



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

University Assessment Services

Academic Affairs

FY 2018 Annual Report

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Illinois State University Academic Affairs FY18 Annual Report

This annual report covers the time period 3/1/17 through 2/28/18

I. Accomplishments and Productivity for FY18

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

Table 1. UAS Goal Alignment with Educating Illinois¹

UAS Goal	Educating Illinois Goal	Educating Illinois Strategy
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts. ²	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University’s commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.A. – Continue effective integration of the assessment of student learning outcomes into the curricula and review process of the General Education Program and all degree programs).
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.D. – Implement administrative recommendations of the General Education Task Force).
	Goal 3 – Foster an engaged community and enhance the University’s outreach and partnerships both internally and externally.	Strategy 3.2 – Increase pride, engagement, and sense of community among University stakeholders (3.2.C. – Provide opportunities for students, alumni, and their families to create enduring connections to ISU).
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2 – Strengthen the University’s commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.D. – Develop and assess student learning outcomes facilitated by out-of-class and cocurricular learning experiences).
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.E. – Discuss and implement curricular changes and enhancements recommended by the General Education Task Force through the shared governance process).
	Goal 3 – Foster an engaged community and enhance the University’s outreach and partnerships both internally and externally.	Strategy 3.1 – Enhance cross-divisional and cross-departmental collaboration (3.1.A. – Identify cultural and structural barriers to collaboration, and develop strategies to overcome them).

¹ *Educating Illinois (2008-2014): Priorities for Illinois’ First Public University*. On-line: <http://educatingillinois.illinoisstate.edu/>.

² See also [IBHE Public Agenda](#) Goal 3 – Increase the number of quality credentials to meet the demands of the economy and an increasingly global society. Strategy 3.1.C.1 – Encourage institutional participation in such accountability measures as the CLA, NSSE, CCSSE, and VSA.



UAS Goal	Educating Illinois Goal	Educating Illinois Strategy
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Goal 4 – Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.	Strategy 4.1. – Review processes and practices to ensure efficiency and effectiveness in the University’s operations. (4.1.C. – Formalize a university program to monitor compliance with, and changes in, federal state laws and regulations). Strategy 4.4. – Continue to promote the university planning efforts and ensure all plans are integrated with Educating Illinois (4.4.C. – Review the academic plan to ensure integration with Educating Illinois).
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University’s commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement). Strategy 1.3 – Increase opportunities for students to engage in high-quality, high-impact educational experiences. 1.3.A. – Increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings.
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).
5. Serve the campus by engaging in outreach activities.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University’s commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement).
6. Maintain a level of expertise in higher education assessment through staff development.	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).



Table 2. UAS Goal Alignment with HLC Criteria & Assumed Practices³

UAS Goal	Criteria or Assumed Practice	Description
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs: 4.A.1. – The institution maintains a practice of regular program review (4.A.6. – The institution evaluates the success of its graduates). Core Component 4.B. – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning (4.B.1. – The institution has clearly stated goals for student learning and effective processes for assessment.; 4.B.2. – The institution assesses learning outcomes that it claims for its curricular and co-curricular programs.; 4.B.3. – The institution uses the information gained from assessment to improve student learning. ; 4.B.4. – Good practice in assessment, including the substantial participation of faculty and other staff).
	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.C. – The institution engages in systematic and integrated planning (5.C.2. – The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting).
	HLC Assumed Practices	C. Teaching & Learning: Evaluation & Improvement: C.6. – Institutional data on assessment of student learning are accurate and address the full range of students who enroll. D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.B. – The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission (5.B.1. – The institution has and employs policies and procedures to engage its internal constituencies in the institution’s governance, 5.B.3. – The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort).
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs (4.A.5. – The institution maintains specialized accreditation for its programs as appropriate to its educational purposes).
	HLC Assumed Practices	D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.		
5. Serve the campus by engaging in outreach activities.		
6. Maintain a level of expertise in higher education assessment through staff development.	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.A. – The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future (5.A.4. – The institution’s staff in all areas are appropriately qualified and trained).

