

FY06 Consolidated Annual Report, Planning Document and Position Request

University Assessment Office (UAO)

**Submitted by: Dr. Wendy G. Troxel, Interim Director
March 7, 2005**

I. Accomplishments and productivity for FY 05

A. Brief review of the unit's approved goals and objectives for FY05.

Goals, Objectives and Outcomes

Goal 1: To plan, implement, analyze, summarize results, and write reports for institution-wide surveys for students at critical points in the educational experience (entering freshman, end of first year for both native students and transfer students, graduating seniors)

Goal 2: To serve as co-researchers on select assessment projects of college and university programs, such as: Foundations of Inquiry, General Education, *Educating Illinois* strategic plan, Junior/Senior Experience, etc.

Goal 3: To advise faculty and staff on purpose, design, methodology, and use of formative assessment projects at all levels of the university, in cooperation with the Center for the Advancement of Teaching (CAT), the Office of the Provost, and the office of Institutional Research:

- a. Classroom level assessment
- b. Departmental projects
- c. Interdisciplinary approaches
- d. Student affairs and developmental learning outcomes
- e. Accreditation activities

Goal 4: To engage in outreach activities, including:

- a. Publish and distribute widely an assessment newsletter at least two times per year
- b. Create and maintain an assessment Web site
- c. Co-sponsor workshops on assessment project development and implementation
- d. Present results of assessment research to appropriate campus constituencies
- e. Manage an annual grant program for assessment project as funds are available

Goal 5: To work with other units to increase cooperation and coordination of assessment on campus.

- a. Serve on appropriate campus committees related to assessment
- b. Disseminate data from assessment projects to campus constituencies

Goal 6: To maintain a level of expertise in higher education assessment through staff development activities.

- a. Read current literature in the area of higher education assessment
- b. Attend appropriate assessment conferences and skills workshops, as budget permits
- c. Present and/or publish assessment-related research in regional or national conferences and publications

B. List the most important accomplishments of the unit for FY05 and how these accomplishments support the goals and objectives of the University.

The following are the major accomplishments for FY05. These activities expanded upon and complimented the FY04 objectives of promoting a culture on campus that supports assessment activities resulting in improved programs and services, conducting student learning outcomes research, and increasing the support for and, thus, the quantity and quality of classroom and program assessment. In addition, the accomplishments supported the more general goals and objectives stated above.

1. Assumed institutional responsibility for, and conducted the 2004 Alumni Survey (graduates from 1998 and 2002): developed an annual process to conduct the project in a multi-method format (paper and online), increased response rate from previous years, and provided an enhanced process for disseminating results to academic departments and other institutional decision-makers.
2. Consultation and service to departments – Continued service to academic departments by responding to requests for workshops and individual consultations on topics related to program and classroom assessment.
3. Updated the UAO website to include .pdf documents of results from all surveys conducted in the last 3 years (NSSE, CSXQ, Alumni Survey).
4. TracDat – Continued development of an awareness of the utility of TracDat Assessment software and increased the number of departments and units using it by holding demonstration sessions and promoting it in meetings, newsletters, and listservs. Developed a training schedule to meet user needs and began the coordination of a users group. The UAO Research Associate serves as the institutional administrator.
5. Continued role as Chair of the Assessment Advisory Council (AAC) – The AAC met 8 times during the 2004 calendar year and worked to articulate a process for the oversight of academic assessment on campus, including the development of a rubric designed to evaluate departmental academic assessment plans for compliance reporting to the Provost's Office. The Council members represent all Colleges and academic support units and functions to support the institution-wide assessment activities within academic affairs, and to serve in an advisory capacity to the UAO staff.
6. NCA Self-Study Steering Committee – The Director of the UAO served on the steering team for the North Central Association self study project, as

well as a number of sub-committees. The Research Associate of the UAO served on the special emphasis team, Partnerships for Student Learning.

7. General Education Support –the Director of the UAO provided support for the assessment activities associated with General Education and FOI by assisting with the design of surveys, data analysis, the interpretation of institutional surveys as they applied to General Education, and response to research questions posed by CGE and GECC.
8. Served as co-chair of the task force for the Foundations of Excellence in the First College Year project, as Illinois State University is one of only 12 AASCU institutions in the country to have been selected as a “Founding Institution”. The task force conducted a comprehensive self-study of the First Year Experience on campus, fulfilled all requirements of the Policy Center on the First Year of College, and wrote an implementation plan to be submitted to the Provost.
9. Assisted in the on-going efforts to integrate assessment activities across campus to reduce redundancy and increase effectiveness (i.e., revision of the Program Review process, special emphasis team on “Coordinated Planning”).

These major accomplishments for FY05 directly support the achievement of the *Educating Illinois* goals of building a distinctive research agenda and providing essential support for faculty and staff, improving commitment to general education, soliciting input from our students about their educational experiences at Illinois State and presenting the data to decision-makers in ways that are useful, meaningful, and likely to result in change and improvement.

