be shared with the campus community.

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During the current year, ISU Alumni Survey composite reports were provided to the academic degree programs that submitted their program review self-study reports in fall 2020. These reports included the results from those alumni who received their degrees during the current program review period and were surveyed between 2013 and 2019.

More info in [Appendix A. UAS Activities, Projects, & Services.](#)

Project Nest

Project Nest is or was a first-destination platform for gathering, analyzing, and communicating alumni outcomes. Project Nest relies on the collaboration between multiple campus units and data sources. These include (but are not limited to):

- Graduate school enrollment (National Student Clearinghouse) – Enrollment Management & Academic Services
- Alumni surveys – UAS
- Labor market outcomes (matching with state records) – UAS
- National Association of Colleges & Employers data (survey) – Career Services
- Social media mining (web crawling) – Career Services
- Alumni survey and other data – University Advancement & Student Affairs Advancement

Project Nest is lead out of the Career Center. UAS provides analytic, database, and methodological consultation and support. The individual with responsibility for Project Nest left ISU in Fall 2019. UAS just engaged with the individual with current responsibility for Project Next in February 2020.

As of spring 2021, Project Nest is being coordinated by Career Services. ISU will coordinate with Career Services when requested.

2021 IDES Update

As of February 2021, IDES has received the data and is currently matching records. When the matched records are delivered to ISU, UAS will conduct the analyses and will work with the associate provost, EDA, and PRPA in communicating and sharing results. A communication plan has also been developed. See [Appendix B. Alumni Outcomes Data Use Plan](#) for the plan and past history.

Strategy 1.3. Provide evidence for institutional accreditation (HLC) efforts

UAS alignment with HLC criteria and assumed practices are included in the UAS Planning Document.

UAS is also creating dashboards for accreditation through Power BI. A dashboard with NSSE results has already been created.

Strategy 1.4. Enhance academic quality through program review

UAS coordinates the Process for the Review of Academic Assessment Plans (PRAAP) with the Assessment Advisory Council (AAC). The program assessment plans for those programs that are three years from submitting their Program Review self-study report are reviewed by AAC members and UAS staff with feedback provided. The following year, UAS staff then meets with programs' faculty/staff to share and

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discuss the reviews and feedback, and the associate deans who serve on the AAC are invited to share their perspectives.

A UAS staff member serves on the Academic Planning Committee (APC) that considers the Program Review self-study reports and provides recommendations to programs' faculty/staff based on those reports. Student learning outcomes assessment is a component of the report and the appendices that are requested, and the UAS staff member shares their thoughts regarding assessment processes (based on the self-study reports, PRAAP meetings, other consultations, etc.) and recommends assessment-related actions for the programs to consider during the next review cycle.

More info in [Appendix A. UAS Activities, Projects, & Services](#).

Strategy 1.5. Enhance student engagement and success through research and evaluation

UAS is responsible for conducting university-wide engagement surveys. Over the last 13 years, UAS has administered three engagement surveys:

1. Beginning College Survey of Student Engagement ([BCSSE](#)).
2. National Survey of Student Engagement ([NSSE](#)).
3. Faculty Survey of Student Engagement ([FSSE](#)).

Historically, engagement surveys were administered to cohorts of students and faculty every three years. The intent was to build cohorts and examine student engagement over time. As UAS has worked more closely with Enterprise Data Analytics over time, engagement surveys have been administered on an annual basis.

NSSE 2019 & 2020 Administration

UAS worked with University Marketing & Communications in the development of a marketing plan for the administration of the NSSE in spring 2016, 2019, and 2020. UAS also engaged with student affairs marketing in spring 2020. This led to an increase in response rates in spring 2016. However, response rates dipped again in spring 2019 and spring 2020.

UAS created an institutional dashboard that archives NSSE results for the 2016, 2019, and 2020 administrations. A screenshot from the dashboard is below.



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BCSSE 2020 Administration

UAS administered the 2020 online for the first time. The response rate was 31%, somewhat higher than the typical NSSE online administrations. UAS is currently constructing a Power BI dashboard that will be available in spring 2021.

2020-21 Student Survey

UAS collaborated with Student Affairs Assessment on the creation of an institution-developed survey based on broad learning outcomes from student affairs. The name of the survey is *Birdtracks*. This instrument is planned for in fall 2021 with a potential pilot in spring 2020.

Due to COVID-19, the 2020 administration of BCSSE was administered online to new and transfer students. The new student response rate was 31%. UAS will create a dashboard archiving historical BCSSE information in spring 2021. Additionally, the 2021 administration will also take place online.

Engagement Survey Use

Using engagement survey data has been a continual challenge. Progress has been made incrementally. For example:

- Matching engagement survey records with student information systems, primarily by collaborating with Enterprise Data Analytics. Predictive analytics have been conducted with engagement survey data.
- Incorporating engagement survey records into Power BI.

UAS engaged in the following steps to increase data use over the last year:

- Initiated a data use team to leverage the collective expertise of university staff. The goals of the data use team are:
 - Leverage the varied and collective expertise of ISU faculty and staff
 - Create a research agenda and models ISU can use to improve student success.
 - Create a forum where ideas relevant to professional and ISU priorities can be discussed.
 - Serve as a repository of ISU student learning outcome and student success reports for broader access by the ISU community.
- Two independent study students from the College Student Personnel Administration (CSPA) program wrote summaries of engagement survey results in fall 2019 and spring 2020.