³ Higher Learning Commission. (2013, January). *HLC Criteria*. On-line: <http://www.ncahc.org/Information-for-Institutions/criteria-for-accreditation.html>



B. List Major Accomplishments for Each Goal & C. Indicate Measures of Productivity by Which Unit’s Successes Can be Illustrated

2017-18 Overview

Prior to the 2017-18 year, UAS considered engaging in a strategic planning process for the unit. The last quality-improvement related process was conducted in 2013-14 as part of the HLC Assessment Academy. A description of the goals and changes made as a result of ISU’s participation in that process is described in the HLC Assessment Academy Results Report.⁴ Rather than engaging in a formal strategic planning process that include feedback from stakeholders or internal and external environmental scanning, a decision was made to analyze four primary activities related to UAS’ goals.

These activities are addressed in this annual report. The activities and places in the report they are addressed are listed below:

- Analysis of PRAAP process – Goal 1, pg. 5-6.
- Investigation into graduate and/or senior data – Goal 1, pg. 7-8.
- General Education assessment – Goal 2, pgs. 10-11.
- Online newsletter (Progressive Measures) – Goal 5, pg. 17.

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

Primary Activities	FY 18 Objectives
1.1 Coordinating PRAAP	Objective 1.1 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data.
1.2 Consultation for general education assessment	Objective 1.2 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting.
1.3 Engagement Surveys	Objective 1.3. – Prepare for summer 2018 administration of the Beginning College Student Survey of Engagement (BCSSE).
1.4 Alumni Survey	Objective 1.4 – Implement and evaluate the effectiveness of a new PRAAP rubric. Objective 1.5 – Provide support for the Center for Civic Engagement on the development of an assessment plan and other related projects.

⁴ Results Report: <https://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf>



Primary Activities Associated with Goal 1

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

UAS supports PRAAP in two ways. First, program assessment plans are reviewed by members of the Assessment Advisory Council (AAC) prior to programs submitting their program review self-study document. After the review, UAS staff meets with chairpersons/directors and faculty to discuss the feedback from the review, make recommendations for changes, if any, and offer assistance as they prepare for program review.

The second way in which UAS supports PRAAP is through serving on the Academic Planning Committee (APC), which reads and discusses program review self-study documents. This year, the UAS assistant director served on the APC and reviewed 14 program/center review self-study documents.

Two significant changes have been made to the PRAAP process in the last few years:

1. In the 2015-2016 academic year, a checklist rubric replaced the previous descriptive rubric as the instrument used to review and provide feedback regarding program assessment plans. Although the descriptive rubric provided important information on the status of assessment plans (underdeveloped, developed, exemplary, etc.), UAS staff concluded that this rubric did not provide helpful feedback to academic programs regarding how they could improve their assessment plans. The descriptive rubric provided summative feedback and was inconsistent with UAS staff's philosophy of engaging faculty through a continuous improvement approach (as opposed to an approach based on compliance). The checklist rubric, however, provides a context for more improvement-oriented dialog with faculty about student learning. This checklist rubric was created in consultation with (and approved by) the AAC and is posted online.⁵
2. The timeline for PRAAP was altered based on feedback regarding program review that was gathered by Dr. Jim Jawahar and Bruce Stoffel. Their respondents indicated that having more time between receiving the PRAAP feedback and submitting their program review self-study document would allow for more discussions of the feedback among the program faculty and thus, would allow more time for revisions to the program assessment plan to be made. This was proposed to the AAC by UAS staff, and given the reasoning, they supported altering the timing of PRAAP. PRAAP now occurs three years prior to submission of the program review self-study document rather than two years). This change will be in effect during FY19. The revised calendar is outlined below. A description of the PRAAP process is online at the UAS website.⁶

⁵ UAS, Program Assessment, <https://assessment.illinoisstate.edu/program/>

⁶ UAS, Process for the Review of Academic Assessment Plans/Annual Update for Academic Assessment Plans, <https://assessment.illinoisstate.edu/downloads/review-process.pdf>



