



# University Assessment Services

## Planning Document Fiscal Year 2021-22

assessment@ilstu.edu  
309-438-2135  
<https://assessment.illinoisstate.edu/>

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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

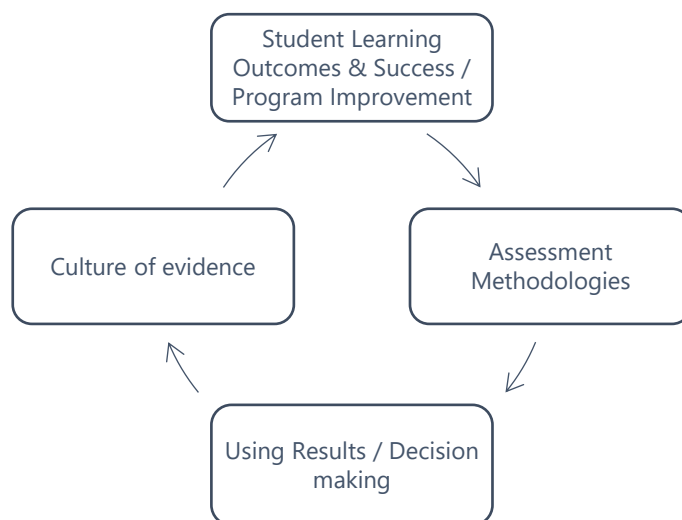


**Goal 4. Enhance UAS Staff Development**

- 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.<sup>1</sup>
- ~ *Program outcomes* refer to what programs do to help students learn or improve their programs.<sup>2</sup>
- ~ *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.<sup>3</sup>
- ~ *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.<sup>4</sup> 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.<sup>5</sup>

<sup>1</sup> Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms*, [http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms\\_2019.pdf](http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms_2019.pdf). Traditional markers of student success include retention, graduation, course sequences, or first destinations.

<sup>2</sup> 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*.

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

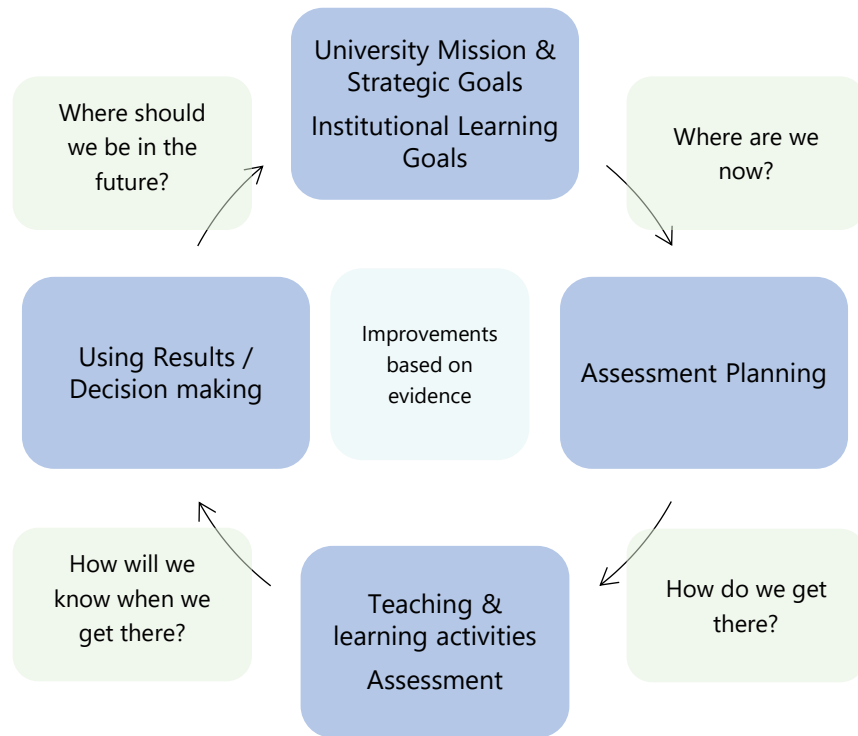
<sup>4</sup> Definition adapted from M. Culp, 2012, *Building a Culture of Evidence in Student Affairs*, Washington, DC: NASPA, p. 2.