COVID-19 Surveys

UAS provided support for three COVID-19 surveys:

- Student COVID-19 response
- Faculty COVID-19 response
- Student COVID-19 academic scheduling

In addition to coordinating the administration of the survey, UAS also created dashboards in Power BI for each survey (sample below).

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- *Assessment of the College of Business' Diversity & Inclusion Initiatives*, submitted by Management & Quantitative Methods
- *Use of a Computer-based Testing Software to Assess Student Learning and Program Effectiveness*, Mennonite College of Nursing
- *Alumni Survey*, Wonsook Kim School of Art (partial funding)
- *Competencies in the Social Work Field: And Those Are What?*, School of Social Work
- *Microaggressions Program Training Evaluation*, Student Counseling Services
- *Information Fluency Assessment*, Milner Library

Strategy 2.3. Consult individuals and programs in assessment & research best practices

The UAS assistant director compiles UAS activities and updates, including consultations, in tabular format at Assessment Advisory Council (AAC) meetings. Assessment and research consultations are compiled and articulated in [Appendix A. UAS Activities, Projects, & Services](#).



Goal 3. Build Collaborative Relationships

Strategy 3.1. Regularly engage with ISU information planning and analysis units and governance entities

Assessment Advisory Council

The Assessment Advisory Council (AAC) meets periodically throughout the academic year to review processes related to the assessment of student learning, growth, and development and to discuss various reports and utilization of assessment findings to improve student learning, growth, and development. The UAS assistant director currently serves as chairperson of the AAC.

Since the fall 2016 semester, the UAS assistant director/AAC chairperson begins the meetings by making any announcements and directing members' attention to any important items from the UAS report (i.e., activities, projects, and services); after that, guest or member speakers/presenters often have discussed various assessment-related topics.

Regularly Occurring Collaborative Partnerships

- Academic Planning Committee (assistant director serves as UAS director's designee)
- Council for the Accreditation of Educator Preparation (CAEP), advanced programs committee
- Council on General Education (assistant director is updated and attends meetings when assessment is an agenda item)
- Data Directors Meetings (coordinated by E. Thomas, includes Student Affairs Assessment; Enterprise Data Analytics; University Assessment Services; and Planning, Research, & Policy Analysis)
- Enterprise Data Analytics – bi-weekly / monthly meetings
- General Education Review Task Force, including the executive committee, focus Groups working group, and assessment working group (assistant director is co-chair)
- HLC Accreditation Team
- Student Affairs Assessment – monthly meeting with Erin Thomas
- University Climate Task Force

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- University Teacher Education Assessment Committee
- VPAA Professional Development Task Force, 2 committees

University Service

- Civic Engagement Board

Strategy 3.2. Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 22 Planning Document.

Strategy 3.3. Create an environment that enables decision-makers and users of assessment results

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 22 Planning Document.



Goal 4. Enhance UAS Staff Development

Strategy 4.1. Incorporate emerging technologies and assessment techniques

UAS staff's formal training is in assessment, evaluation, and research methodologies. In the last few years, UAS has adopted data analytics as an emphasis, and the primary instrument for this was Tableau. Tableau was used to create reports and presentations. Tableau was limited, however, in publishing dashboards.

UAS staff attended Power BI training in December 2019. Power BI will be the default instrument for analyzing labor market outcome and engagement survey data. UAS will work collaboratively with Enterprise Data Analytics in publishing data. This past year, UAS created dashboards or provided consultation for the following:

- Student ISU COVID-19 response survey
- Faculty ISU COVID-19 response survey
- Student ISU COVID-19 academic scheduling survey
- NSSE 2016-20
- Academic Advising survey 2015-20
- Student Affairs program inventory bank (consultation)

Strategy 4.2. Conduct specialized and empirical studies

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 22 Planning Document.

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Strategy 4.3. Engage in a community of assessment scholars and reflective practitioners

UAS attended the AACU general education assessment conference in February 2021. UAS will continue to engage in a community of assessment scholars.

Indicate measures of productivity by which the unit's successes can be illustrated

Staffing

In 10 years, UAS has transitioned from 7 staff (an office of three full-time administrators, an office manager, two graduate students, and a student worker) to three staff (two full-time administrators and an office aide), with no reductions in the quantity of work loads and increases in several areas, such as professional development and data analytics.

Turnover

UAS has had zero staff turnover in over 9 years.

Technology

UAS transitioned from Tableau, a fee-based visual analytic, to Power BI, an enterprise solution. The savings are over \$1,000.

Planning and Budgeting

UAS is currently transitioning from a budget based on expenses to one based on strategies. Budgets will be categorized as strategic or operational. Strategic categories will be aligned with UAS and university goals. Required budgeting categories based on the Provost office template like "commodities" or "holds" will be backfilled.

Transitioning to Online Surveys

Transitioning BCSSE from paper to online has saved over \$5000, albeit at the expense of lower response rates.

Workshops

During the past 10 years, the workshop series *Refining Your Assessment Plan* was developed based on the criteria used for reviewing program assessment plans in advance of Program Review. The series has been offered at least once during the academic year and has included faculty/staff members in addition to UAS staff (e.g., program coordinators, Provost Office staff) who share their perspectives and expertise regarding the session topics. Additional sessions that are focused on specific tools or methods (e.g., survey design, curriculum maps, logic models) also have been developed and offered as part of the *Developing Your Assessment Toolbox* series.