Table 3. Revised PRAAP Timeline Example

Year	Activity	
1	2018-19	PRAAP, year 1 – AAC review and assessment plan revisions
2	2019-20	PRAAP, year 2 – Assessment plan implementation and analysis
3	2020-21	Program Review – Programs write self-study for submission in the fall
4	2021-22	Program Review – Self-study reviewed by Academic Planning Committee
5	2022-23	Year after program review
6	2023-24	Annual update
7	2024-25	Annual update
8	2025-26	Annual update

1.2 Consultation for general education assessment

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

1.3 Engagement Surveys

UAS is responsible for conducting university-wide engagement surveys. Three engagement surveys are administered on a three year schedule (see below). The most recent engagement surveys administered by UAS were Beginning College Survey of Student Engagement (BCSSE) in summer 2015, the National Survey of Student Engagement (NSSE) in spring 2016, and the Faculty Survey of Student Engagement (FSSE) was administered in spring 2017. The Faculty Survey of Student Engagement for Graduate Student Instructors (FSSE-G) was administered for the first time (both ever and at ISU) in spring 2015 but has not been administered since then because the questionnaire is being revised.

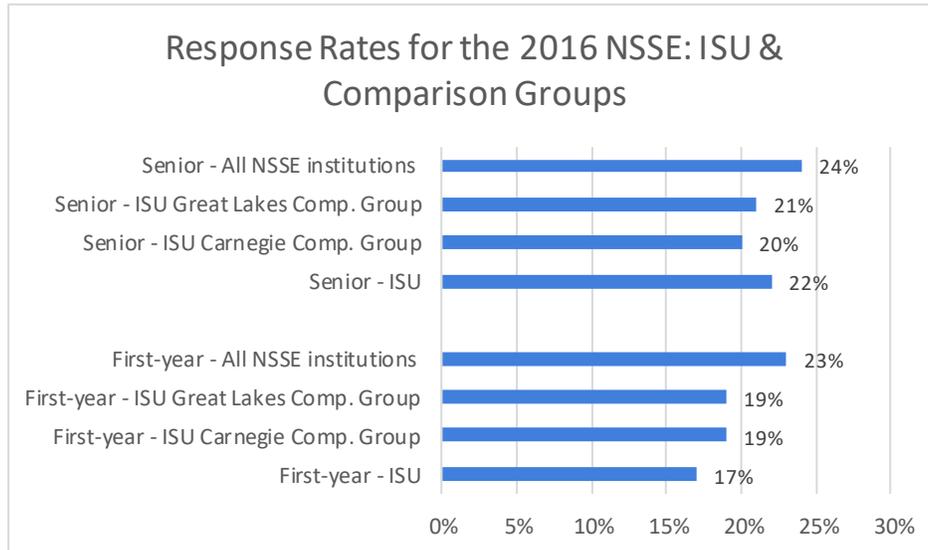
Figure 1. Engagement Survey Schedule

Cohort	Year & Semester of Administration														
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
	summer	spring	n/a	summer	spring	spring	summer	spring	spring	summer	spring	n/a	summer	spring	
Cohort 1	BCSSE	NSSE-FY			NSSE-SR										
Cohort 2				BCSSE	NSSE-FY			NSSE-SR							
Cohort 3							BCSSE	NSSE-FY			NSSE-SR				
Cohort 4										BCSSE	NSSE-FY			NSSE-SR	
Cohort 5													BCSSE	NSSE-FY	



UAS worked with University Marketing & Communications (UMC) in the development of a marketing plan for the administration of the NSSE in spring 2016, which resulted in higher response rates that were comparable to national response rates, shown in figure 2.

Figure 2. NSSE 2016 Response Rates



During the spring 2017, a masters-level student approached UAS (after being directed from a staff member with whom UAS collaborates) regarding a potential summer internship in which data analysis and interpretation activities could be completed. This student worked in UAS during the summer to further examine the (usable) longitudinal data that have been collected from the recent BCSE and NSSE administrations.

In summer 2017, Joe Leipter from the math department worked in UAS as an intern. Joe conducted statistical analyses of NSSE data. His work led into and will provide a foundation for further collaborations with Enterprise Data & Analytics (EDA) at ISU.