C. Indicate measures of productivity by which the unit’s successes can be illustrated, if using ones other than the standard set of “Academic Unit Performance Measures.”

Productivity measures included the number and type of interactions (5 scheduled workshops, and dozens of individual meetings with faculty and staff) with campus constituencies, formal and informal evaluations by participants, the direct evidence of organizational and scholarly activity by the staff of the UAO (i.e., program assessment web site, 10 international, national and regional presentations, secondary analysis reports on student data), and involvement in campus-wide committees.

Personnel and fiscal changes affecting productivity:

- In March 2004 the Director of the UAO accepted a faculty position in the College of Education at Illinois State University, with a start date of August 16, 2004. A formal resignation letter was sent to the Provost’s Office with an end date of June 30, 2004. But as the end of the academic progressed it became apparent that the search for a new Director would be delayed, and the incumbent agreed to remain in the UAO as Interim Director on a part-time basis for as long as necessary. During the Fall semester the chair of the Dept. of Educational Administration and Foundations agreed to a one course

buyout to facilitate this work. As a result, the activities and responsibilities with the highest institutional priorities (NCA self-study, Alumni Survey, Assessment Advisory Council, and Foundations of Excellence Task Force) continued to receive attention. However, many other initiatives and services were reduced.

- The UAO Research Associate (Hafeez Ullah), Chief Clerk (Chris Jackson), and Graduate Assistant (Anil Ponnamaneni) continue to work full-time in the office and should be commended for their professionalism, dedication, and productivity during such a long period without a full-time leader.

D. Describe how the unit used any of the following categories of funds to enhance accomplishments and productivity:

Not applicable.

II. Major Objectives and Productivity Measures for FY06

A. List the most important objectives the unit will pursue in FY06

As mandates for evidence of academic quality increase (IBHE, NCA, NCATE, etc.) the role and responsibilities for the UAO were expanded in 2004-05 in order to provide support for academic departments and units. The following are the major objectives for the UAO to be completed during the 2005-06 academic year:

1. Complete the electronic portfolio of departmental assessment plans in anticipation of the IBHE mandates related to “Goal 5 of the Illinois Commitment”. Maintain UAO mission of providing service to academic departments in the area of assessment tools and techniques.
2. Expand the use and training of TracDat assessment software to assist academic programs in the management and documentation of their assessment plans and portfolios; establish an on-campus users group.
3. Continue to mount report results on the web – In an effort to provide campus decision-makers with better and more complete access to data, the staff of the UAO is expanding the UAO web site to offer survey results that can be accessed via database query tools.
4. Continue institutional responsibility for the annual Alumni Survey project: refine the annual process of conducting the project online, increase response rates, and provide an enhanced process for disseminating results to academic departments and other institutional decision-makers.
5. Assist in the on-going efforts to integrate assessment activities across campus to reduce redundancy and increase effectiveness (i.e., identification of data sites on campus and merging of multiple measures).
6. Increase the number and scope of educational and professional opportunities for graduate students through internships, practicum projects, and assistantships.

B. Describe how these objectives build upon the approved goals and objectives for FY05.

The intended outcomes directly support and enhance the approved goals and objectives for FY05. The UAO is a service unit that has been put in place to respond to institutional priorities in the area of assessment of student learning outcomes, which includes maintaining a presence for the institution at the state and national level.

C. Describe how these objectives will support the “Educating Illinois” plan as it supports the Illinois Commitment for FY06.

These major objectives for FY06 directly support the achievement of the *Educating Illinois* goal of building evidence of “Becoming a National Leader in Undergraduate and Graduate Education”, assisting in the scholarly research agenda within the “Educational Environment that Fosters Creativity Among its Students, Faculty, and Staff”, and facilitating the documentation of the impact of our programs on alumni as they become “The First Choice of Employers Recruiting Students Who Will be Successful as Entrepreneurs or Professionals”.

Additionally, all objectives support the critical elements within *Goal 5 of the Illinois Commitment*, particularly the section on *Assessment of Student Learning*. In fact, the UAO has been given primary responsibility for coordinating the institution’s compliance with the mandates set forth in Goal 5 of the *Illinois Commitment*.

III. Internal Reallocations and Reorganizations

A. Describe any reallocations or reorganizations (including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds) with the university for FY06.

Funds previously designated for the part-time Research Assistant were reallocated to fund a 9-month Graduate Assistantship and will be continued.

B. Identify the manner in which such reallocations will further the goals and objectives of “Educating Illinois” for FY06.

The graduate assistant provides technical support for the UAO, especially in the administration of the alumni survey, maintenance of the UAO web site, and enhancing the ability of department chairs and faculty to retrieve assessment-related information (institution-wide survey results such as CSXQ, NSSE, and alumni survey) through queryable databases and report functions.