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INTERNAL REALLOCATIONS AND REORGANIZATIONS FY21

Describe any reallocations or reorganizations

n/a

Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity

n/a

Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity

n/a



ACCOUNTABILITY REPORTS

Strategic Budgeted Carryover/AEF Provost/Provost Enhancement accountability reports (if applicable)

Due July 16, 2021.

FY 21 RERIP Accountability Report (College Only)

Due July 16, 2021.

FY 21 AEF-TECH Accountability Report

Due July 16, 2021.

FY 21 Educational Diversity Enhancement Program Accountability Report

Due July 16, 2021.

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APPENDIX A. UAS ACTIVITIES, PROJECTS, & SERVICES

Appendix A. is a compilation of UAS activities, projects, and services. Information in the tables is compiled the UAS Assistant Director and presented at Assessment Advisory Council (AAC) meetings.

Table of UAS activities, projects, and services between March 2 and September 11, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the fall 2020 semester</p> <p>Current program assessment plans have been requested from Program Review 2023 cohort and will be distributed to AAC members for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC feedback on 2018-2019 submissions provided to programs</p>	<p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019 and spring 2020 semesters</p> <p>General Education Student Survey</p> <p>* Report was shared with Council on General Education for their review and interpretation</p> <p>* Derek Meyers worked with Lance Lippert (COM) and a graduate assistant to code/theme the text responses</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <p>* 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020</p> <p>Data/results will be received soon</p> <hr/> <p><u>Faculty Survey of Student Engagement (FSSE)</u></p> <p>Administered to those who taught during the 2019-2020 academic year during spring 2020</p> <p>Data/results will be received soon</p>	<p><u>Established partnerships</u></p> <p>Department of Economics: Administered Exit Survey for undergraduate program</p> <p>University College: Administered and reported on the Transfer Registration and Orientation Day Program Evaluation</p> <p>Office of the Provost/GROWTH Change Team</p> <p>* Provided assessment/data analysis support for GROWTH college/unit teams</p> <p>* Developed faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p>	<p>Center for Mathematics, Science, and Technology (CeMaST): Assistance with assessment processes</p> <p>Creative Technologies programs: Assistance with assessment plan</p> <p>School of Social Work: Assistance with data analysis and reporting</p> <p>Planning, Research, and Policy Analysis: Alumni information for external request</p> <p>Department of Special Education: Assistance with assessment plan for new program</p> <p>Enrollment Management and</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during fall 2020:</p> <p>* Determining Student Learning Outcomes</p> <p>* Selecting Evidence of Student Learning</p> <p>* Developing Mechanisms to Improve Student Learning</p> <p>* Aligning Student Learning Assessment and Program Review/Evaluation</p> <p>Fall Advisor Day: Discuss BCSSE 2020 administration and preliminary results</p>	

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>(cont'd on next page) UAS staff will review and provide feedback on 2019-2020 submissions during fall 2020 semester</p>	<p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; <p>(cont'd on next page)</p> <ul style="list-style-type: none"> * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities <hr/> <p><u>General Education Review Task Force</u></p> <p>Faculty/staff across campus will review and revise the General Education program over the next few years</p> <p>Three work groups (Assessment, Best Practices, and Focus Groups) have been formed</p>	<p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include:</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who <p>(cont'd on next page)</p> <ul style="list-style-type: none"> * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 <p>Planned uses of the data include:</p> <ul style="list-style-type: none"> * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University 	<p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020 Preview orientation sessions</p> <p>(cont'd on next page)</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p>	<p>Department of Communication Sciences and Disorders:</p> <ul style="list-style-type: none"> * Administered formative assessment system to provide faculty feedback to graduate students * Discussed ways to improve process for future administrations <p>Department of Languages, Literatures, and Cultures:</p> <p>Assistance with World Languages Teacher Education assessment</p> <p><u>New partnerships</u></p> <p>Ethnic Studies & Native American Studies:</p> <p>Administered and reported alumni surveys</p> <p>Office of Student Research:</p> <p>Administered pre/post surveys for:</p> <ul style="list-style-type: none"> * Summer workshop attendees <p>(cont'd on next page)</p>	<p>Academic Services (EMAS)</p> <ul style="list-style-type: none"> * Aggregating data from multiple administrations of the Academic Advising Survey <p>(cont'd on next page)</p> <ul style="list-style-type: none"> * Assistance with crowdsourcing/gathering information from students 		

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>Assessment work group: * Derek Meyers serves on the review executive committee and is co-chairing the assessment subcommittee (with Jennifer Friberg, SoTL/CTLT)</p> <p>* Christine Bruckner, Sally Parry, and Jennifer Sharkey serve on this group</p> <p>* Work will include: - Reviewing General Education course syllabi (requested from units) of courses offered during 2019 - Reviewing other assessment data (e.g., General Education Student Survey findings) - Using Best Practices work groups's work of reviewing other models for general education to develop new program assessment plan</p>			<p>* Students completing summer program</p> <p>School of Information Technology: Assistance with surveying alumni</p> <p>Wonsook Kim School of Art: Developing and administering an alumni survey</p>			