1.4 Alumni Survey

UAS has not administered the ISU Alumni Survey for a few years due to several reasons. Initially, the contact and demographic information that are requested from Alumni Relations had not been aligned with the new campus-wide data systems. The response rates from previous administrations have been very low (ranging from 8.6% to 12.7% over the last five years); although we are aware of the value that the feedback from this project can be for academic programs (especially responses to open-ended response items), we acknowledge the difficulty in drawing conclusions from these data and using them in program revision and planning.

Previously, UAS staff revised the ISU Alumni Survey such that any items that were not part of the IBHE-requested alumni data were removed; although this reduced the number of items, the response rate did not seem to be affected. An initiative that UAS staff has discussed is again revising the ISU Alumni Survey to include less items that are focused on the following areas:



- Satisfaction with ISU;
- Post-ISU education;
- Post-ISU employment; and
- Post-ISU quality of life

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 graduates from the 2003-2012 undergraduate graduating cohorts. This represented 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 covers all ISU graduates who have worked in Illinois between 2004 and 2016. Approximately 38,000 graduates are included in the dataset.

UAS also developed a dashboard of the data using Tableau. The dashboard was shared with President Dietz and printed and distributed to department chairs. The state of Illinois has also developed a career outcomes online dashboard that includes the same or very similar variables. As of March 2018, it is the understanding of the UAS office that the dashboard is being shared with stakeholders across the state.



Status of FY18 Objectives from Last Year's Annual Report

Objective 1.1 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data.

- Now that career outcomes can be obtained from other data sources, UAS is going to spend 2018-19 engaging in dialog with stakeholders to reformat the alumni survey.

Objective 1.2 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting.

- This data was shared with academic department chairs in December 2017. We anticipate the state's Career Outcomes project, which utilizes the same data sources and will be available to the public, will be shared in spring or summer 2018.

Objective 1.3. – Prepare for summer 2018 administration of the Beginning College Student Survey of Engagement (BCSSE).

- In progress
 - UAS staff met with Preview staff to discuss administering BCSSE during the summer Preview orientation sessions, as well as the administration options that are available
 - Registration opened on March 1, and ISU will administer the BCSSE during summer 2018

Objective 1.4 – Implement and evaluate the effectiveness of a new PRAAP rubric.

- Completed. The checklist rubric seems to be an effective tool not only for reviewing program assessment plans but also for providing feedback to programs, as well as options for how the assessment plans can be revised.

Objective 1.5 – Provide support for the Center for Civic Engagement on the development of an assessment plan and other related projects.

- The Center for Civic Engagement has completed a comprehensive assessment plan, and that UAS staff will be called upon to provide consultation should the need arise.



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

Primary Activities	FY 18 Objectives
2.1 Council on General Education (CGE) 2.2 Assessment Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Service & Teaching 2.5 Other collaborations	Objective 2.1 – Complete the second year of the new General Education assessment process. Objective 2.2 – Evaluate new General Education assessment process in terms of process and usefulness of results.

Primary Activities Associated with Goal 2

2.1 Council on General Education (CGE)

UAS and the Council on General Education (CGE) worked with the Associate Provost for Undergraduate Education on creating an assessment plan for the General Education program. The UAS Assistant Director coordinates the program assessment by:

- Requesting course and instructor information at the beginning of the fall and spring semesters;
- Preparing communication materials (i.e., recipient lists, email texts) that are sent to faculty/staff;
- Collecting student assignments from faculty that volunteer to submit, then sampling, copying, and returning the original assignments to faculty (within 24 hours of submission);
- Storing course syllabi and students’ assignments that have been submitted;
- Organizing the course syllabi and students’ assignments for review.

During the 2014-2015 academic year, UAS collected course syllabi and student assignments from courses situated within the *United States Traditions* (UST) and *Individuals and Civic Life* (ICL) categories of the General Education program. Due to the low participation rate of ICL courses, this course category was added to the 2015-2016 course categories targeted for assessment. In addition to ICL, UAS collected course syllabi and student assignments from courses situated in the *Mathematics* (MAT) and *Quantitative Reasoning* (QR) categories of the General Education program, as well as collected course syllabi from the *Natural Sciences* (NS), *Natural Science Alternatives* (NSA), and *Science, Mathematics, and Technology* (SMT) categories, during the 2015-2016 academic year.