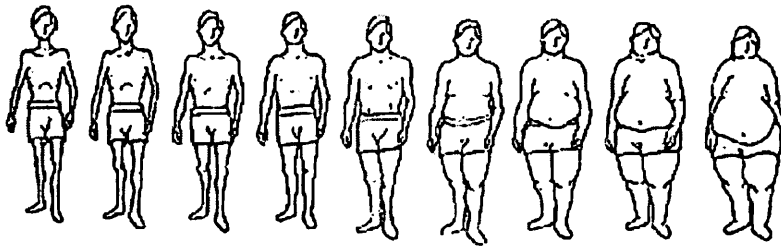
IV. Position Requests: Replacement and New

Not applicable.

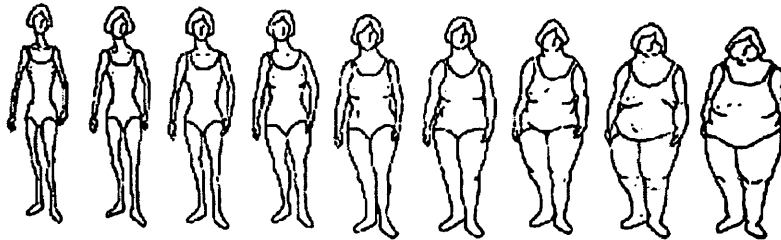
V. Facilities Requests

Not applicable.

Q3 Please place the letter from between the figures that best describes the questions listed.



A B C D E F G H I



A B C D E F G H I

- a. Which figure best describes how you feel you look right now?
- b. Which figure best describes how you wish you could look?
- c. Which male figure has the ideal look?
- d. Which female figure has the ideal look?

What factors influence the adoption of vegetarianism and strictness of vegetarianism among Registered Dietitians?

- Q4** **What is your gender?**
- Male
 - Female

- Q5** **What is your ethnicity? (please check one)**
- African American
 - Hispanic or Latino
 - Asian or Pacific Islander
 - American Indian or Alaskan Native
 - Caucasian/White

Other (please specify)

Q6 What is your religion? (please check one)

- Catholic*
- Lutheran*
- Baptist*
- 7th day Adventist*
- Buddhism*.....
- Methodist*.....
- Presbyterian*
- Jewish*
- Hinduism*.....
- Other*

Q7 How Long have you been a Registered Dietitian?

- less than 5 year*
- between 6-10 years*
- between 11-19 years*
- greater than 20 years*

Q8 What is your highest education level?

- High School*
- Bachelors Degree*.....
- Masters Degree*
- Doctorate*.....

Q9 Do you consider yourself to be a vegetarian?

- Yes*
- No*.....

Q10 If you answered yes to question #7, what are your main reasons for choosing a vegetarian lifestyle?
 Please rank your top THREE reasons with a 1, 2, and 3 respectively.
 (1 = the most important & 3 = the least important)

To lose weight or keep from gaining weight	<input type="checkbox"/>
Health reasons	<input type="checkbox"/>
Environmental/Ecological reasons	<input type="checkbox"/>
Economical reasons	<input type="checkbox"/>
Feminist perspective	<input type="checkbox"/>
Religious/Spiritual reasons	<input type="checkbox"/>
Do not want to kill animals.....	<input type="checkbox"/>
A family member is vegetarian	<input type="checkbox"/>
I don't like the taste of meat	<input type="checkbox"/>
<i>Other (please specify)</i>	<input type="checkbox"/>
	<div style="border: 1px solid black; width: 300px; height: 60px; margin-top: 10px;"></div>

Q11 If you answered yes to question #7, what type of vegetarian do you consider yourself to be?

<i>Vegan (consume no animal products)</i>	<input type="checkbox"/>
<i>Lacto-Vegetarian (include dairy products)</i>	<input type="checkbox"/>
<i>Ovo-Vegetarian (include eggs)</i>	<input type="checkbox"/>
<i>Lacto-Ovo Vegetarian (include dairy products and eggs)</i>	<input type="checkbox"/>
<i>Semi-Vegetarian (Occasionally consume poultry and fish)</i>	<input type="checkbox"/>

Q12 If you consider yourself a vegetarian, how long have you been one?

<i>less than 1 year</i>	<input type="checkbox"/>
<i>between 2-5 years</i>	<input type="checkbox"/>
<i>between 6-10 years</i>	<input type="checkbox"/>
<i>greater than 10 years</i>	<input type="checkbox"/>

Q13 Do you eat any of the following foods? (check all that apply)

<i>Beef</i>	<input type="checkbox"/>
<i>Poultry (chicken and turkey)</i>	<input type="checkbox"/>
<i>Pork</i>	<input type="checkbox"/>
<i>Fish</i>	<input type="checkbox"/>
<i>Eggs</i>	<input type="checkbox"/>
<i>Cheese</i>	<input type="checkbox"/>
<i>Milk</i>	<input type="checkbox"/>
<i>Other Dairy Products (yogurt, ice cream)</i>	<input type="checkbox"/>

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