<sup>5</sup> 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.<sup>6</sup> Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement.<sup>7</sup>



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

<sup>7</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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## Institutional Effectiveness Entities, Processes, & Assessments

Component	Units / Activities	Responsibility
<b>Entities</b> 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
<b>Processes</b> 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
<b>Institutional effectiveness assessments</b>	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
<b>Institutional effectiveness capacity building</b>	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
<b>Institutional effectiveness tools for decision-making</b>	Power B.I. Visualizations	All
	Presentations	

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## STRATEGIC PRIORITIES: FY 2022



### Goal 1. Facilitate Institutional Assessment Efforts

ECE Alignment	FY 21 Strategic Priority	UAS Strategy Alignment	Proposed Action(s) (Actors)	Source
--	Creating and implementing a general education assessment plan	Coordinate general education outcomes assessment  Provide evidence for institutional accreditation (HLC) efforts	Create general education assessment process under leadership of v.p. for undergraduate education and appropriate general education governance entities	HLC Criteria 3.B
--	Institutional student surveys	Enhance student engagement and success through research and evaluation; Provide evidence for HLC efforts	Administer institutional surveys <sup>8</sup> to incoming students (BCSSE) and/or current students (UAS)  Map institutional surveys to institutional outcomes (UAS/AAC/SAA) <sup>9</sup>  Create a sample institutional schedule (UAS/SAA)  Create a quality plan for ISU institutional survey (Birdtracks) (UAS/SAA)	HLC Criteria 2.B.2 & 4.B  HLC assumed practice A.6 & C.6
--	Institutional outcomes, including rationale for levels of assessment <sup>10</sup>	Provide evidence for institutional accreditation (HLC) efforts	Articulate institutional outcomes and where they are documented (UAS/AAC)	HLC Criteria 2.B.2 & 4.B  HLC assumed practice A.6 & C.6
--	Institutional or divisional framework for assessment	Provide evidence for institutional accreditation (HLC) efforts	Articulate institutional or divisional framework for assessment (UAS/AAC)	HLC Criteria 2.B.2 & 4.B  HLC assumed practice A.6 & C.6

<sup>8</sup> Current endorsed institutional surveys are BCSSE and NSSE.

<sup>9</sup> Not developed. Could use student affairs learning outcomes or general education outcomes.

<sup>10</sup> Miller, R., & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Washington, DC: American Association of Colleges & Universities. Online: <https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf>

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ECE Alignment	FY 21 Strategic Priority	UAS Strategy Alignment	Proposed Action(s) (Actors)	Source
--	Alignment between planning, budgeting, and assessment	Enhance academic quality through program review	Articulate a draft current alignment and structures (if any) (UAS)	HLC Criteria 5.C.2
Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)	Long term tracking and analysis of alumni outcomes (see also Goal 2)	Expand alumni outcomes research	<p>Create and implement internal labor market outcomes communication and use plan (UAS)</p> <p>Conduct empirical studies of labor market outcome data (UAS)</p> <p>Implement institutional alumni survey (UAS)</p> <p>Match national clearinghouse records (UAS/PRPA)</p> <p>Write annual report of labor market outcomes (UAS)</p>	HLC criteria 2.B.2 & 4.A.6
--	Annual reports on the assessment process		Create a framework for an annual report (UAS/AAC/SAA)	<p>HLC Criteria 2.B.2 &amp; 4.B</p> <p>HLC assumed practice A.6 &amp; C.6</p>

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## Goal 2. Building Institutional Assessment Capacity

ECE Alignment	FY 21 Strategic Priority	UAS Strategy Alignment	Proposed Action(s)	Source
Maximize employee growth through learning and professional development opportunities (1.B.2)	Professional development planning and implementation for assessment	Engage faculty and staff in meaningful professional development activities.	Implement professional development plan (UAS)	HLC Criteria 5.B.1  HLC Assumed Practice B.2.D.iv
		Provide programmatic assessment opportunities for units.	Assessment Initiative Awards (UAS)	
Infuse diverse perspectives into the curriculum and co-curriculum, and other programs and initiatives (3.C.3)	Statement on diversity and inclusion in assessment	Consult individuals and programs in assessment and research best practices.	Create a draft statement on diversity and inclusion in assessment and evaluation (UAS)	HLC Criteria 1.C.2  HLC Assumed Practice C.6
Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)	Creating a culture of research expertise on campus	Engage faculty and staff in meaningful professional development activities.	Create list of subject matter experts in assessment and evaluation related research (UAS)	HLC Criteria 5.B.1  HLC Assumed Practice B.2.D.iv