During the fall 2016 semester, course syllabi and student assignments were not requested due to issues accessing the needed information from the University’s databases; during the spring 2017 semester, however, UAS collected course syllabi and student assignments from courses situated in the *Social Sciences* (SS) category; collected course syllabi from courses situated within the *Humanities* (H), *Language in the Humanities* (LH), and *Fine Arts* (FA) categories; and again (due to low participation rates) collected student assignments from courses situated within the ICL, MAT, and QR categories. During the 2017-2018 academic year, UAS has collected/is collecting student assignments from courses situated within the NS, NSA, and SMT categories. Due to the low participation rate of SS courses, this course category was added to the 2017-2018 course categories targeted for assessment. In addition, it was decided that, rather than requesting course syllabi from faculty, General Education course syllabi would be requested from departmental/school archives; during the 2017-2018 academic year, course syllabi will be requested for those courses situated within the *Communication and Composition* (i.e., COM 110 and ENG 101), UST, and ICL categories.



During the spring 2016 semester, student assignments from the UST courses were reviewed by three faculty members who were familiar with the UST courses and/or have taught/were teaching one of those courses. They had access to a ReggieNet committee site that contained their assignments to review and the United States Traditions rubric so that they can evaluate each assignment. They completed this by the end of the spring 2016 semester and met with UAS staff to discuss the process and provide feedback on it during the summer 2016. The course syllabi that were collected between fall 2014 and spring 2016 also were reviewed by UAS Assistant Director and the Associate Provost for Undergraduate Education.

2.2 Assessment Advisory Council (AAC)

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

During the spring 2016 semester, the UAS Assistant Director/AAC Chair worked with AAC members to improve the committee's effectiveness as part of a project for one of his assessment and evaluation doctoral courses. Committee members were interviewed, and the findings were presented at the final meeting of the semester, with implementation of the findings during 2016-2017 academic year. The implementation primarily has involved providing information regarding UAS's activities, projects, and services as part of the meeting agenda/minutes rather than stating/discussing them during the meetings and incorporating more discussion, especially discussions with guest or member speakers/presenters. In addition, the Assistant Director/AAC Chair and UAS Director meet with new members prior to the first meeting to discuss the AAC and orient them to its activities.

The AAC generally meets on a monthly basis during the academic year (except for August, December, and May). Since the fall 2016 semester, the UAS Assistant Director/AAC Chair begins the meetings by making any announcements and directing members' attention to any important items from UAS's report (i.e., activities, projects, and services); after that, guest or member speakers/presenters have discussed various assessment-related topics, including:

- Status of assessment and accreditation at ISU (Dr. Jim Jawahar, Associate Provost; fall 2016 and 2017);
- Presentation of Assessment Initiative Award projects:
 - Public Relations Program Assessment Redesign (Dr. Pete Smudde, Professor and Associate Director, School of Communication; spring 2017)
 - Additional presentations are scheduled for FY19
- Presentation and Demonstration of 'Via,' a product of LiveText, Inc. (Brian Zirlin, Sr. Consultant at LiveText, Inc.; spring 2017)
- Discussion of Student Affairs DRAFT Learning Domains, Competencies, and Outcomes (Dr. Erin Thomas, Director of Assessment and Engagement Initiatives, Division of Student Affairs; spring 2017)



- Results from the Illinois Department of Employment Security (IDES) project (Dr. Ryan Smith, UAS Director; spring 2018)
- 2016 National Survey of Student Engagement (NSSE) & 2017 Faculty Survey of Student Engagement (FSSE) results (Dr. Ryan Smith, UAS Director; fall 2017)

2.3 Academic Planning Committee (APC)

UAS has a standing membership role on the Academic Planning Committee (APC). The goal of the UAS representative is to provide insight into academic program assessment plans during the review and then work with programs and centers that require follow-up related to assessment. This year, the UAS assistant director served as the UAS representative on the APC, attending 8 meetings and reviewing 14 self-studies, including the program assessment plans for each of the programs under review.