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Table of UAS activities, projects, and services between September 14 and September 25, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the fall 2020 semester</p> <p>Current program assessment plans have been requested from Program Review 2023 cohort and will be distributed to AAC members for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC feedback on 2018-2019 submissions provided to programs</p> <p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>(cont'd on next page)</p>	<p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019 and spring 2020 semesters</p> <p>General Education Student Survey * Report was shared with Council on General Education for their review and interpretation * Derek Meyers worked with Lance Lippert (COM) and a graduate assistant to code/theme the text responses</p> <hr/> <p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session: * Individuals and Civic Life; * Mathematics and Quantitative Reasoning;</p> <p>(cont'd on next page)</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during: * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni</p> <p>Data will be organized and reported to programs</p> <p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include: * Undergraduate and graduate alumni who</p> <p>(cont'd on next page)</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020</p> <p>Data/results will be received soon</p> <hr/> <p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p> <p>(cont'd on next page)</p>	<p><u>Established partnerships</u></p> <p>Office of the Provost * GROWTH Change Team - Provided assessment/data analysis support for GROWTH college/unit teams - Developed faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p> <p>* Spring Calendar Planning Team - Developed and administering survey to faculty/staff and students - Will provide reports that will be shared with the Academic Senate and the President's Cabinet</p> <p>(cont'd on next page)</p>	<p>Department of Special Education: Assistance with assessment plan for new program</p> <p>Enrollment Management and Academic Services (EMAS): Aggregating data from multiple administrations of the Academic Advising Survey</p> <p>Department of Sociology and Anthropology: Assistance with revising assessment plans</p> <p>Department of Politics and Government: Assistance with revising assessment processes and gathering information from alumni</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during fall 2020: * Determining Student Learning Outcomes * Selecting Evidence of Student Learning * Developing Mechanisms to Improve Student Learning * Aligning Student Learning Assessment and Program Review/Evaluation</p> <p>Fall Advisor Day: Discuss BCSSE 2020 administration and preliminary results</p>	

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>UAS staff will review and provide feedback on 2019-2020 submissions during fall 2020 semester</p>	<p>* Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities</p> <hr/> <p><u>General Education Review Task Force</u></p> <p>Faculty/staff across campus will review and revise the General Education program over the next few years</p> <p>Three work groups (Assessment, Best Practices, and Focus Groups) have been formed</p> <p>Assessment work group: * Derek Meyers serves on the review executive committee and is co-chairing the assessment subcommittee (with Jennifer Friberg, SoTL/CTLT)</p> <p>(cont'd on next page)</p>	<p>* Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019</p> <p>Planned uses of the data include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/Advocating for the University</p>		<p><u>New partnerships</u></p> <p>School of Information Technology: Assistance with surveying alumni</p> <p>Wonsook Kim School of Art: Developing and administering an alumni survey</p>			

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>* Christine Bruckner, Sally Parry, and Jennifer Sharkey serve on this group</p> <p>* Work will include:</p> <ul style="list-style-type: none"> - Reviewing General Education course syllabi (requested from units) of courses offered during 2019 - Reviewing other assessment data (e.g., General Education Student Survey findings) - Using Best Practices work group's work of reviewing other models for general education to develop new program assessment plan 						

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Table of UAS activities, projects, and services between October 12 and October 30, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the fall 2020 semester</p> <p>Current program assessment plans have been requested from Program Review 2023 cohort and will be distributed to AAC members for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC feedback on 2018-2019 submissions provided to programs</p> <p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>(cont'd on next page)</p>	<p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019 and spring 2020 semesters</p> <p>General Education Student Survey * Report was shared with Council on General Education for their review and interpretation * Derek Meyers worked with Lance Lippert (COM) and a graduate assistant to code/theme the text responses</p> <hr/> <p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session: * Individuals and Civic Life; * Mathematics and Quantitative Reasoning;</p> <p>(cont'd on next page)</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during: * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni</p> <p>Data will be organized and reported to programs</p> <p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include: * Undergraduate and graduate alumni who</p> <p>(cont'd on next page)</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020 semester</p> <p>Data/results will be received soon</p> <p>May be administered during spring 2021 semester</p> <hr/> <p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p>	<p><u>Established partnerships</u></p> <p>Office of the Provost/GROWTH Change Team: Developed, administering, and will report on faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p> <p><u>New partnerships</u></p> <p>School of Information Technology: Assistance with surveying alumni</p> <p>Wonsook Kim School of Art: Developing and administering an alumni survey</p>	<p>Enrollment Management and Academic Services (EMAS): Aggregating data from multiple administrations of the Academic Advising Survey</p> <p>Department of Sociology and Anthropology: Assistance with revising program assessment plans</p> <p>Center for Community Engagement and Service Learning: Participating in an inter-institution initiative through the American Democracy Project</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during fall 2020: * Determining Student Learning Outcomes * Selecting Evidence of Student Learning * Developing Mechanisms to Improve Student Learning * Aligning Student Learning Assessment and Program Review/Evaluation</p>	<p>Active service on: * Faculty Success in Teaching Team * University Teacher Education Assessment Committee * General Education Task Force Executive Committee/ Learning Outcomes work group * Academic Planning Committee (both Committee A and Committee B) * CAEP Advanced Programs Planning Workgroup * Center for Community Engagement and Service Learning Advisory Board * Academic Planning Subcommittee</p>

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>UAS staff will review and provide feedback on 2019-2020 submissions during fall 2020 semester</p>	<p>* Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities</p> <hr/> <p><u>General Education Task Force</u></p> <p>Faculty/staff will review and revise the General Education program over the next few years</p> <p>Executive Committee is leading the process</p> <p>Two work groups are completing tasks for the Executive Committee to review and consider: * Structures: From AAC, Sally Parry serves on this group * Learning Outcomes: From AAC, Erin Thomas, Jennifer Sharkey, and Derek Meyers serve on this group</p>	<p>* Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019</p> <p>Planned uses of the data include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University</p>					