## Goal 3. Cultivate Collaborative Partnerships

ECE Alignment	FY 21 Strategic Priority	UAS Strategy Alignment	Proposed Action(s)	Source
Leverage data analytics to inform decision-making (1.D.3)	Data analytic plan	Create an environment that enables decision-makers and users of assessment results	Create Power BI analytic plan (UAS)	HLC Criteria 5.A.2
			Create Power BI spaces based on need (accreditation, labor market outcomes, etc.) (UAS/EDA)	
Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)	Assessment Research Fellows Program	Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects	Propose Assessment Research Fellows program (UAS)	HLC Criteria 5.A.1  HLC Assumed Practice B.2.D.iv



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## Goal 4. Enhance UAS Staff Development

ECE Alignment	FY 21 Strategic Priority	UAS Strategy Alignment	Proposed Action(s)	Source
Maximize employee growth through learning and professional development opportunities (1.B.2)	Capacity for and use of qualitative assessment information by UAS	Incorporate emerging technologies and assessment techniques	Integrate methods for qualitative analysis in Power BI (UAS)  Read qualitative evaluation books (UAS)	HLC Criteria 5.B.1
--	UAS or assessment process evaluation	Engage in a community of assessment scholars and reflective practitioners	Decide on level (division or unit), evaluative criteria (NILOA, etc.), stakeholders, methodology, and use of results (UAS/AAC)	
Maximize employee growth through learning and professional development opportunities (1.B.2)	Conference attendance & engagement		Conference attendance (UAS)	

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## HISTORY OF ASSESSMENT & QUALITY ASSURANCE AT ISU

In the 1970's through the 1990's, the primary responsibility for assessment at ISU was the Measurement & Evaluation Service Office (MAES). MAES was located in Julian Hall 115. Initially, the office was primarily responsible for four functions:<sup>11</sup>

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

By the late 1990's, a MAES changed its name to the University Assessment Office (UAO).<sup>12</sup> In fall 1999, MAES split into three offices:<sup>13</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.

By spring 2000, the University Assessment Office newsletter's name was changed to *Assessment Æffects*.<sup>14</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).

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>15</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>16</sup>

An update of the plan was written in April 2003.<sup>17</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>18</sup>

1. Ensuring ISU's commitment to the *IBHE Illinois Commitment*, specifically Goal 5.

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<sup>11</sup> MAES Newsletter, vol. 1 (1), fall 1979.

<sup>12</sup> University Assessment Office Newsletter, October 1997.

<sup>13</sup> University Assessment Office Newsletter, September 1999.

<sup>14</sup> Assessment Æffects, Spring 2000.

<sup>15</sup> [http://assessment.illinoisstate.edu/downloads/uwac\\_wpaper.pdf](http://assessment.illinoisstate.edu/downloads/uwac_wpaper.pdf)

<sup>16</sup> Ibid, p. i-ii.

<sup>17</sup> [http://assessment.illinoisstate.edu/downloads/assessment\\_recommendations\\_update.pdf](http://assessment.illinoisstate.edu/downloads/assessment_recommendations_update.pdf)

<sup>18</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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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>19</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.

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>20</sup>

In 2019, UAS again moved from the ITDC building to 308 Kingsley. UAS incorporates more professional development and data visualizations in its work. As of fall 2020, UAS has three full-time staff members: director, assistant director, and office aide.

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<sup>19</sup> Progressive Measures, v. 1 (1), Fall 2005.

<sup>20</sup> <http://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf>

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## ASSESSMENT GOVERNANCE IN ACADEMIC AFFAIRS

### *Assessment Advisory Council (AAC)*

The purpose of the Assessment Advisory Council 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. More information about the AAC, including membership and history, is online: <http://assessment.illinoisstate.edu/about/council.php>

### *University Assessment Services (UAS)*

UAS is staffed by a director, assistant director, office manager, and part-time graduate assistant and is located in academic affairs. UAS serves as a resource to the entire campus for assessment, but works mostly in academic affairs.

### *Other Assessment Units*

It is not unusual for many academic programs to have an individual, team, or committee with responsibility for assessment. Assessment in student affairs is led by the assistant director for assessment and engagement initiatives. Assessment in the Center for Community Engagement and Service Learning is led by the assistant director for assessment, data management, and grant writing.