2.4 Service & Teaching

The UAS Assistant Director teaches courses in the psychology department and has taught consecutively during the previous three semesters. The UAS Director taught/is teaching an assessment and evaluation course (In the Educational Administration & Foundations department) in spring 2017, summer 2017, and spring 2018 and currently sits on four EAF student dissertation committees at ISU.

2.6 Other collaborations

- CAEP reaccreditation team
- Central Illinois Tableau Users Group
- Diversity Requirement Task Force
- Search committee for Research & Sponsored programs coordinator
- Substitute taught agriculture course on business intelligence and data analytics
- Retention task force with Enterprise Data & Analytics

Status of FY18 Objectives from Last Year's Annual Report

Objective 2.1 – Complete the second year of the new General Education assessment process.

- Completed. Additional student assignments were collected during the current academic year due to the low participation rate last year.

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

- In progress.
 - This continues to be considered as the participation rates mostly have remained stable (and low). The decision to collect course syllabi from departments/schools rather than requesting them is one change to the initial process that was developed. It is hoped that by doing this, the syllabus findings will be representative given that the population (rather than a sample) of syllabi will be examined.
 - The UAS Assistant Director and Associate Provost for Undergraduate Education will discuss the process and next steps regarding review of the student assignments from course categories that are ready to be reviewed.



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

Primary Activities	FY 18 Objectives
3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support	Objective 3.1 – Identify academic programs due for specialized accreditation FY 18.

Primary Activities Associated with Goal 3

3.1 Specialized Accreditation Support

Generally, programs require 1) advice and consultation on assessment plans related to accreditation; 2) assistance with administering online surveys to alumni and analyzing the results; or 3) survey data about students, generally from the NSSE and Alumni Survey.

3.2 Institutional Accreditation Support

There are no updates on institutional accreditation and assessment for FY 2018.

Status of FY18 Objectives from Last Year’s Annual Report

Objective 3.1 – Identify academic programs due for specialized accreditation FY 18.

- Specialized accreditations are maintained by Bruce Stoffel, Provost Office, on the Provost Academic Planning website: <https://provost.illinoisstate.edu/planning/accreditation/>



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

Primary Activities	FY 18 Objectives
4.1 Staff & unit consultations 4.2 Survey administration 4.3 Professional development for ISU faculty & staff	Objective 4.1 – Offer at least two professional developments workshop series in the fall and spring semesters.

Primary Activities Associated with Goal 4

4.1 Staff & unit consultations

UAS has consulted and worked with individuals and programs across the university. These consultations can include general advice and guidance with an assessment or evaluation plan, data analysis, or survey design. Between March 2017 and February 2018, UAS staff provided consultations for several units on campus. Examples include:

- College of Education
 - Collecting and reporting on data for Council for the Accreditation of Educator Preparation (CAEP) reaccreditation;
 - Collecting data regarding teacher education candidates [part of a meeting with the Illinois State Board of Education (ISBE) and other teacher education program coordinators in Illinois]
- Human Resources: Developing an assessment plan for their training and development sessions;
- School of Art: Refining assessment plans for four academic degree programs;
- Department of Marketing: Developing an assessment plan for the to-be-proposed M.S. in Business Teacher Education program;
- Center for Community Engagement and Service Learning: Collecting data and developing assessment tools;
- Enterprise and Data Analytics (EDA)/Student Retention Group: Providing BCSSE and NSSE results for broader institutional access and use;
- Success 101 (administered through University College): Feedback on course evaluation
- Enrollment Management and Academic Services (EMAS): Administering a student questionnaire and involvement of the Institutional Review Board (IRB);
- Center for Teaching, Learning, and Technology (CTLT): Developing/refining a center assessment plan;
- Career Center: Locating career-related/employment data sources for alumni;
- Health Promotion and Wellness: Analyzing data collected from one of their programs;
- School of Theatre and Dance: Organizing assessment data from academic degree programs;
- English Language Institute (ELI): Revising evaluation tools and methods;
- Department of Politics and Government: Organizing revisions to assessment plan; and
- Department of Languages, Literatures and Cultures: Transferring teacher education rubrics from Select Survey to Formstack (UAS initially provided assistance in placing the rubrics in Select Survey)