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Table of UAS activities, projects, and services between November 2, 2020, and January 22, 2021

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the spring 2021 semester</p> <p>Current program assessment plans from Program Review 2023 cohort will be distributed to AAC members for review and feedback during spring 2021 semester</p> <hr/> <p><u>Assessment Update</u></p> <p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>UAS staff will review and provide feedback on 2019-2020 submissions</p> <p>(cont'd on next page)</p>	<p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities and Language in the Humanities <hr/> <p><u>General Education Task Force</u></p> <p>Faculty/staff will review and revise the General Education program over the next few years</p> <p>(cont'd on next page)</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni <p>Data will be organized and reported to programs</p> <p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include:</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who <p>(cont'd on next page)</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020 semester</p> <p>Data/results have been received</p> <p>Several topical modules will administered during spring 2021 semester</p> <hr/> <p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p> <p>Data/results have been received</p> <p>(cont'd on next page)</p>	<p><u>Established partnerships</u></p> <p>Office of the Provost/GROWTH Change Team: Developed, administering, and will report on faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p> <p>School of Information Technology: Assistance with surveying alumni</p> <p>Wonsook Kim School of Art: Develop, administered, and reported on an alumni survey</p> <p>Communication Sciences and Disorders: Assistance with formative assessment project for master's program</p> <p>(cont'd on next page)</p>	<p>Enrollment Management and Academic Services (EMAS): Aggregating data from multiple administrations of the Academic Advising Survey</p> <p>Department of Sociology and Anthropology: Assistance with revising program assessment plans</p> <p>Center for Community Engagement and Service Learning: Participating in an inter-institution initiative through the American Democracy Project</p> <p>School of Communication: Assistance with revising program assessment plan for master's program</p> <p>University College: Assistance with assessing academic support initiatives</p> <p>(cont'd on next page)</p>	<p>Four sessions of 'Refining Your Assessment Plan' series were offered during the fall 2020 semester</p> <p>Four sessions of 'Refining Your Assessment Plan' will be offered during spring 2021 semester:</p> <ul style="list-style-type: none"> * Determining Student Learning Outcomes * Selecting Evidence of Student Learning * Developing Mechanisms to Improve Student Learning * Aligning Student Assessment and Program Review/Evaluation 	<p>2020-2021 Assessment Initiative Award recipients:</p> <ul style="list-style-type: none"> * Dr. David Adams, Student Counseling Services (with Dr. Brea Banks, Department of Psychology) * Dr. L.J Zigerell, Department of Politics and Government <hr/> <p>Active service on:</p> <ul style="list-style-type: none"> * Faculty Success in Teaching Team * University Teacher Education Assessment Committee * General Education Task Force Executive Committee/ Learning Objectives work group <p>(cont'd on next page)</p>

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>Programs will be asked to submit 2020-2021 Assessment Update in spring 2021 semester</p>	<p>Executive Committee is leading the process</p> <p>Two work groups are completing tasks for the Executive Committee to review and consider:</p> <ul style="list-style-type: none"> * Structures: From AAC, Sally Parry serves on this group * Learning Objectives: From AAC, Erin Thomas, Jennifer Sharkey, and Derek Meyers serve on this group 	<ul style="list-style-type: none"> * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 <p>Planned uses of the data include:</p> <ul style="list-style-type: none"> * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University 		<p><u>New partnerships</u></p> <p>University College: Developed and administering pre/post assessments of Peer Academic Coaching experiences</p>	<p>School of Information Technology: Meeting with accreditation site visit team (ABET)</p> <p>Department of Special Education: Assistance with data sources and questions for master's program</p> <p>Department of Politics and Government: Discuss assessment and program review</p> <p>Office of the Provost/Health Promotion and Wellness: Discuss data to collect from faculty/staff and student surveys</p> <p>Office of the Provost/Department of Politics and Government: Discuss survey of students' experiences with online learning</p> <p>Office of the Provost: Assistance with student success survey</p>		<ul style="list-style-type: none"> * Academic Planning Committee (both Committee A and Committee B) * CAEP Advanced Programs Planning Workgroup * Center for Community Engagement and Service Learning Advisory Board * Academic Planning Subcommittee * Staff Success Team

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Table of UAS activities, projects, and services between January 25 and March 5, 2021