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## ACCREDITATION (HLC) & ASSESSMENT

### HLC Calendar<sup>21</sup>

Year(s)	Event	Description	Status
<b>1-3</b> 2015-16 (1) 2016-17 (2) 2017-18 (3)	Prepare assurance filing <sup>22</sup>	<b>ISU:</b> Contribute documents to Evidence File and begin writing Assurance Argument for Year 4 Assurance Review	Accreditation granted 7/27/15
<b>4</b> 2018-19 (4)	Assurance review	Submit Assurance Filing (Assurance Argument & Evidence File) <b>Peer Review:</b> Assurance review (no visit) <b>HLC Decision Making:</b> Acceptance of or action on Assurance Review	Continuation of accreditation granted 8/1/19
<b>5-7</b> 2019-20 (5) 2020-21 (6) 2021-22 (7)	Quality initiative proposal <sup>23</sup> 1. accepted as early as <b>Sept. 1, 2019</b> 2. due <b>June 1, 2022 (latest)</b>	<b>ISU:</b> Submit Quality Initiative Proposal – submit later than August 31 of year 7. May also begin preparing Assurance Filing for Year 10 comprehensive evaluation <b>Peer Review:</b> Review QI proposal	QI likely focused on Student Success
<b>7-9</b> 2021-22 (7) 2022-23 (8) 2023-24 (9)	Quality initiative report 3. due <b>June 1, 2024 (latest)</b>	<b>ISU:</b> Submit Quality Initiative Report no later than June 1, 2024 of Year 9. May also continue preparing Assuring Filing for Year 10 comprehensive evaluation <b>Peer Review:</b> Review QI report	
<b>10</b> 2024-25 (10)	Comprehensive evaluation <sup>24</sup>	<b>ISU:</b> Submit comprehensive evaluation materials <b>Peer Review:</b> Conduct comprehensive evaluation (with visit) <sup>25</sup> <b>HLC Decision Making:</b> Take action on comprehensive evaluation and Reaffirmation of Accreditation	

<sup>21</sup> Higher Learning Commission, Open Pathway 10-Year Cycle, <https://www.hlcommission.org/Accreditation/open-pathway-cycle.html>

<sup>22</sup> Higher Learning Commission, Assurance Review, <https://www.hlcommission.org/Accreditation/assurance-review.html>

<sup>23</sup> Higher Learning Commission, Quality Initiative, <https://www.hlcommission.org/Accreditation/quality-initiative.html> and [http://download.hlcommission.org/QualityInitiativeProcess\\_PRC.pdf](http://download.hlcommission.org/QualityInitiativeProcess_PRC.pdf)

<sup>24</sup> Higher Learning Commission, Comprehensive Report, <https://www.hlcommission.org/Accreditation/comprehensive-evaluation.html>

<sup>25</sup> Higher Learning Commission, Verification Visits, [http://download.hlcommission.org/VerificationVisit\\_2020\\_PRC.pdf](http://download.hlcommission.org/VerificationVisit_2020_PRC.pdf)

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## HLC Criteria for Accreditation<sup>26</sup>

Criterion	HLC example evidence <sup>27</sup> <b>Assessment evidence only</b>	Current inventory & status
2.B.1. 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.	Published list of all current accreditations and statuses.	Current accreditations online. <sup>28</sup>
	Sample evaluations of activities that support the learning claimed in activity.	Evidence of learning. From UAS: <ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Gen ed assessment</li> <li>- Alumni outcomes (survey &amp; IDES)</li> </ul>
	A sample of academic student organizations and clubs demonstrating the diversity of groups on campus.	Will need listing of groups (E. Thomas).
3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.	Examples of course- and program-learning goals for each degree level across all modes and locations.	For all modes and across locations?
	Documentation that supports the method in which the institution determines program levels, e.g., Bloom’s Taxonomy of Learning Domains or other methodology or framework.	Determination of levels of assessment? <sup>29</sup>
	Departmental improvement plans.	Improvement plans – strategic plans, assessment plans, program review, etc.
	General education learning goals and curriculum.	Current GE goals and curriculum.