4.2 Survey administration

UAS staff has continuously worked with several units on a regular basis to administer assessment-related surveys. These partnerships include:

- Orientation and Transitions Services (University College): Transfer Day Program Evaluation (administered, analyzed, and reported every semester and summer);
- English Language Institute (ELI): Program Evaluation and Mid-Semester and Semester Evaluations (all administered, analyzed, and reported for at least two different groups every semester and summer);
- Assessment Committee of the Academic Advising Council: Academic Advising Survey (administered, analyzed, and reported every year); and
- Dietetic Internship program (Department of Family and Consumer Sciences): Exit Evaluation and Alumni Evaluation (both administered, analyzed, and reported every year).

Every year, several units also contact the UAS Assistant Director to administer, analyze, and report administrator evaluations. These units have included departments/schools, colleges, and the Provost Office.

In addition, UAS staff are contacted for assistance in designing and/or administering surveys related to assessment and evaluation. Between March 2017 and February 2018, UAS administered several surveys on behalf of a variety of units. These surveys included:

- Human Resources: administered faculty/staff survey regarding retirement options; and
- College of Education/Ceclia J. Lauby Teacher Education Center: provided feedback on and administered survey regarding professional educator dispositions;

4.3 Professional development for ISU faculty & staff

One of the findings from a chairpersons/directors survey (completed in 2012 as a component of participating in the HLC Assessment Academy) was a need for more faculty/staff professional development and training in assessment and evaluation. As a result, UAS implemented a professional development series based on the components of the PRAAP rubric in fall 2012 and offered sessions every fall semester. These sessions of 'Refining Your Assessment Plan' include:

- Determining Student Learning Outcomes
- Selecting Direct and Indirect Evidence of Student Learning
- Developing Feedback Mechanisms

Based on feedback from AAC members and recent program review participants (the latter gathered by Jim Jawahar and Bruce Stoffel), a fourth session was added during fall 2017 to address the many ways that information gathered from program assessment plans can be used to inform the program review self-study:

- Aligning Assessment and Program Review



Since spring 2015, UAS also has offered a ‘Developing Your Assessment Toolbox’ workshop series that focus on specific methods that can be used for a variety of assessment-related purposes. Session topics were selected and developed based on UAS staff’s reflections and inquiry requested or feedback provided from faculty/staff and AAC members. These sessions include:

- Aligning Learning Outcomes with Curricula and Programs (focused on mapping outcomes, courses, and activities/assessments)
- Developing Portfolios to Assess Learning and Development (focused on portfolio assessment, and thus, also performance assessment)
- Designing and Administering Feedback Surveys (focused on survey design and administration)
- Creating and Using Rubrics to Examine Learning and Development (focused on rubric design and use)
- Building Evaluations with Logic Models, co-presented with Erin Thomas (focused on logic models as an evaluation tool that may be more appropriate for non-academic learning assessments)

Status of FY18 Objectives from Last Year’s Annual Report

Objective 4.1 – Offer at least two professional developments workshop series in the fall and spring semesters.

- Completed. During the fall 2017 semester, UAS offered four workshops as part of the ‘Refining Your Assessment Plan’ series; during the spring 2018 semester, UAS is offering three workshops as part of the ‘Developing Your Assessment Toolbox’ series



Goal 5. Serve the campus by engaging in outreach activities

Primary Activities	FY 18 Objectives
5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events	None

Primary Activities Associated with Goal 5

5.1 Progressive Measures (Newsletter)

Progressive measures was put on hiatus during the 2016-2017 year. In summer 2017, a doctoral intern from the Educational Administration and Foundations (EAF) department joined UAS to conduct an analysis of the newsletter and propose options for moving forward. UAS implemented nearly all of the intern’s recommendations into a new version of Progressive Measures. Previously, the newsletter was published twice a year in pdf format and intended for printing. The new version of Progressive Measures is a blog-type format designed using Wordpress. This will allow for more interaction, more regular updates, easier searching for topics, and better categorization. The newsletter is live and available online.⁷

5.2 UAS website

The UAS website is the primary vehicle for assessment information and archive for documents and other materials. All staff are able to edit the website and have access to the website shared drive. They update the website periodically, with these updates mostly related to posting the unit’s newsletter and updating program assessment plans as they are received. After a re-design in 2015, no major changes were made to the site in FY 2016.