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the spring 2021 semester</p> <p>Current program assessment plans from Program Review 2023 cohort will be distributed to AAC members for review and feedback during spring 2021 semester</p> <hr/> <p><u>Assessment Update</u></p> <p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>UAS staff will review and provide feedback on 2019-2020 submissions</p> <p>(cont'd on next page)</p>	<p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; <hr/> <p>* Humanities and Language in the Humanities</p> <hr/> <p><u>General Education Task Force</u></p> <p>Faculty/staff will review and revise the General Education program over the next few years</p> <p>(cont'd on next page)</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni <p>Data will be organized and reported to programs</p> <hr/> <p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include:</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who <p>(cont'd on next page)</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020 semester</p> <p>Data/results have been received</p> <p>Several topical modules will administered during spring 2021 semester</p> <hr/> <p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p> <p>Data/results have been received</p>	<p><u>Established partnerships</u></p> <p>Office of the Provost/GROWTH Change Team: Developed, administering, and will report on faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p> <p>Communication Sciences and Disorders: Assistance with formative assessment project for master's program</p> <hr/> <p><u>New partnerships</u></p> <p>University College: Developed and administering pre/post assessments of Peer Academic Coaching experiences</p> <p>School of Information Technology: Administering and will report on an alumni survey</p>	<p>Center for Civic Engagement: Participating in an inter-institution initiative through the American Democracy Project</p> <p>Office of the Provost/Department of Politics and Government: Discuss survey of students' experiences with online learning</p> <p>University College: Determining how key performance indicators (KPIs) function within a unit assessment plan</p>	<p>Four sessions of 'Refining Your Assessment Plan' series were offered during the fall 2020 semester</p> <ul style="list-style-type: none"> * Determining Student Learning Outcomes * Selecting Evidence of Student Learning * Developing Mechanisms to Improve Student Learning * Aligning Student Learning Assessment and Program Review/Evaluation 	<p>2020-2021 Assessment Initiative Award recipients:</p> <ul style="list-style-type: none"> * Dr. David Adams, Student Counseling Services (with Dr. Brea Banks, Department of Psychology) * Dr. L.J Zigerell, Department of Politics and Government <hr/> <p>Active service on:</p> <ul style="list-style-type: none"> * University Teacher Education Assessment Committee * General Education Task Force Executive Committee/ Learning Objectives work group * Academic Planning Committee (both Committee A and Committee B) <p>(cont'd on next page)</p>

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>Programs will be asked to submit 2020-2021 Assessment Update in spring 2021 semester</p>	<p>Executive Committee is leading the process</p> <p>Two work groups are completing tasks for the Executive Committee to review and consider:</p> <ul style="list-style-type: none"> * Structures: From AAC, Sally Parry serves on this group * Learning Objectives: From AAC, Erin Thomas, Jennifer Sharkey, and Derek Meyers serve on this group 	<ul style="list-style-type: none"> * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 <p>Planned uses of the data include:</p> <ul style="list-style-type: none"> * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University 					<ul style="list-style-type: none"> * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team

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Table of UAS activities, projects, and services between March 8 and March 19

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program Review 2022 cohort's feedback will be provided during the spring 2021 semester</p> <p>Current program assessment plans from Program Review 2023 cohort will be distributed to AAC members for review and feedback during spring 2021 semester</p> <hr/> <p><u>Assessment Update</u></p> <p>Programs asked to submit 2019-2020 Assessment Update during summer 2020 session</p> <p>UAS staff will review and provide feedback on 2019-2020 submissions</p> <p>(cont'd on next page)</p>	<p><u>2020-2021 activities</u></p> <p>Previously-collected assignments will be reviewed by faculty during the summer 2021 session:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities and Language in the Humanities <hr/> <p><u>General Education Task Force</u></p> <p>Faculty/staff will review and revise the General Education program over the next few years</p> <p>(cont'd on next page)</p>	<p><u>ISU Alumni Survey</u></p> <p>The 2016, 2017, and 2018 administrations occurred during 2019</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni <p>Data will be organized and reported to programs</p> <hr/> <p><u>Labor Market Outcomes Project</u></p> <p>Update of data during fall 2020 semester will include:</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who <p>(cont'd on next page)</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Administered to first-year and senior students during spring 2020 semester</p> <p>Data/results have been received</p> <p>Several topical modules will administered during spring 2021 semester</p> <hr/> <p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2020</p> <p>Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2020</p> <p>Data/results have been received</p> <p>(cont'd on next page)</p>	<p><u>Established partnerships</u></p> <p>Office of the Provost/GROWTH Change Team: Developed, administering, and will report on faculty, staff, and graduate teaching assistant versions of professional development needs surveys</p> <hr/> <p><u>New partnerships</u></p> <p>University College: Developed and administering pre/post assessments of Peer Academic Coaching experiences</p> <p>School of Information Technology: Administering and will report on an alumni survey</p> <p>(cont'd on next page)</p>	<p>Center for Civic Engagement: Participating in an inter-institution initiative through the American Democracy Project</p> <p>University College: Determining how key performance indicators (KPIs) function within a unit assessment plan</p> <hr/> <p>Office of the Provost: Assistance with developing Quality Initiative project proposal for Higher Learning Commission (HLC) reaccreditation work</p>	<p>Four sessions of 'Refining Your Assessment Plan' series were offered during the fall 2020 semester</p> <ul style="list-style-type: none"> * Determining Student Learning Outcomes * Selecting Evidence of Student Learning * Developing Mechanisms to Improve Student Learning * Aligning Student Learning Assessment and Program Review/Evaluation 	<p>2020-2021 Assessment Initiative Award recipients:</p> <ul style="list-style-type: none"> * Dr. David Adams, Student Counseling Services (with Dr. Brea Banks, Department of Psychology) * Dr. L.J Zigerell, Department of Politics and Government <hr/> <p>Active service on:</p> <ul style="list-style-type: none"> * University Teacher Education Assessment Committee * General Education Task Force Executive Committee/ Learning Objectives work group * Academic Planning Committee (both Committee A and Committee B) <p>(cont'd on next page)</p>