<sup>26</sup> Higher Learning Commission, Policy CRRT.B.10.010, Criteria for Accreditation & Core Components, <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

<sup>27</sup> Higher Learning Commission, Providing Evidence for the Criteria for Accreditation, [http://download.hlcommission.org/ProvidingEvidence\\_INF.pdf](http://download.hlcommission.org/ProvidingEvidence_INF.pdf) and Higher Learning Commission, 2020 Resource Guide, [http://download.hlcommission.org/HLCResourceGuide\\_INF.pdf](http://download.hlcommission.org/HLCResourceGuide_INF.pdf)

<sup>28</sup> <https://illinoisstate.edu/about/accreditation/program/>

<sup>29</sup> Miller, R., & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution*. Washington, DC: American Association of Colleges & Universities. Online: <https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf>

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Criterion	HLC example evidence <sup>27</sup> <b>Assessment evidence only</b>	Current inventory & status
3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, <b>assessment of student learning</b> ; and establishment of academic credentials for instructional staff.	Documentation of professional development and training opportunities for staff and faculty, including support for instructional design.	CTLT and UAS professional development opportunities.
4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.	Documentation of engagement of faculty, academic administration, and governing board in academic program review process; Sample program review; Program review policy, processes, schedule and guidelines; Internal and external curricular review process; Program advisory board agendas and minutes.	Program review process / PRAAP. <sup>30</sup> Curricular review processes in departments. Advisory board review processes in departments.
4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.	Surveys of alumni.	<b>Alumni survey and IDES data.</b>
	<b>Data on where students go after graduation, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (Peace Corps, etc.).</b>	<b>Employment rates from UAS and career services. Admission rates to advanced degree programs and fellowships, internships, etc. would have to be gathered from a variety of sources.</b>
	Licensure or certification exam results.	Licensure exam rates in departments.
4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.  4.B.2. The institution assesses achievement of the learning outcomes	<b>General education and course, program and institution-level learning goals and outcomes.</b>	Gen ed outcomes exist. New ones could be revised by 2024. Clearly articulated institution-level outcomes n/a.
	Annual reports of the assessment process.	UAS conducts an <b>annual report</b> , <sup>31</sup> but the main focus is the unit, not an “institutional process for assessment.”  <b>There are other processes – Annual Update, PRAAP, etc. that</b>

<sup>30</sup> <https://provost.illinoisstate.edu/planning/>

<sup>31</sup> <https://assessment.illinoisstate.edu/>

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Criterion	HLC example evidence <sup>27</sup> <b>Assessment evidence only</b>	Current inventory & status
<p>that it claims for its curricular and co-curricular programs.</p> <p>4.B.3. The institution uses the information gained from assessment to improve student learning.</p> <p>4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members</p>		<b>can perhaps be cobbled together. (This is the institutional framework idea we have discussed in the past).</b>
	Curriculum maps.	Some academic programs may have curriculum maps. There aren’t any at the institution level.
	Assessment and/or curriculum committee minutes.	See <b>AAC minutes</b> .
	Meeting minutes and agendas demonstrating departmental use of assessment data with evidence of action taken based on review and analysis of data	In departments.
	<b>Institutional learning outcomes and rubrics.</b>	<b>There are no institutional learning outcome rubrics, other than perhaps gen ed? Student affairs could have some.</b>
	Documentation of co-curricular assessment and improvements based on data.	[Erin Thomas]
	<b>Assessment plan and/or process and calendar/cycle.</b>	<b>For PRAAP and Annual Updates of plans.</b>
	<b>Documents and reports using direct measures for assessment of student learning.</b>	<b>Gen ed at the institution-level?</b>
5.A.2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.		?
5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.	<b>Documentation delineating linkage between planning, budgeting and evaluation/assessment.</b>	<b>? – PRAAP maybe?</b>
	Evidence of resources used to aid in planning activities, such as, state reports on demographics, industry/vocational employment demands, etc.	[PRPA]
	Learning and academic program assessment documentation.	PRAAP, Annual Updates, Assessment Plans <sup>32</sup>
	Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).	See institution-level and departmental surveys & assessment projects
	Key performance indicators/dashboard.	[PRPA, UAS, etc.]
	Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, information technology, parking, student activities).	Departmental information

<sup>32</sup> <https://assessment.illinoisstate.edu/program/>



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## HLC Assumed Practices

Assumed Practice	Practice	Coordination
A.6. The institution assures that all data it makes public are accurate and complete, including those reporting on <b>student achievement of learning</b> and student persistence, retention, and completion.	Posting all assessment plans online	UAS
B.2.D. Faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion.	PRAAP Program review	Assoc. Provost UAS
C.6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.	Institution-level surveys	UAS

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## HLC Statement on Assessment & Student Success<sup>33</sup>