5.3 Assessment Initiative Award

Every year, UAS awards small grants for program-level assessment projects. The awards are \$2,000 each (with partial funding being awarded if warranted), and AAC members assist UAS staff in reviewing and selecting applications for the award using an established evaluation form. During the 2017-2018 academic year, five proposals were submitted. The three proposals that were selected for funding in FY 2018 include:

- Assessment of the Safety Program (Department of Health Sciences);
- Assessing MCE/MSCE: The Effectiveness of Online Masters’ Degree Programs in Chemistry Education (Department of Chemistry); and
- Understanding the Factors of Success for Noble Street Charter Students (University College)

⁷ <https://highereducationassessment.wordpress.com/>. See also, UAS website: <https://assessment.illinoisstate.edu/about/newsletter.php>



Recipients are required to write an article for *Progressive Measures* and present their project (such as at the CTLT Teaching-Learning Symposium or an AAC meeting).

5.4 Presence at Campus Events

UAS often has a presence at campus events. Between March 2017 and February 2018, these included:

- Table presentations at New Faculty Orientation, fall 2017
- Table fair during Founders Day STATE Showcase



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

Primary Activities	FY 18 Objectives
6.1 Conference and meeting attendance 6.2 Internal and external presentations & publications 6.3 Training and professional development	None

Primary Activities Associated with Goal 6

6.1 Conference and meeting attendance

6.2 Internal and external presentations

- *What Do Students Think They're Doing In & Gaining from College* (presentation to Student Affairs staff) by Derek Meyers & Ryan Smith, March 2017
- *ISU Alumni Labor Market Outcomes* (presentation to President Larry Dietz) Ryan Smith, May 2017
- *CTLT Annual Teaching & Learning Symposium*
 - *Engaging Students with the Three Rs: Reading, Writing, & Arithmetic* by Derek Meyers & Ryan Smith, January 2018
 - *2016-2017 Assessment Initiative Awards: Examining the Meanings Students Create at the Program Level* poster by Dr. Tracy Mainieri & Dr. Noelle Selkow (KNR), with Derek Meyers, January 2018

6.3 Training and professional development

- All UAS staff have completed the CITI online training.
- The UAS assistant director is currently a doctoral candidate in the School of Teaching and Learning.
- UAS staff attended:
 - Cognos training sessions
 - Cayuse training sessions
 - SoTL and IRB information session
- EAF Teaching Professional Development session, June 2017



II. Internal Reallocations & Reorganizations in FY18

A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.

The Office Manager position was upgraded to Administrative Aide. This position was funded by current operating funds.

B. Describe how the unit used additional funds from the Provost Office to enhance accomplishments and productivity. Additional Provost Office funds could include funding sources such as: Enhancement funds, Enrollment Rebound Incentive Program Funds, Instructional Capacity funds, Summer Session funding, or variance dollars from buyouts or sabbaticals

N/A

C. Describe how the unit used additional funds from College/Department/School/Unit to enhance accomplishments and productivity. Additional College/Department/School/Unit funds could include such as: external funding, Foundation funds, variance dollars (note: this does not include variance dollars from AIF), or external contracts.

N/A

III. Accountability Reports

A. Provost Enhancement and Strategic Budgeted Carryover accountability reports (if applicable).

1. Rolling over amount to complete the BCSSE in summer 2018. In summer 2015, the survey cost about \$12,000. We do not anticipate a significant increase in the cost.
2. Rolling over amount to complete the NSSE in the spring. We estimate the cost will be approximately \$8500.

See also: PERS 937 spreadsheet.

B. Supplemental Travel for Field Supervision Accountability Report (if applicable) - Due June 30, 2018.

N/A

C. FY18 Instructional Costs Analysis Report (if applicable) - Due February 15, 2018.

N/A