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Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p>Programs will be asked to submit 2020-2021 Assessment Update in spring 2021 semester</p>	<p>Executive Committee is leading the process</p> <p>Two work groups are completing tasks for the Executive Committee to review and consider:</p> <ul style="list-style-type: none"> * Structures: From AAC, Sally Parry serves on this group * Learning Objectives: From AAC, Erin Thomas, Jennifer Sharkey, and Derek Meyers serve on this group 	<ul style="list-style-type: none"> * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 <p>Planned uses of the data include:</p> <ul style="list-style-type: none"> * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University 		<p>Department of Languages, Literatures, and Cultures: Administering and report on surveys of French and Francophone Studies majors, minors, and alumni</p> <p>Department of Psychology: Assistance with developing an alumni survey</p>			<ul style="list-style-type: none"> * GROWTH Leadership Team * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team



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General Overview

There are **three** data sources for accessing and using labor market outcome data from the Illinois Department of Employment Security (IDES):

IBHE college to career dashboard

This dashboard “tool provides an opportunity for students and parents to review a wide-range of information on Illinois two-year and four-year institutions that includes career outcomes of graduates from a particular academic area of study at a specific post-secondary institution.” Users can sort and filter data by college type, area of study, and college name. Website: <https://www.ilcollege2career.com/#/>

IBHE internal dashboard

In 2018, IDES developed an internal dashboard for college and university staff. It is similar to the **College to Career Dashboard**, but it oriented towards internal assessment, planning and research staff. This project could be a component of the Illinois Higher Education Information System (IHEIS). The project was previously coordinated at ISU by the associate vice president for undergraduate education. As of September 2020, the project will be coordinated by the director of university assessment (under the direction of the associate provost), pending access approval pending from IDES and IBHE staff.

ISU labor market outcomes study

In 2013, UAS coordinated a data match with ISU demographic and academic data and IDES labor market outcomes data. This data match served as a pilot of sorts for the **IBHE College to Career** and **IBHE Internal Dashboard** projects. This project is more detailed than the previous two projects. It also captures graduates going back to 2003, whereas the other two dashboards contain about 3 years of historical data. The rest of the document addresses the **ISU Labor Market Outcomes Data Project**.

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ISU labor market outcomes project goals

1. The project is a response to nationwide **declining alumni survey response rates**, which now average around 10%-15%. Low response rates make it difficult to make informed judgments about the labor market outcomes of Illinois graduates at the institution and academic program levels.
2. Second, this project will provide a longitudinal dataset for research into the relationship between academic and demographic variables and labor market outcomes. This will allow ISU and academic programs to make more informed and targeted academic decisions and improvements.
3. Third, data from this project can be used in to advance the mission of ISU through advocacy and demonstrating accountability. Positive labor market outcomes can demonstrate to potential students, parents, donors, legislators and other stakeholders that investments in ISU lead to positive individual and societal returns. Positive labor market outcomes can also demonstrate accountability by highlighting ISU's responsiveness to changes in the labor market and broader economy. This aligns with an **institutional effectiveness model**.
4. Finally, it is hoped that empirical research studies resulting from this project will contribute to the literature and academic discipline of higher education's role in creating human capital.

Data use ideas

project title ideas

- Human capital initiative
- Labor market outcomes project
- Alumni outcomes / success project
- Project Nest (tie-in with Career Services)
- Redbirds Landing
- Other?

Internal audiences, stakeholders, and collaborators

- Academic chairs, Ani Yazedjian
- Advancement, Jamie Sennett
- Government Relations, Jonathan Lackland
- Career Services
- Student Affairs, Erin Thomas
- PRPA (ECE metrics), Cheryl Fogler
- EDA (metrics and analysis), Rachel Hart
- Parents / potential students
- Current students (career pathways)
- Program Review, Derek Meyers & Cooper Cutting

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Data Use Ideas Table

Initiative	Audience(s)	Details
Power BI interface	Chairs	Interactive visualization and data analysis tool
Orientation event (virtual)	Chairs, general ISU	Presentation of data, feedback, panelists (econ expert, career services, liberal arts, etc.).
Project Nest	Parents / potential students, Career Services	Matching data with other alumni data, specifically from the NACE first-destination survey Comprehensive matched graduate database
Alumni Survey supplement	Chairs	Supplementing alumni survey data
Empirical research	Scholars	Scholarly research
Advocacy	Advancement, alumni affairs	Advocating ISU mission, institutional effectiveness model
ECE Metrics	General external / internal	Already included in the ECE metrics

Proposed data use initiatives – detail

power bi interface

Power BI is a data organization, reporting, and visualization tool. The visualization component will be used to share data and reports with academic program chairs, faculty, and other university staff. The visualization will be shared through the app or dashboard. External reporting of IDES data will be coordinated with PRPA and shared over the ECE metrics visualization.

orientation event – prototype agenda

1. Introduction & importance to ISU – Associate provost
2. Project overview – UAS director
3. Importance of economic impact of higher ed panel – ISU econ instructors
4. Cases of labor market outcomes – 2/3 faculty/chairs
5. Introduction to Power BI interface – UAS director
6. Conclusion

project nest

Comprehensive database that links alumni data in one place. Led by Career Services. EDA will need to create tables and queries.

alumni survey & development

Ongoing project. Data could be incorporated into IDES Power BI tables or EDA table environment.

ECE Metrics

External, public element of project. Included in ECE metrics page, coordinated by PRPA.

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empirical research

Ad hoc studies and scholarly research.

advocacy

Marketing and branding initiatives. Reports and information shared with advancement staff.