Learning environment & supports	Exit point outcomes & measures	External measures	Systems measures
<b>Processes for determining supports &amp; success of support offerings</b> ?	<b>Attainment of institutional goals</b> - Institutional goals not articulated (gen ed?)	<b>Successful transfer &amp; number of credits retained</b> - PRPA (?)	<b>Disaggregated data on student variables</b> - NSSE / BCSSE - Student affairs assessment - IDES data / alumni survey - Exit survey (not conducted) - Clearinghouse data / Project Nest (?)
<b>Prior-learning acceptance/transfer</b> - U College (?)	<b>Learning outcomes attainment</b> - NSSE - Gen ed assessment - Student affairs assessments	<b>Entry into &amp; completion of further education</b> Alumni survey Exit survey	<b>Credential landscape</b> ?
<b>Student satisfaction &amp; engagement</b> - NSSE / BCSSE - Student affairs assessment	<b>Graduation</b> - PRPA (?) - Post-completion markers	<b>Employment or advancement</b> - IDES data - Alumni survey - Exit survey (not conducted) - Clearinghouse data / Project Nest (?)	<b>Employer satisfaction</b> ?
<b>Retention &amp; persistence</b> - PRPA (?)	<b>Return on investment</b> - Private ROI can be calculated using IDES data - Public ROI can be calculated using IDES & IPEDS data <sup>34</sup>	<b>Debt/default rate</b> - PRPA (?)	<b>Community &amp; civic engagement</b> - Civic Engagement center
<b>Institution-specific variables on context, setting, &amp; student population</b> - NSSE / BCSSE - Student affairs assessment	<b>Non-cognitive skill attainment</b> - NSSE - Student affairs assessment - Other?	<b>Licensure pass rate</b> - Program-level	<b>Well-being</b> - NSSE - Student affairs assessment

<sup>33</sup> Higher Learning Commission, *Defining Student Success Data: Recommendations for Changing the Conversation*, <http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf>. See also Higher Learning Commission (2018, December), *Testing Student Success Data (2018, December)*, [http://download.hlcommission.org/initiatives/TestingStudentSuccessData\\_2019.pdf](http://download.hlcommission.org/initiatives/TestingStudentSuccessData_2019.pdf) and Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms*, [http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms\\_2019.pdf](http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms_2019.pdf)

<sup>34</sup> Using Human Capital Theory to Develop a Policy Approach Towards College Student Migration in Illinois

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## **Student Success Conversation Starter:**<sup>35</sup>

1. Clear understanding of the student population served along with their needs
2. Regular and ongoing involvement of students in the process of designing supports and making sense of data
3. Clarity of process on the part of institutions to select and implement approaches that align with students that build upon and inform research; and
4. Examination of what works and for whom and under what circumstances to achieve success.

## **The following questions are offered as critical elements of the new conversation when examining an institution on student success:**<sup>36</sup>

- Does the institution know and understand its various student bodies (including their intents and goals), the communities it serves, and the communities its graduates will serve?
- Is the institution student-ready and transparent about who it can and cannot serve well?
- Can the institution collect, protect, and analyze data related to its students' success, making sense of the data with students?
- How has the institution aligned its processes, practices, culture, and related measures of success to the students it actually serves?
- Given existing funding constraints, how is the institution moving from boutique or siloed approaches addressing student success to collectively integrated, intentional, and systematic approaches?
- Can the institution explain to various interested audiences why it is doing the things it is for the students it has and document that they work?
- What are the existing supports and processes that enable student learning?
- Why is the institution implementing the things they are?
- What are students supposed to be getting from what the institution is implementing?

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<sup>35</sup> Higher Learning Commission, Defining Student Success Data: Recommendations for Changing the Conversation, <http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf>, page 7.

<sup>36</sup> Higher Learning Commission, Defining Student Success Data: Recommendations for Changing the Conversation, <http://download.hlcommission.org/initiatives/StudentSuccessConversation.pdf>, page 9.

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## NILOA EXCELLENCE IN ASSESSMENT FRAMEWORK<sup>37</sup>