Technical details

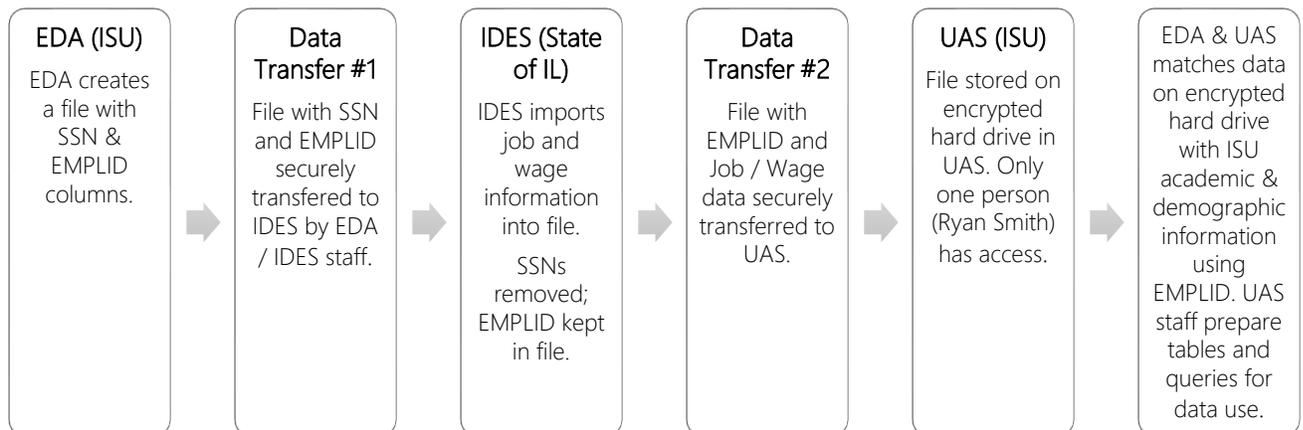
Background

Data for the project is gathered by matching ISU student records with state-level unemployment insurance (UI) records through the Illinois Department of Employment Security (IDES). The matching key is social security number (SSN). Only students who work in Illinois are included.

Variables from IDES include median monthly wages and job stability. In collaboration with Enterprise Data Analytics (EDA), a process for matching ISU demographic and academic variables with IDES variables was developed.

Due to the sensitive nature of the data, security protocols were put into place by legal and research staff from ISU and IDES. These procedures, policies, and legal documents are outlined in the project's IRB protocol and archived in the ISU University Assessment Services (UAS) office.

Data collection & organization



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Project History

In an effort to provide career-related information of alumni, UAS staff began the ISU Graduate Salary and Labor Market study using information provided by the Illinois Department of Employment Security (IDES). When the previous annual report was submitted, UAS staff had received salary and industry data for 42,317 ISU undergraduate alumni from the 2003-2012 cohorts. These data represented up to 40 quarters of monthly salaries. In addition to graduate salary and industry, the database also includes the following information about students:

- Demographic information: gender, race/ethnicity, age, home address
- High school information: county, name, H.S. code, zip code
- Student pre-college academic information: high school GPA, ACT (math, English, science, reading, and composite)
- Student ISU academic information: GPA, Major, Sequence
- Entry type: native with previous degree, native with no previous degree, transfer with associate's degree, transfer with no associate's degree, other

In FY18, UAS updated the data from the Illinois Department of Employment Security (IDES) for the ISU Graduate Salary and Labor Market study. The data cover all ISU undergraduate alumni who have worked in Illinois between 2004 and 2016. Approximately 42,000 graduates are included in the dataset.

UAS also developed a dashboard of the data using Tableau. The dashboard was shared with President Dietz, and broad, summary-level reports were printed and distributed to chairpersons/directors.

The state of Illinois has also developed a career outcomes online dashboard that includes the same or very similar variables but less alumni and less years of data. As of March 2019, the career success tool is live and publicly available. IBHE also created internal SAS dashboards for institutional uses. The previous Associate Provost for Undergraduate Education assumed responsibility for the Career Outcomes Tool and the Internal SAS dashboard.

IDES Project – 2019-20 update

UAS spent the year on a plan to 1) update the data and 2) create an internal data plan for structure and use. A significant change has been made in terms of data structure.

Previously, ISU academic and demographic data had to be pre-loaded into the dataset before the match with IDES labor market outcomes data. This yielded valuable information. However, it could not accommodate continually changing and new data being incorporated into the ISU data warehouse.

UAS developed a solution in 2019-20. The solution was proposed to Enterprise Data Analytics and refined. Every student at ISU received an Employee ID (EmplID). UAS will include the EmplID in the data specifications upload. The rationale for this is so ISU can match the labor market data with ISU academic and demographic records later. Upon receipt of the data from IDES, the principal investigator (PI, R. Smith) will place the de-identified data set on an encrypted, password-protected external hard drive. Enterprise Data Analytics will create a table for the PI to download the data and conduct analytics on the external hard drive.

The advantages of this process are:

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- Matching with project nest data, giving ISU an accurate picture of other labor market outcomes and accountability measures, such as number of graduates working in Illinois and number of graduates matriculating in graduate school.
- Enhance student success by showing students career pathways and providing realistic information about career outcomes.
- Enhances ISU's analytic capabilities through predictive analytics.
- Organizing the project around a process, and not a person or researcher. This process makes the dataset sustainable for years.
- Streamlines annual updates.