Dimension	Description	Notes
Diversity of institution representatives participating regularly in institution assessment activities	<p>Groups and individuals engaging regularly include representatives from a) senior leadership, such as a member of the President's or Chancellor's cabinet; b) personnel responsible for the oversight of institution and program assessment activities (may be a committee); c) personnel responsible for the oversight of institution and program external accreditation activities; d) tenured/tenure track faculty from a variety of departments and/or representing a faculty governing body; e) adjunct and/or part-time faculty from a variety of departments and/or representing an adjunct and/or part-time faculty governing body; f) non-instructional staff responsible for student support, such as advisors, student service personnel, and the library; and g) students from a variety of majors and years, and/or representing a student governing body.</p> <p>Regular participation may be annually if the participation involves substantive engagement with assessment work. Participation in report-outs or reading assessment reports without providing feedback or engaging with others does *NOT* qualify as substantive engagement.</p> <p>Not all groups noted above are required, but engagement with a broader diversity of institutional stakeholders will yield the possibility for higher scores if evidence is presented documenting that the engagement is substantive.</p>	<ol style="list-style-type: none"> <li>1. AAC</li> <li>2. Collaborations with other information planning units</li> <li>3. PRAAP</li> </ol>
Representatives from the community or other external stakeholders participate regularly in institution assessment activities	<p>Representatives from the following groups are substantively engaged in institution assessment activities regularly: a) alumni from a variety of majors and years, and/or representing a broad/institutional alumni group; b) employers and/or business presence from the community; c) admissions or faculty from programs frequently applied to by graduates of the institution, including schools and programs that accept students as transfers or for graduate study; d) members of institutional oversight or governing bodies; and/or e) community-based organizations and/or community partners.</p> <p>Participation in report-outs or reading assessment reports without providing feedback or engaging with others does *NOT* qualify as substantive engagement.</p> <p>Not all groups noted above are required, but engagement with more external stakeholders will yield the possibility for higher scores if evidence is presented documenting that the engagement is substantive.</p>	Maybe (advisory boards?) This would occur mostly at the program level
Student learning outcomes statements are clearly stated	<b>Institution-level student learning outcomes</b> statements clearly state the expected knowledge, skills, attitudes, competencies, and/or habits of mind that students are expected to acquire at an institution of higher education.	<ol style="list-style-type: none"> <li>4. Gen ed?</li> <li>5. Student affairs outcomes</li> </ol>
Student learning outcomes statements are integrated	<b>Student learning outcomes statements at the institution-level are integrated with student learning outcomes statements from the college-, program-, co-curricular, and course-level.</b> Assessments of student work in courses and programs, in and out of class, clearly have been aligned with or linked to institution-level learning outcomes.	<ol style="list-style-type: none"> <li>6. No evidence</li> </ol>
Student learning outcomes statements are prominently posted and available to students	Student learning outcomes statements have been prominently posted on the institutional website and made available to students.	<ol style="list-style-type: none"> <li>7. No evidence</li> </ol>

<sup>37</sup> National Institute for Learning Outcomes Assessment, Urbana, IL: <https://www.learningoutcomesassessment.org/eia/>

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Dimension	Description	Notes
Comprehensive institution-level assessment plan	The institution has a comprehensive assessment plan at the institution-level that includes assessment activities for all students designed to provide evidence of student learning across the institution, including in the co-curricular.	8. No
Alignment between institution-level assessment plan and program- and unit-level assessment plans	The institutional-level assessment plan is integrated with and scaffolds from program-, unit-, co-curricular-, course-, and student-level assessment plans. The review processes from all levels of assessment provides supporting evidence leading to learning outcomes at the institution-level.	9. No
Stakeholder involvement in the development and review of assessment plans	Stakeholders from programs, departments, and/or units, including student affairs and students, are involved in the development and regular review of assessment plans.	10. Yes
Centralized assessment resources availability and use	The institution maintains a centralized location (either physical or virtual) where faculty, staff, and students can access assessment resources. Evidence is available that faculty, staff, and students use the assessment resources provided.	11. Plans: yes 12. Data: not really
Faculty and staff development activities to promote institution-level assessment best practices availability and use	Faculty and staff development activities designed to promote best practices in understanding, developing, implementing, communicating, and using institution-level evidence of student learning are regularly offered by the institution. Evidence is provided that faculty and staff regularly attend these activities and find them useful.	13. Yes
Faculty and staff development activities to promote institution-level assessment best practices availability and use	Faculty and staff development activities designed to promote best practices in understanding, developing, implementing, communicating, and using institution-level evidence of student learning are regularly offered by the institution. Evidence is provided that faculty and staff regularly attend these activities and find them useful.	14. Yes
Institutional policies and procedures recognizing and providing support for faculty and staff assessment activities	Institutional policies and procedures regarding faculty and staff review processes (e.g., tenure and promotion, performance reviews, etc.) are structured to provide support and/or recognition for faculty and staff working to improve or advance their assessment practices.	15. ?
Institution-level assessment information shared with internal and external stakeholders	Institution-level assessment information relating to assessment plans, processes, and results are available to and proactively shared with a variety of on-campus and off-campus stakeholders.	16. Maybe?
Presentation format and accessibility of institutional assessment information	Institution-level assessment information is presented in easily accessible formats that are understandable to a variety of audiences both on- and off-campus. The presentation of assessment information is intentionally designed to promote appropriate use and interpretation of results.	17. Maybe?
Participation in and sharing of information regarding institution-level assessment activities	Tenure/tenure track faculty (a), adjunct or part-time faculty (b), staff (c), students (d), and external stakeholders such as employers (e) or admissions or faculty from programs frequently applied to by graduates of the institution (f), including schools and programs that accept students as transfers or for graduate study, actively participate in the decision processes related to institution-level assessment.	18. ?
Engagement in monitoring and compiling institution-level assessment results and analysis	Faculty, staff, students, and external stakeholders such as employer admissions or faculty from programs frequently applied to by graduates of the institution, including schools and programs that accept students as transfers or for graduate study participate in the monitoring and/or compiling of institution-level assessment results and analysis.	19. ?

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Dimension	Description	Notes
Distribution and sharing of institution-level results of student assessment	Institution-level assessment results are accessible and shared proactively with faculty and staff in ways that facilitate their discussion and application (e.g., not simply made available as a report on a website).	20. ?
Integration of institution-level results with measures used at other levels to create complete picture of student learning	Results from institution-level assessments are intentionally integrated vertically with assessment occurring at other levels of the institution to create a complete picture of student learning for all students with an emphasis on addressing issues of equity and/or equity gaps. Institution-level assessment results build on and from assessment activities in all other areas of the institution.	21. ?
Integration of institution-level results with measures used at other levels to guide institutional decision-making.	Institution-level assessment results have been considered in combination with assessment results at other levels of the institution to guide decision-making related to changes in policies and practices that may lead to improved student learning.	
Evidence of use of assessment results from all levels of the institution provided to stakeholders	Stakeholders from both inside and outside the institution are regularly provided with evidence that institutional decision-making is appropriately guided by assessment results from multiple levels of institutional assessment.	
Communication of changes made as a result of assessment evidence from all levels of the institution	Changes made as a result of assessment are <b>communicated to both internal and external institutional audiences, including students</b> . Communications include information on evidence supporting <b>the need</b> for change.	
Communication of outcomes from changes made as a result of assessment evidence from all levels of the institution	Changes made as a result of assessment <b>are monitored and evaluated</b> . <b>Outcomes from the changes are communicated</b> to both internal and external institutional audiences, including students. Communications include information on evidence used <b>to evaluate</b> the change.	
Identification of institution strengths in assessment	Institution strengths in assessment are accurately identified and supported by the evidence provided in the application.	
Identification of institution weaknesses in assessment	Institution weaknesses in assessment are accurately identified and demonstrated by the evidence (or lack thereof) in the application.	
Feasibility of plans for growth and/or improvement of institutional use or integration of assessment results or data use	The plan laid out for growth and/or improvement of institutional use of assessment results or data in the application identifies a) realistic, b) concrete steps that are c) likely to lead to success. The plan is d) feasible in terms of expected accomplishments, time, and effort required. The plan includes a description of how the institution will know when it has accomplished the changes intended.	

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## SUPPLEMENTAL PLANNING DOCUMENTS

Permanent Funding Requests

n/a

Provost Enhancement (PE) and Academic Enhancement Fee (AEF) Requests (PERS 937 spreadsheet)

n/a

Personnel Requests: Tenure Track (PERS 936a spreadsheet)

n/a

Personnel Requests: Tenure Track Strategic Cluster Hire (PERS 936a\_SCH spreadsheet)

n/a

Personnel Requests: Tenure Track Non-reappointment or tenure-denial/death (PERS 936b spreadsheets)

n/a

Personnel Requests: Non-Tenure Track Positions (PERS 936c spreadsheet)

Proposed transition of UAS assistant director to associate director

Reassigned Time Report for FY22 (Fall semester only)– Due May 7, 2021

n/a

Strategic Budgeted Carryover (SBC) Requests (PERS 937 spreadsheet) - Due June 11, 2021

To be determined

Supplemental Instructional Capacity Request (Supplemental IC Request Process in development)

– Due October 29, 2021

n/a

Reassigned Time Report for FY22 (Spring semester only) – Due October 29, 2021

n/a